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PUBLIC EDUCATION IN COLORADO

**42nd BIENNIAL REPORT
COLORADO COMMISSIONER
OF EDUCATION**

School Years 1958-59 — 1959-60



COLORADO STATE DEPARTMENT OF EDUCATION
Byron W. Hansford, Commissioner

June
30
1960

COLORADO
STATE BOARD OF EDUCATION

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1960



State of Colorado

STEVE McNICHOLS, GOVERNOR

DEPARTMENT OF EDUCATION

OFFICE OF COMMISSIONER OF EDUCATION

DENVER 2

BYRON W. HANSFORD
Commissioner of Education

February 6, 1961

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

Dear Governor McNichols and Legislators:

I am happy to present to you and to members of the Colorado General Assembly the Forty-Second Biennial Report of the Colorado Commissioner of Education. This report is presented in accordance with my statutory duty as contained in 123-1-7(8), Colorado School Laws 1956, and covers the period from July 1, 1958 to June 30, 1960.

As in past years, the report summarizes and analyzes the progress of the educational programs of our public schools.

During this biennium, the School District Reorganization Act, Senate Bill 385, has been in force. Under this law, the school districts of the State of Colorado have been reduced from 900 on July 1, 1958, to a new low of 393, as of June 30, 1960. This is, without question, the major advancement in the improvement of public education in Colorado during the time covered by this report.

During this forty-second biennium, the State Department of Education has been able to extend further its relationship as a service institution for the public schools of the State. Also, the biennium has seen the Department called on to administer significant sections of the National Defense Education Act of 1958. This act represents a major step in Federal assistance to public education.

Because of the involvement of our citizens in school district organization committees and because of a renewed feeling of urgency about the quality of American education, I feel that the forty-second biennium will be remembered as a period during which citizen interest reached a new level in Colorado. I sincerely hope this interest will continue and expand.

Most respectfully,

A handwritten signature in cursive script that reads "Byron W. Hansford".

Byron W. Hansford
Commissioner of Education

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INTRODUCTION

As convenient and meaningful as it may be to envision social progress as occurring during certain fixed periods of time, we cannot afford to lose sight of the total continuity of social development which may be unrelated to any arbitrarily selected span of months, years or decades. Neither can educational progress in Colorado be weighed solely in terms of any one biennium or decade preceding or following the establishment of our statehood in 1876.

There is always merit in attempting to gain a degree of perspective by reviewing in a general way the path of progress which we have traversed over a given period of years. Certainly, the past decade spanning the ten-year period from 1950 to 1960 has been one of the most crucial periods for the development of education in Colorado, as well as in our nation at large.

There have been numerous noteworthy programs and activities carried on during the past decade with reference to both state and local educational administration which have tended to complement one another.

It is particularly appropriate to consider this decade as a significant period in the total growth and development of our state's educational program because it corresponds to the period during which we have witnessed the initial implementation of the amendment to our State Constitution, adopted in 1948, which structurally reorganized and philosophically reoriented the Colorado State Department of Education. The sheer growth in numbers of children to be educated and the resultant need for competent, professionally trained personnel and the dollars and physical facilities required to meet this enrollment explosion have had no parallel in any prior decade in our state's history.

In broadest terms, this period of rapid change might aptly be characterized as being one of educational ferment. It has corresponded to the changes which have occurred in the economy, population and social attitudes of our entire state. It reflects, in the truest sense, the abiding faith of our people that education is the essential ingredient to the continued and ultimate development of a society of free and enlightened men.

During the past biennium there have been many advances in education in Colorado. The number of students enrolled in Colorado schools has increased by approximately 17,500 every year. To keep up with this increase we have had to employ an average of 900 additional teachers and build approximately 750 new classrooms each year. The number of teachers on emergency certificates has steadily decreased. The number of school districts in the state has been reduced from 900 on July 1, 1958 to 387 on June 30, 1960.

During this biennium the amount of state aid has increased by approximately \$10,000,000, representing an increase from \$93 state aid per child in 1958 to \$108 in 1960. Also, through the National Defense Education Act, approximately \$6,000,000 has been expended to bring about some much-needed improvement in science, mathematics and foreign language instruction; in improving guidance and testing in the schools; and in improving the gathering and processing of education data.

In the belief that objective analysis of past experience often facilitates wise future action, it is hoped that this Forty-second Biennial Report may be of some assistance to our legislature, governor, educators and lay citizens generally in evaluating our progress and charting our future course.

The Commission has been established as a body to study the
problems of the people of the United States and to report
to the President and the Congress. It is composed of
members from all parts of the country and from all
branches of the government. Its work is to be
done in a spirit of impartiality and objectivity.

The Commission is authorized to hold public hearings
and to receive testimony from any person who
wishes to give it. It is also authorized to
conduct such investigations as it may deem
advisable. Its report will be submitted to the
President and the Congress.

The Commission is organized into three main
divisions. The first division is the
Executive Division, which is headed by the
Chairman. The second division is the
Research Division, and the third is the
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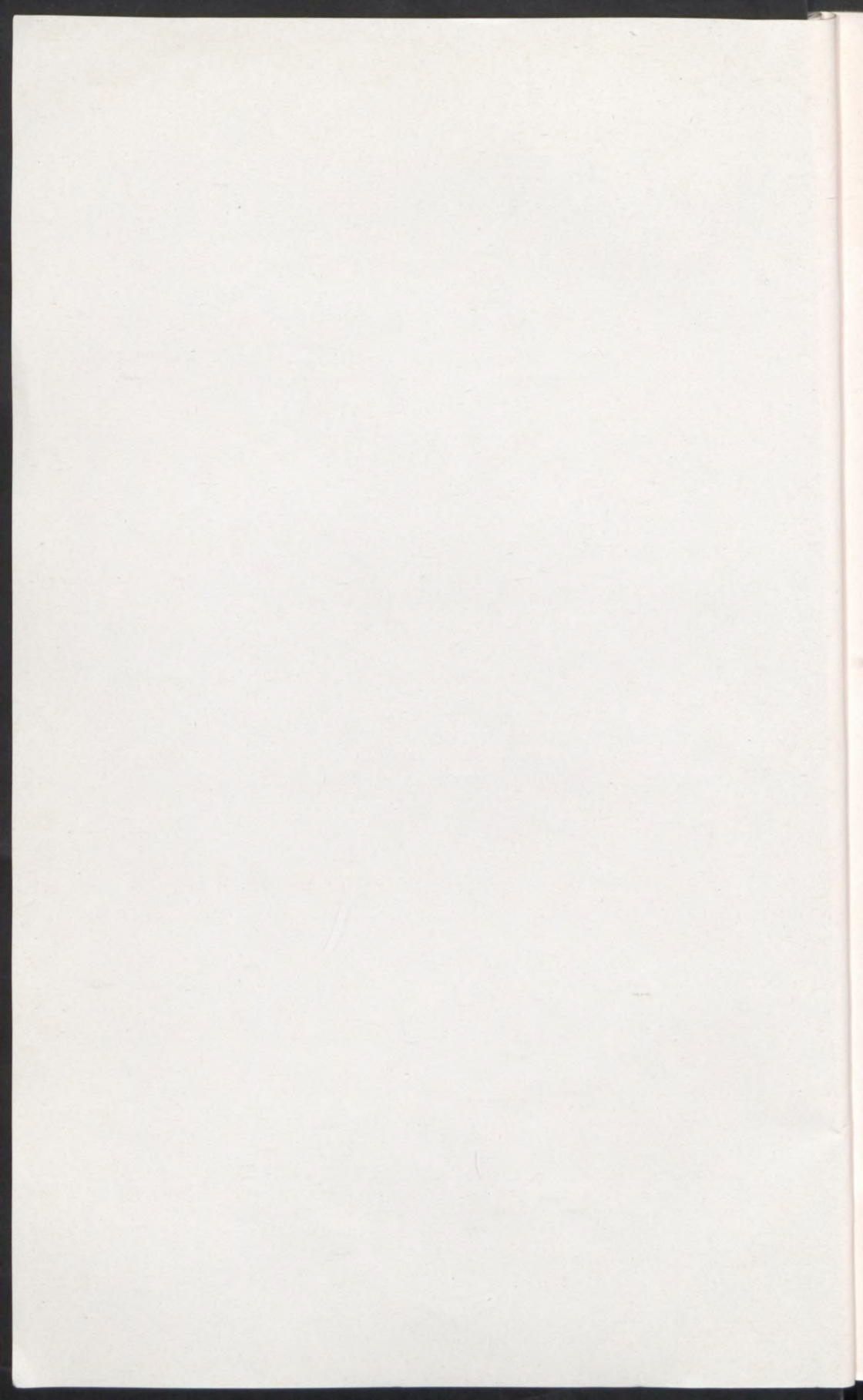
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SECTION ONE

EARLY STAGES OF
TRAINING CREATE
LIFE-TIME MODES

... .. “... *concepts*
gained young in school
shape attitudes, aims...”



INSTRUCTION OF CHILDREN AND YOUTH

... . . . " . . . *schools*
pattern classroom units
for groups of all ages . . ."

The elementary school is, in a very real sense of the word, a school for all the children of all the people. Even though legal attendance requirements usually result in the majority of young people continuing in school until well into high school years, their educational paths increasingly separate as they go beyond the sixth grade. The elementary school must provide a groundwork of common experiences and learnings which can help to create a bond among all citizens of our society in their later years, regardless of their occupation or amount of higher education.

Because it serves as a basic education for everyone, the elementary school program is a critical factor in the well-being of our state and society. The objectives, programs, and practices of the grade school are of concern to all citizens, particularly those with positions of educational responsibility.

What is the present status of elementary education in Colorado, and what trends and issues are influencing its progress?

Historically, the basic purpose of education has been one of developing the intellectual capacities of children, and helping them to do critical and informed thinking in many areas of learning. Our society assumes that all its members should be able to read and write accurately and with understanding, should possess reasonable computational skills, should be familiar with the historical development of their surroundings, and should possess other knowledge and skills considered to be essential for all citizens.

Space does not permit the listing of all such learnings, whether they are widely accepted or advocated by only a few. Included among them are various areas of literature, geography, economics, science, art, music, crafts, health, physical education, as well as other areas which are more typically reserved for secondary education. The task of deciding which among the foregoing learnings should be included in educational programs and determining who should make such choices and how they should be made is of critical importance to education.

The organization of the elementary school program, however, is not completed with the evaluation of the foregoing areas and the selection of choices within and among them. Increasingly, the schools of our state have become concerned with other areas in addition to those of intellectual growth. Indeed some of the subjects mentioned in the foregoing paragraph are concerned with aspects of social, emotional, physical, and aesthetic growth as well as with mental development. Much controversy exists in our society regarding the extent to which the schools should concern themselves with ever-widening fields of living and learning; however, present practice seems to indicate that the trend is toward the expansion of the schools' responsibilities. Educators often spend considerable time in helping young people cope with the problems of growing up with all its ramifications, including such so-called non-intellectual areas of learning as recreation, leisure-time activities, social skills, work habits, character development, citizenship education, and development of desirable spiritual values. The extent and nature of school activities in these areas are legitimate matters for discussion and evaluation, and the efforts of every one should be directed toward arriving at accepted principles regarding such matters. However, in the meantime, educators in our schools must wrestle with the problems that such areas present to them.

The task of improving education is further complicated by the increasing number of skills and talents the teacher is expected to evidence. With the rise of audio-visual education and electronic aids to instruction—not the least of which are new learning machines—teachers must possess information about a wide range of available resources and must be skillful in their use. Further, the knowledge that many and complex factors influence the learning of each student compels a teacher to study each child with as much insight and understanding as possible in order best to assist each in achieving his greatest potential. Understanding of the tools and techniques of educational diagnosis is essential for good teaching.

Teachers must also possess many additional skills. In a classroom dedicated to the philosophy of individualizing instruction, techniques for grouping children and differentiating their assignments are needed. The modern instructor is further expected to be familiar with the methods of successful counseling and interviewing, particularly as these apply to helping parents and children make educational choices. A teacher should know the research on various ways of teaching the subjects included in the curriculum, and last, but by no means least, he is expected to be well grounded himself in all these subjects. The practices of the educational profession have become increasingly more complex in the last few years, and as educators seek to plan a program for a school, they must also attempt to up-grade the quality of the methods used in that program.

In the following paragraphs the current status of elementary education in Colorado will be discussed, with some attention being paid to each level of the program, as well as to current practices, present trends and future needs. All the ensuing discussion, however, should be interpreted in the light of the preceding comments regarding the nature of the educational challenge.

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 national tendency, however, to extend the program downward to include "pre-school" experiences. This is evidenced in Colorado by the large number of children enrolled in non-public nursery schools.

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 council is presently engaged in the study of this program for younger children.

The nursery school has been a forerunner in establishing good parent-teacher relationships. The early age at which children enter nursery school makes intimate contact between parents and nursery school essential. In most cases the young child at his entrance into nursery school or kindergarten is experiencing his first living outside the home and family. This is an important experience for him and one that must be made pleasant, for it will do much to form his attitudes towards school life.

The learning experiences during this time are focused on guiding the child in a growing independence of the home and of adults, in learning social skills and relationships with adults as well as with others of his own age, in using socially acceptable behavior, in physical activity to build sound health and good muscle coordination, in emotional control in meeting situations and in beginning the individual and group use of problem solving skills. Research shows that children who have participated in a good nursery and kindergarten program succeeds better as they progress in school.

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.

Several city systems provide some nursery school facilities with bi-monthly classes for both parents and children. Much information in the area of understanding young children is made available for schools and parents through parent-teacher associations, the home-making division of the State Vocational Education office, guidance clinics, the Colorado Conference of Social Welfare, and the Association of Childhood Education.

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

State Board of Standards of Child Care

In Colorado since 1943 the Board of Standards of Child Care is charged with the supervision and establishment of minimum standards for licensing day nurseries, nursery schools, private kindergartens, foster homes, children's camps, child care centers, child placement agencies and infant nurseries. The standards established are those that provide adequate protection and proper physical care along with qualifications for the directors of such establishments.

The Board of Standards is made up of nine members, one of which by law is required to be a representative of the State Department of Education. The elementary consultant has filled this position for the past two years. In her work with the board she has served on a special kindergarten committee for developing standards for kindergartens and has assisted with the evaluations of private kindergartens. In the future it would be well if certification were required for teachers in non-public nursery schools and kindergartens and supervision be provided that would upgrade the program as many of the schools have developed rather haphazardly. None but a good program is defensible.

TABLE OF STATISTICS SHOWING THE UPWARD TREND OF LICENSING FOR CHILD CARE DURING LAST 10 YEARS BY THE BOARD OF STANDARDS OF CHILD CARE

Year	Total No. Licenses Issued	Total Number of Children
1949-50	802	12,086
1950-51	974	13,271
1951-52	988	14,272
1952-53	1,141	15,269
1953-54	1,314	15,557
1954-55	1,388	16,428
1955-56	1,598	19,711
1956-57	1,819	20,776
1957-58	1,923	19,657
*1958-59	1,587	19,710

Kindergarten Education

Kindergarten is defined as a program designed for children between four and six years of age but it is usually used with reference to five-year-olds. Its purpose is to further the developmental growth of the child in all aspects of his personality and to provide experiences which are of immediate help to him, as well as basic for his later learning activities of a more academic nature. Formal work in reading and numbers are not justifiably a part of the kindergarten program.

The kindergarten does much to stimulate the child's developmental growth based on a combination of factors concerned with his physical, emotional, social and mental maturity. Time enters into the picture and often one must wait for more maturation; kindergarten children are not pushed into advanced learnings.

*The reason for the lower number of licenses issued in 1958-59 was that private nursery schools and private kindergartens were not licensed. A recent ruling by the Attorney General makes this mandatory upon the board, so that the number of children affected in 1960 was over 20,000.

The kindergarten year is rich in experiences. An interest is created in books and stories; concepts and vocabulary are developed that will be an aid in the regular reading program of grade one. There are opportunities to experiment and explore through short trips to places of interest in school and neighborhood. The child makes progress in learning to clean up after work and play, to practice everyday courtesies, to cooperate, to share, to practice reasonable self-control, to think more clearly and in an organized way, to gain an understanding of what reading is all about—to understand that words tell a story and that there is a sequence in stories and events.

The child learns safe ways of going to and from school. He understands about a fire drill. He learns good health habits that should be practiced daily. His mathematical learnings pave the way for later arithmetic teaching as he learns that numbers and measures enter into many of his daily activities. He can count and measure real objects as the need arises. His great curiosity about the natural world is stimulated as the science experiences have guided him in seeing, smelling, handling and investigating all the fascinating natural phenomena that surround him.

The kindergarten year is the time of getting acquainted with music, of hearing it and doing some of it. He learns to sing in small groups, to try out sounds and rhythm instruments and even make some, to respond rhythmically to music, and to do some quiet listening. He profits from a wide range of art materials that have enabled him to express his social and emotional as well as his artistic development. He learns to work independently for increasing lengths of time and to use materials effectively. He has the satisfaction of sawing a board and driving a nail in making a pen or store shelf. His motor abilities, his perceptual acuity, his hearing acuity all increase. Kindergarten is rich and satisfying for this child.

The child in kindergarten lives in the kind of educational environment that provides a smooth transition from home to school so that he grows toward greater confidence in himself and in others outside the family group. With this background of experiences and opportunities and increasing maturity he should now be ready for success in the first grade.

The child who misses kindergarten is denied the foundational step in the elementary school. A total school encompassing kindergarten through grade twelve is recommended for all districts in Colorado. In nearly all of the newly reorganized school districts in the state, such a program is being carried out.

Because of the rising birth rate, the increased interest of parents in the education of the young child, the inclusion of kindergarten children in average daily attendance, the improvement of the total school program, and leadership from the State Department of Education there is a definite expansion of kindergartens in the public schools.

In the school year of 1959-1960 this increase was shown by a gain of 13 districts, from 92 in 1958-1959 to 105 in 1959-1960, an approximate enrollment gain of 5,000 each year, with a total enrollment approaching 30,000 in all kindergartens. It is estimated that two-thirds

of the eligible kindergarten children have these opportunities. Most of these children are still in the larger school districts but the reorganized school district with its improved educational environment has demonstrated that kindergartens can also be conducted successfully for rural children.

To meet the needs of teachers, parents, administrators concerned with kindergartens the state department of education published in 1960 a *Kindergarten Guidebook* of 175 pages, replete with lovely pictures of kindergarten children from Colorado schools, giving the philosophy, the curriculum, physical environment, qualifications for teachers, teaching aids, practical suggestions and professional bibliography. The publication has been widely acclaimed throughout the country. The elementary section will seek to implement the guidebook and improve and expand the kindergarten program.

The production of the guidebook was a cooperative enterprise involving nine committees of the State Childhood Education Association working with the State Department of Education and the Denver Public Schools, with Bertha L. Stephens, kindergarten-primary supervisor in Denver, serving as co-chairman of the project with the elementary consultant. More than 40 meetings of general and sub-committees were held covering a year of work.

Five thousand copies of the *Kindergarten Guidebook* were published in 1960. Plans now include the further implementation of the guidebook in extending and improving the kindergarten program.

Elementary Education

Very typically, the elementary schools include grades one through six, and frequently add a kindergarten grade to them. A number of schools also include grades seven and eight, although increasingly these grades are contained in separate junior high schools.

The most common form of instructional organization is the self-contained classroom. In this plan a teacher works with the same class in the same room for most of the day. Although the self-contained classroom sometimes challenges teachers to instruct in areas which are not their first choice or their greatest competence, the plan has the advantage that learnings in various areas can be correlated and used to reinforce one another. It has the further strength that the teacher is able to deal more insightfully with the learning difficulties of children because he has such close contact with them.

Critics of this approach point to the possibility of weak teaching in at least one subject, if a teacher is presumed to be master of all. Further, many of the advantages of variety may be lost, and an entire year may be difficult for a child if his personality and that of the teacher are in conflict.

Still, the advantages and the trend both nationally and in Colorado seem to be toward this approach, particularly in the lower grades. Efforts are being made to emphasize the advantages while at the same time overcoming some of the weaknesses. This is being accomplished in such ways as the use of special teachers in music, art or physical education and the provision of in-service education

experiences for teachers, often conducted cooperatively by the local school district, institutions of higher education, and the State Department of Education. When best practiced, the self-contained classroom can provide a working situation in which there is enough time, enough freedom of choice, enough materials readily available, and enough understanding of the students to realize a maximum amount of learning.

Some schools make use of departmentalization, in which different teachers teach different subjects; this results in a plan quite similar to that typically seen in the secondary school. Such an approach can vary from total departmentalization to a situation in which there is only one specialized teacher teaching but one subject, with all others being dealt with in a self-contained classroom.

In another direction, it is possible to break down conventional subject divisions even more than does the self-contained classroom. For example, several school districts are experimenting with what is called "nongraded classroom," a plan in which the elementary school is divided into as many as fourteen levels. At the beginning of each year students are placed in a level based upon their previous accomplishments. Faster-than-normal progress might result in a child being placed at a higher level than those of similar chronological age. In a nongraded school, students will normally progress through the various levels in six years; however, gifted children might be able to complete the entire program in five years, while slower learners might require seven. Among Colorado school districts experimenting with the nongraded classroom are Adams City, Cortez, Delta, Denver, Englewood, La Junta, Meeker, and Mesa County.

Curricular developments in elementary education in recent years have centered most heavily on the subjects of reading, science, and foreign language. The latter two areas have received considerable stress as a result of the National Defense Education Act, which has provided funds to assist in their up-grading. There has been considerable experimentation in teaching foreign languages in the elementary school, details of which will be found in the separate chapter of this report concerned with the National Defense Education Act. In the same place there is also information regarding experimental activities designed to improve the extent and quality of science and mathematics in elementary education.

The extensive controversy about the teaching of reading and the relative merits of various methods of dealing with it has had its effect upon Colorado schools. Many workshops and conferences have been held to consider the matter, with one conference at La Junta early in 1959 attracting no fewer than five hundred persons. Although no clear-cut consensus has been reached in the schools of our state, the extensive study and discussion that have been accorded this subject cannot help but up-grade the quality of its instruction. Many school districts have undertaken studies and experiments in teaching reading, often calling upon outside, specialized consultants for assistance. There is a distinct trend toward basing curricular plans upon the evidence and data obtained through research. Indeed, this trend is to be seen throughout the entire curriculum, and not just in reading. The State Department of Education has strenuously

urged the use of research as a basis for creating educational plans and programs.

Other subject areas in the elementary curriculum are worthy of note, although they will be mentioned only briefly. There is increasing concern with the appropriate content and sequence in social studies in the primary and intermediate grades, and a present need in Colorado is for thorough and complete study of this matter. Another area of increasing concern is that of health, physical education, and recreation. There is a great need in our country, particularly in critical periods like the present, for citizens possessing physical fitness, and the habits of health and recreation which are conducive to it. Elementary schools have often possessed neither the facilities nor the personnel to achieve adequately this end. Considerable study and activity are needed in this area, even though there have been some meetings held about the matter, and the State Department of Education has both named an advisory committee and produced publications concerned with it.

The curricular planning of a school is complicated by the fact that many areas cut across many subject fields. Such objectives as good work habits, critical thinking, and problem-solving ability are common to almost all subjects. Others like conservation, citizenship education, safety education, education for international understanding, economic education, and consumer education represent important areas of learning which draw upon the principles of several subject fields. Often such areas are incompletely considered in schools because of difficulties inherent in coordinating programs in different fields.

Conservation is such an area, and one in which considerable activity has taken place in Colorado because of the joint concern of the State Department of Education and the Department of Game and Fish. Since every citizen must make many decisions regarding the use of various natural resources, the wisdom of his choices determines the continued availability of these resources, which are essential to the well-being of all people. In order to make wise decisions one must possess both a set of sound principles and a body of accurate information.

Many activities have been undertaken for the improvement of education for conservation. Liaison contacts among various agencies and groups concerned in the area and the distribution of selected materials represent two such methods. The latter efforts have resulted in approximately 1,600 packets being distributed to the Colorado teachers during the biennium. Both local and regional workshops intended to improve conservation education have been sponsored for teachers, and many efforts have been made to assist local educators in determining appropriate places in the curriculum to include conservation.

Similar treatment is necessary for many other worthy areas of learning which do not belong particularly to any one subject field. However, lack of personnel at both the state and district level has often precluded systematic efforts to do so.

Trends, Issues, and Needs

No report of elementary education in Colorado would be complete without a consideration of the future. The preceding paragraphs have included some comments regarding needs and trends. However, more complete discussion of these should be undertaken.

One area of the elementary school curriculum which seems to be in particular need of evaluation and imaginative revision is the social studies program. This subject has suffered both from a lack of unified, vital concern and from an increase in emphasis on other subjects. Elementary school must help students acquire the attitudes and skills of responsible citizenships, both as regards our own country and the wider world they live in. Indeed, education for international understanding is a must in a period as critical as the present one. Aggressive efforts to improve social studies education are vital.

The impact of new electronic devices has already been mentioned. This has implications for the elementary school as well as for the entire educational program. Extensive and forward-looking efforts must be made to adopt and utilize such developments creatively. Districts must evaluate their present beliefs about instructional materials, especially the newer kinds, and call upon them to help meet the ever-increasing demands of quality and quantity placed upon schools.

Much research has already been done on the value of various methods of reporting pupil progress to parents. This is still a matter of great concern to elementary educators, however. Schools must determine the basic purpose of such reports, and should seek to develop through them an awareness of characteristics of child growth and development, the complex and variable nature of students' achievements, and the great variance in individual capabilities. A continuing need exists to study all facets of this topic, to develop defensible methods of reporting, and to arrive at school-community agreements about reports.

The foregoing represents a few of the issues presently in the forefront of elementary education. Others which are worthy of mention, but about which discussion must be limited, include the effects of nationwide projects in elementary arithmetic on Colorado programs; the increased use of outdoor classrooms, outdoor education programs, and school camps; and the increasing concern in all districts about the education of exceptional children.

Providing enough classrooms and supporting facilities is primarily a matter of enough money at the right time in the right place. In many states the practice of financing capital outlay exclusively through local revenues has become an excessive burden and has delayed the construction of necessary facilities. An increasing number of these states are finding it desirable and feasible for the state to provide financial support for school construction costs either through direct appropriation from the state's general fund or through lending the credit of the state to local financing efforts.

Secondary Education

Secondary schools face both an opportunity and a challenge. They are called upon to provide educational experiences for many young people with varying levels of interest and ability, and possessing a wide variety of purposes. They have a great opportunity to help each one develop according to his own talent and desire and yet are challenged to do this within a structure designed for a large number of students and one which often leads to an exceedingly complicated program.

Secondary education has been the subject of intensive inquiry and controversy during the past several years. Many of the proposals for improving the American high school would result in changing it almost beyond recognition if accepted. Many critics have legitimately expressed themselves as concerned about the education of tomorrow's leaders, and have questioned the extent to which public schools are challenging and developing the minds of such young people. Other persons have commented upon the extensive commitments to extra-curricular activities and to the non-academic areas of the curriculum, inquiring about the appropriateness and feasibility of such experiences, and the extent to which they impede the search for intellectual excellence. Suggestions and criticisms range from such careful and honest appraisals as those of Dr. James B. Conant to the biased tirades of those who represent special interests, and to the sincere and cooperative, but sometimes confused, questioning of parents and other citizens.

Secondary education in Colorado is no stranger to controversy and the same concerns which are prominent nationally are also apparent in this state. Much experimentation designed to strengthen secondary schools has been undertaken, some of which will be described in a later section of this chapter.

Of great concern has been the large number of high school graduates who do not go on to higher education. Colorado is almost exactly at the national average in this matter, with 40.5 percent of 1959 public high school graduates entering college. It is of interest to note that even the smaller schools in the state are encouraging and stimulating their students to pursue their education further. This fact is shown in the following figures:

Size of School	Percent of graduates entering college
Under 25 graduates.....	31.7
25 to 50 graduates.....	36.0
51 to 100 graduates.....	39.0
101 to 250 graduates.....	39.2
Over 250 graduates.....	44.0
Total of all graduates.....	40.5

Certainly the role of secondary education is increasingly important, both for those continuing into college and those whose formal education terminates at this level. The following sections discuss various aspects of junior high school and senior high school activities and programs.

The Junior High School

Pupils attending grades seven through nine are considered to be of junior high school age. In some districts grades seven and eight are included in the elementary school, while ninth graders attend a four-year high school. Many school districts have a separate junior high school for grades seven through nine, while others separate only the seventh and eighth graders. There are many variations of organization, which would lead one to believe that the structure used is one of administrative expediency, housing, facilities, and staff, rather than of pupil needs. School districts with low enrollments frequently use a grade 7-12 high school. A trend toward an organization of K-6, 7-9, 10-12 appears in large metropolitan areas and in reorganized districts.

The enrollments in junior high school years have increased during the past biennium, in accord with the general increase in the number of students attending school. Specifically, the following table presents figures for the past several years:

JUNIOR HIGH SCHOOL ENROLLMENTS

School Year	Grade 7	Grade 8	Grade 9
1956-57.....	23,369	22,827	20,870
1957-58.....	23,102	23,063	22,381
1958-59.....	27,035	22,784	22,460
1959-60.....	31,756	26,544	22,421

Extra-class activities are maintained in the junior high schools to provide experience important to the educational and physical growth of the child, including clubs organized around subject-matter areas, common interest of pupils, and intramural sports.

Larger school systems usually provide guidance counselors, but in other schools the homeroom and other classroom teachers do some counseling to meet the needs of the individual students. Frequently, however, behavior problems are aggravated by a lack of understanding of the problems of these youth. There is need for staff members who possess a professional preparation for understanding young people of junior high school years in their developmental problems.

In some areas of the state there is emphasis on eighth-grade graduation. To some extent the economic status of families, population shifts, language difficulties, and the school organization of grades 1-8 in these districts contribute to high percentages of dropouts. The present trend toward the junior high school as an introduction to high school and the changing forces of society are bringing higher retention power to the schools. The greater flexibility of program and offerings in larger schools, allowing them to meet better the interests and needs of students, is a factor in developing greater powers of retention.

It would appear that clearly defined philosophy and objectives must be developed concerning the functions and purposes of the junior high school. Developmental programs should be planned to meet the needs and interests of the pupils not only with fundamentals but with the individual concerns of these young people. The school

program should provide motivation for them to continue their education into high school and beyond to develop their talents to the utmost for useful citizenship in a manner satisfactory to themselves and to their communities.

The Senior High School

It is difficult to discuss senior high school education in view of the great variation among districts in the grades contained in the high school. For purposes of this report, both 3-year (grades 10-12) and 4-year (grades 9-12) schools will be considered as senior high schools.

Enrollments at this level of the education program have been increasing in recent years. The following table provides figures to illustrate this trend.

SENIOR HIGH SCHOOL ENROLLMENTS

School Year	Grade 9	Grade 10	Grade 11	Grade 12
1956-57	20,870	18,133	15,149	12,987
1957-58	22,381	19,720	16,109	13,695
1958-59	22,460	20,770	17,541	14,542
1959-60	22,421	20,877	18,961	16,101

Many problems exist in providing an ideal secondary education. Dr. Conant in his report *The American High School Today*, states that no high school graduating fewer than 100 students can provide a comprehensive program for its pupils. This standard would require a student enrollment in the senior high school (grades 10-12) of some 350. In spite of rapid strides in school district reorganization only 30 high schools in Colorado enroll as many as 200 students in grades 10-12, while 39 others have this many in grades 9-12. Thus, of 261 high schools in our state only 69 even remotely approach Dr. Conant's minimal size.

Undismayed by the difficulties imposed by small enrollments school administrators in Colorado are giving evidence of hard work, hard thinking, and good planning in improving instructional programs. Worthy of note are the following efforts and activities:

1. Improvement in counseling and guidance, including early identification of the more able and the less able, with grouping and other devices to provide for the special needs of each group.
2. Alternation of subjects in the curriculum by years in order to provide a wide service to pupils.
3. Combination of classes under the same teacher at the same time to provide wider offerings. (For further details, see report on Rocky Mountain Area Project.)
4. Experiments with the length of the period in the daily schedule to provide better instruction. (For further details, see report on Rocky Mountain Area Project.)
5. Use of instructional machines, particularly in the teaching of languages. (For further details, see report on Title III of the National Defense Education Act.)
6. Increased use of instructional films to augment the classroom teaching.

7. Organizational changes in small districts looking toward 7-12 organization for better staff utilization.
8. Introduction of modern mathematics and science courses toward more functional teaching. (For further details, see report on Title III of the National Defense Education Act.)
9. Use of team teaching enabling students to profit by the combined experiences of several instructors. (For further details, see report on Rocky Mountain Area Project.)
10. Advanced placement programs enabling more able students to take college level courses while still in high school.
11. Exploration of methods of intra-class grouping to facilitate individuality of instruction. (For further details, see report on Rocky Mountain Area Project.)
12. Experimentation with and demonstration of co-operative youth seminars for small schools. (For further details, see report on Rocky Mountain Area Project.)
13. Use of educational television programs (e.g., the Continental Classroom) for classroom use and teacher in-service improvement.
14. Experimentation with variations in class size and time schedules. For example, see reports of studies conducted in Jefferson County.

Needs, Issues, and Trends

While the foregoing developments are not found in all schools, and many schools are currently not employing any of them, there is enough activity to encourage the belief that secondary education is on the move in Colorado. The stimulus of the work of the Rocky Mountain Area Project, the various titles of National Defense Education Act, the advanced placement groups, and the continuing work of the State Department of Education are resulting in increased local activity designed to improve instruction. Although it is encouraging to note the progress currently being made in Colorado in improving secondary school instruction, much still remains to be done. Beneficial results of successful experiments should be brought to the attention of less venturesome districts. Further reorganization of districts may contribute to increased efficiency of operations. Schools which have as yet failed to move in the direction of improvement must be encouraged to do so. Guides and other curriculum materials are needed in many instructional areas, particularly for the use of smaller more isolated schools. Other needs and trends are as follows:

1. Graduation Requirements. The trend in Colorado high schools has been to increase the number of units of credit required for graduation. This move is certainly one of improvement. At the same time there is a trend toward more specification of particular courses and programs. Although this trend provides the opportunity and potential for meeting more adequately the general education needs of students, it also presents the risk of being too prescriptive to permit many students to select programs of particular significance to themselves. Intensive study of graduation requirements is a vital need for Colorado secondary education.

2. **Scheduling Practices.** More and more, schools are experimenting with schedules allowing for flexibility of programming, with a longer school day for students who may profit the most and a shorter day for those lacking ability or interest. In some cases, schools are experimenting with schedules based upon multiples of 15 or 30 minute blocks, rather than the commonly used one-hour class. It is essential that a reasonable possibility for providing greater variety of experience for students with a wide range of interest and ability be studied carefully. The personnel and financial support for research into possible ways of high school scheduling are urgently needed.

3. **Curriculum Development.** The trend seems to be in the direction of more local concern for and participation in programs of curriculum development and instructional improvement. Increasingly, districts are engaging in serious and comprehensive efforts to plan sequences of course experiences, to create better materials for learning, and to improve methods of evaluating and measuring student achievements.

However, isolated districts are often handicapped in their ability to obtain assistance and attract consultants. A partial solution to this problem might result from the sharing of consultants among the small districts. Cooperative resource centers serving a given area of the state might be another promising answer to this problem. In any event, additional personnel and budget to cope with the difficulties of curriculum development are increasingly important because of the ever more urgent challenge of our times.

Education is being more and more recognized as a necessity rather than a luxury in regard to our national welfare. We cannot afford to permit educational programs to lag or to be less than the best possible. Secondary school educators in Colorado have been both alert and aggressive in the last two years, but improvements in the program of instruction must advance at an increasing pace if the educational challenges are to be met.

Title III—National Defense Education Act

With the passage of the National Defense Education Act of 1958, Colorado schools have been stimulated to attempt improvements in their programs of science, mathematics, and modern foreign language instruction, and to some degree in the in-service education of teachers in these areas. These instructional improvement programs have been on both the elementary and secondary school levels.

The act provides monies for the acquisition of equipment and materials for science, mathematics and modern foreign language teaching and for remodeling, in a minor way, of existing facilities to fit the needs of schools in their efforts to adapt themselves to the new educational approaches made possible by such equipment and remodeling. As a result, during the school year 1958-59, school districts in 52 counties of Colorado applied for and received monies under this federally supported program, and by the following year (1959-60) all but one county was represented by projects under the National Defense Education Act.

Administration of Title III

A total of \$1,040,615.00 has been allocated and administered under Title III, National Defense Education Act, during the two years of the act's existence, with a resultant demand for state department help in redesigning the in-service education of school staff members along the lines of emphasis outlined and financially supported by the act. See table beginning on page 18 for a more detailed outline of the financial help provided school districts under Title III.

Science and Mathematics

Colorado has two science consultants, one at the elementary level and one at the secondary level. Both of these consultants also cover the area of mathematics at their respective levels. Since these two people are concerned with building K-14 programs in science and mathematics, many of the activities of one complement or supplement the other and characterize the state department's emphasis.

During the first year of the program under the National Defense Education Act in Colorado a great deal of time was required in developing the necessary procedures for application for federal funds under Title III, developing the manual of instructions, lists of basic equipment needed in all science and mathematics laboratories, and participating in area conferences to explain the procedures and the provisions of Title III programs to personnel of the local school districts. Consultative services were provided schools wherever the need developed.

As the program moved into the second year, more and more time was devoted to workshop activity. Using a team approach, consultants from the department, along with many public school teachers, junior and senior college and university level personnel and representatives from other government agencies, such as the U. S. Forest Service, Colorado Game and Fish Department, and the U. S. Public Health Service, were used in making up the staffs for these workshops. It was found that a great deal of flexibility had to be incorporated in these workshops as the need and interests of the local communities were taken into accounting. In all programs, "learn by doing" has been the approach used.

The elementary school programs were aimed primarily at improving the understanding of content, concepts, and an increased use of elementary laboratory experiences with equipment now available under Title III.

The points of emphasis on the secondary school level have been directed toward the education of teachers in modern methods and techniques in presenting science and mathematics to students in a sequential correlated curriculum, with some emphasis on advanced programs for the more able and ambitious students. Over 300 teachers have been involved in these programs thus far. Plans for pre-school workshops indicate that this kind of activity will be considerably increased in the future.

More and more demand is developing for field visits by consultants. An attempt has been made to distribute the time of the staff geographically throughout the state. When possible, visits to several districts during one trip was practiced in order to conserve both the time of the consultants and the expense of traveling to and from

1958-59 FEDERAL FUNDS REIMBURSED TO LOCAL DISTRICTS
Under Title III, National Defense Education Act

County	District	Area	AREA CODING		Federal Funds	Local Funds	Total Funds	Total Dist. Federal Funds	
			El=Elementary	Sec.=Secondary					Lang.=Modern Foreign Languages or Language	Math=Mathematics
Adams	1	Science El.			\$ 3,572.56	\$ 3,573.56	\$ 7,147.12		
	1	Science Sec.			1,638.00	1,638.01	3,276.01	\$ 5,210.56	
	12	Language Sec.			121.86	121.86	243.72		
	12	Mathematics Sec.			24.75	24.75	49.50		
	12	Science El.			1,567.11	1,567.11	3,134.22		
	12	Science Sec.			612.52	612.52	1,225.04	2,326.24	
	14	Science El.			2,334.02	2,334.03	4,668.05		
	14	Science Sec.			3,853.42	3,853.42	7,706.84	6,187.44	
	27 J	Mathematics Sec.			112.24	112.25	224.49		
	27 J	Science Sec.			1,156.55	1,156.58	2,313.13	1,268.79	
	50	Mathematics El.			340.43	340.43	680.86		
	50	Science El.			1,217.13	1,217.13	2,434.26		
	50	Science Sec.			1,023.87	1,023.88	2,047.75	2,581.43	
	Alamosa	Re- 11 J	Science El.			451.85	451.85	903.70	
		Re- 11 J	Science Sec.			533.91	533.92	1,067.83	985.76
Re- 22 J		Language Sec.			688.87	688.88	1,377.75		
Re- 22 J		Mathematics El. and Sec.			150.27	150.27	300.54		
Re- 22 J		Science Sec.			416.42	416.42	832.84		
Re- 22 J		Science El. and Sec.			1,178.60	1,178.61	2,357.21	2,434.16	
Arapahoe	1	Language Sec.			12,272.40	12,272.41	24,544.81		
	1	Science El.			3,843.89	3,843.89	7,687.78		
	1	Science Sec.			2,514.69	2,514.70	5,029.39	18,630.98	
	5	Language El.			262.50	262.50	525.00		
	5	Language Sec.			228.52	228.53	457.05		
	5	Mathematics El.			243.29	243.29	486.58		
	5	Mathematics Sec.			34.77	34.78	69.55		
	5	Science El.			536.69	536.69	1,073.38		
	5	Science Sec.			475.41	475.41	950.82	1,781.18	
	6	Language Sec.			597.91	597.91	1,195.82		
	6	Lang.-Science El.			2,877.13	2,877.14	5,754.27		
	6	Lang.-Science-Math. Sec.			2,264.96	2,264.87	4,529.83		
	6	Mathematics El.			2,047.02	2,047.04	4,094.06		
	6	Mathematics Sec.			247.46	247.66	495.12		
	6	Science El.			983.09	983.10	1,966.19		
	6	Science Sec.			3,571.64	3,571.65	7,143.29	12,589.21	
	28 J	Mathematics El.			561.92	561.93	1,123.85		

County	District	Area	Federal Funds	Local Funds	Total Funds	Federal Funds	
Arapahoe	28 J	Language El.	3,515.93	3,561.08	7,077.01	.....
	28 J	Mathematics Sec.	557.37	557.38	1,114.75	.....
	28 J	Science El.	7,178.84	7,178.85	14,357.69	.....
	28 J	Science Sec.	2,738.90	2,738.91	5,477.81	14,552.96	
Archuleta	50 Jt	Mathematics El. and Sec.	197.47	197.47	394.94	.....
	50 Jt	Language Sec.	332.45	332.44	664.89	.....
	50 Jt	Science El. and Sec.	1,291.90	1,291.90	2,583.80	1,821.82	
Boulder	H.C.	1	Science El.	115.16	115.17	230.33	115.16
	FC	5	Language El.	149.95	149.95	299.90	.....
	FC	5	Mathematics Sec.	97.53	97.53	195.06	.....
	FC	5	Science El. and Sec.	303.72	303.73	607.45	.....
	FC	5	Science Sec.	143.36	143.37	286.73	694.56
		43	Science El.	640.87	640.88	1,281.75	.....
		43	Science Sec.	587.11	587.11	1,174.22	1,227.98
		47	Language El. and Sec.	417.50	417.50	835.00	.....
		47	Science Sec.	966.19	966.19	1,932.38	1,383.69
		52	Mathematics Sec.	49.52	53.12	102.64	.....
		52	Science Sec.	881.02	881.03	1,762.05	930.54
		67 Jt	Language El. and Sec.	176.36	176.36	352.72	.....
		67 Jt	Mathematics Sec.	77.24	77.25	154.49	.....
		67 Jt	Science Sec.	67.18	67.18	134.36	320.78
Cheyenne	R-	1	Science Sec.	122.57	122.57	245.14	122.57
	R-	2	Mathematics Sec.	255.15	255.15	510.30	.....
	R-	2	Science Sec.	3,569.80	3,569.81	7,139.61	3,824.95
Clear Creek	Re-	1	Language Sec.	732.78	732.78	1,465.56	.....
	Re-	1	Science El.	289.97	289.98	579.95	.....
	R-	1	Science Sec.	675.00	675.00	1,350.00	1,697.75
Conejos		1 J	Science Sec.	415.96	415.97	831.93	415.96
	Re-	10	Language Sec.	216.49	216.49	432.98	.....
	Re-	10	Mathematics Sec.	38.09	38.10	76.19	.....
	Re-	10	Science Sec.	166.54	166.55	333.09	421.12
		30	Science El. and Sec.	642.82	642.82	1,285.64	642.82
Costilla		1	Mathematics El.	216.79	216.79	433.58	.....
		1	Science El.	237.85	237.85	475.70	454.64
	CUHS		Science Sec.	2,503.90	2,503.90	5,007.80	2,503.90
	R-	30	Science Sec.	562.81	562.82	1,125.63	562.81
Crowley		12 J	Science Sec.	1,522.91	1,522.91	3,045.82	1,522.91
Delta	50 J	Language Sec.	1,041.42	1,041.43	2,082.85	.....
	50 J	Mathematics Sec.	424.56	424.57	849.13	.....
	50 J	Science Sec.	5,353.80	5,353.80	10,707.60	6,819.78	
Denver		1	Language El. and Sec.	43,978.64	43,978.65	87,957.29	.....
		1	Science El.	46,996.91	46,996.94	93,993.85	90,975.55

1958-59 FEDERAL FUNDS REIMBURSED TO LOCAL DISTRICTS

(Continued)

Under Title III, National Defense Education Act

County	District	Area	Federal Funds	Local Funds	Total Funds	Total Dist. Federal Funds
Douglas	Re- 1	Science Sec.	1,086.88	1,086.89	2,173.77	1,086.88
Eagle	Re- 50 J	Science Sec.	2,057.21	2,057.21	4,114.42	2,057.21
Elbert	C 2	Language El.	124.44	124.45	248.89	.....
	C 2	Mathematics Sec.	48.38	48.38	96.76	.....
	C 2	Science Sec.	750.87	750.88	1,501.75	923.69
	100 J	Language Sec.	158.95	158.95	317.90	.....
	100 J	Mathematics Sec.	187.17	189.18	378.35	.....
	100 J	Science El. and Sec.	736.37	736.38	1,472.75	.....
	100 J	Science El.	573.45	573.45	1,146.90	1,657.94
	200	Science Sec.	432.20	432.20	864.40	432.20
El Paso	RJ 1	Science Sec.	261.56	261.56	523.12	261.56
	3	Lang.-Sec.-Science El. and Sec.	1,202.72	1,202.72	2,405.44	1,202.72
	11	Language El.	1,479.17	1,479.17	2,958.34	.....
	11	Language Sec.	721.76	721.76	1,443.52	.....
	11	Mathematics El.	608.59	608.59	1,217.18	.....
	11	Mathematics Sec.	130.11	130.11	260.22	.....
	11	Science El.	8,493.96	8,493.97	16,987.93	.....
	11	Science Sec.	5845.40	5,845.41	11,690.81	17,278.99
	38	Math-Science El. and Sec.	659.30	659.30	1,318.60	659.30
	49	Science Sec.	374.60	374.61	749.21	374.60
Fremont	P 1	Language Sec.	2,314.43	2,314.44	4,628.87	.....
	P 1	Science Sec.	1,695.41	1,695.41	3,390.82	4,009.84
	Re- 2 J	Science El.	1,563.81	1,563.81	3,127.62	.....
	Re- 2 J	Science Sec.	5,652.73	5,652.74	11,305.47	7,216.54
	51	Science El. and Sec.	269.85	269.85	539.70	269.85
Garfield	CHS	Mathematics Sec.	280.30	280.31	560.61	280.30
	C 1	Science El. and Sec.	660.79	660.80	1,321.59	660.79
	C 2	Science El.	28.31	28.32	56.63	.....
	C 2	Science Sec.	91.57	91.58	183.15	119.88
Grand	Re- 1	Math-Science Sec.	299.50	299.50	599.00	.....
	Re- 1	Science Sec.	472.69	472.71	945.40	772.19
	Re- 2	Science El.	1,051.42	1,051.42	2,102.84	.....
	Re- 2	Science Sec.	778.61	778.61	1,557.22	1,830.03
Gunnison	GCHS	Science Sec.	134.50	134.50	269.00	134.50
Hinsdale	Re- 1	Science-Math. El. and Sec.	104.46	104.47	208.93	104.46
Huerfano	Re- 1	Language Sec.	81.84	81.85	163.69	.....
	Re- 1	Mathematics El. and Sec.	86.55	86.56	173.11	.....
	Re- 1	Science Sec.	522.90	522.91	1,045.81	.....
	Re- 1	Language El.	245.35	245.35	490.70	.....
	Re- 1	Mathematics El.	132.76	132.76	265.52	.....
	Re- 1	Science El.	552.02	552.12	1,104.14	1,621.42

County	District	Area	Federal Funds	Local Funds	Total Funds	Total Dist. Federal Funds
Jefferson	R- 1	Language Sec.	25,053.07	25,053.08	50,106.15	.....
	R- 1	Science El.	9,601.37	9,601.37	19,202.74	.....
	R- 1	Science El. and Sec.	2,430.00	2,430.00	4,860.00	.....
	R- 1	Science Sec.	12,128.56	12,128.57	24,257.13	49,213.00
Kiowa	R- 1	Science Sec.	1,516.30	1,516.31	3,032.61	1,516.30
Kit Carson	R- 1	Science Sec.	643.14	643.15	1,286.29	643.14
	R- 4	Science Sec.	632.00	632.01	1,264.01	632.00
	R- 5	Science Sec.	132.13	132.14	264.27	132.13
	Re- 6 J	Science El.	141.47	141.48	282.95	.....
	Re- 6 J	Science Sec.	1,989.44	1,989.44	3,987.88	2,130.91
	R- 1	Science Sec.	3,863.39	3,863.40	7,726.79	3,863.39
Lake La Plata	9-R	Science El.	936.62	936.63	1,873.25	.....
	9-R	Science Sec.	1,272.23	1,272.23	2,544.46	.....
	9-R	Science El. and Sec.	1,816.76	1,816.76	3,633.52	4,025.61
	10 Jt R	Science Sec.	180.09	180.09	360.18	180.09
	11 Jt	Science El. and Sec.	189.36	189.37	378.73	189.36
Larimer	R- 1	Language Sec.	5,351.39	5,351.41	10,702.80	.....
	R- 1	Mathematics Sec.	38.79	38.80	77.59	.....
	R- 1	Math.-Science El.	75.36	75.37	150.73	.....
	R- 1	Lang.-Science-Math. El.	170.46	170.46	340.92	.....
	R- 1	Science El.	707.50	707.49	1,414.99	.....
	R- 1	Science Sec.	2,377.10	2,391.30	4,768.40	.....
	R- 1	Science-Math. El. and Sec.	88.55	88.55	177.10	8,809.15
	R- 2 J	Science Sec.	145.95	145.95	291.90	145.95
	R- 3	Lang.-Science-Math. El.	66.92	66.92	133.84	66.92
	Las Animas	CHS	Science Sec.	1,497.49	1,497.50	2,994.99	1,497.49
JC		Science Sec.	8,687.04	8,687.05	17,374.09	8,687.04
1		Language El. and Sec.	764.67	764.68	1,529.35	.....
1		Science Sec.	327.07	327.07	654.14	1,091.74
R- 2		Mathematics El. and Sec.	641.43	641.43	1,282.86	.....
R- 2		Science El. and Sec.	1,349.93	1,349.93	2,699.86	1,991.36
Re- 6		Language Sec.	151.60	151.60	303.20	.....
Re- 6		Science Sec.	201.49	201.50	402.99	353.09
R- 82		Science El. and Sec.	1,127.64	1,127.65	2,255.29	1,127.64
Lincoln		Re- 4 J	Mathematics Sec.	377.40	377.41	754.81
	Re- 4 J	Science-Math. Sec.	2,566.87	2,566.88	5,133.75	2,944.27
	Re- 31	Science Sec.	502.79	502.79	1,005.58	502.79
Logan	JC	Mathematics Sec.	95.00	95.00	190.00	.....
	JC	Math.-Science Sec.	900.54	900.56	1,801.10	995.54
	P 12	Mathematics El.	507.04	507.05	1,014.09	.....
	P 12	Mathematics Sec.	29.35	29.36	58.71	.....
	P 12	Science El.	2,233.37	2,233.37	4,466.74	.....
	P 12	Science Sec.	1,908.19	1,908.20	3,816.39	4,677.95

1958-59 FEDERAL FUNDS REIMBURSED TO LOCAL DISTRICTS

(Continued)

Under Title III, National Defense Education Act

County	District	Area	Federal Funds	Local Funds	Total Funds	Total Dist. Federal Funds
Mesa	JC	Science Sec.	2,378.90	2,378.91	4,757.81	2,378.90
	50	Science Sec.	1,737.80	1,737.80	3,475.60	1,737.80
	51	Language El.	1,109.31	1,109.31	2,218.62	
	51	Science Sec.	3,583.97	3,583.98	7,167.95	4,693.28
Mineral	1	Science Sec.	216.79	216.80	433.59	216.79
Moffat	Re- 1	Mathematics Sec.	52.08	52.08	104.16	
	Re- 1	Science Sec.	61.22	61.23	122.45	
	Re- 1	Language Sec.	99.75	99.75	199.50	213.05
Montezuma	CHS	Language Sec.	1,083.39	1,083.40	2,166.79	
	CHS	Mathematics Sec.	165.12	165.13	330.25	
	CHS	Science Sec.	409.89	409.89	819.78	1,658.40
	1	Language El.	947.84	947.85	1,895.69	
	1	Mathematics El.	338.98	338.99	677.97	
	1	Science El.	98.45	98.46	196.91	1,385.27
	Re- 6	Science El.	400.00	403.00	803.00	400.00
Montrose	CHS	Science Sec.	2,401.41	2,401.46	4,802.87	2,401.41
	1	Mathematics El.	111.85	111.85	223.70	
	1	Mathematics Sec.	63.35	63.40	126.75	
	1	Science El.	559.44	559.44	1,118.88	734.64
	18	Language El.	403.10	403.10	806.20	403.10
	25	Mathematics El.	115.12	115.12	230.24	
	25	Science El.	291.51	291.51	583.02	
	25	Science-Math. El.	1,331.97	1,331.97	2,663.94	1,738.60
	Morgan	1	Science Sec.	140.69	140.70	281.39	140.69
3		Science El. and Sec.	1,866.95	1,866.95	3,733.90	
3		Science Sec.	2,497.35	2,497.35	4,994.70	4,364.30
10 J		Science Sec.	275.40	275.42	550.82	275.40
50 J		Science El.	450.04	450.05	900.09	
50 J		Science Sec.	952.45	952.45	1,904.90	1,402.49
Otero	JC	Language Sec.	3,445.00	3,445.00	6,890.00	
	JC	Science Sec.	6,458.55	6,458.57	12,917.12	
	JC	Math.-Science Sec.	492.50	492.50	985.00	10,396.05
	R- 2	Science El.	899.03	899.03	1,798.06	899.03
	11	Language Sec.	440.50	440.50	881.00	
	11	Science El.	514.09	514.10	1,028.19	
	11	Science Sec.	2,470.54	2,470.56	4,941.10	3,425.13
	31	Science El. and Sec.	384.78	348.78	769.56	384.78
Ourray	R- 1	Mathematics Sec.	54.76	54.76	109.52	
	R- 1	Science Sec.	519.28	519.29	1,038.57	574.04
	R- 2	Language Sec.	218.50	218.50	437.00	
	R- 2	Science Sec.	435.18	435.18	870.36	653.68

County	District	Area	Federal Funds	Local Funds	Total Funds	Total Dist. Federal Funds
Park	1	Science Sec.	567.52	567.53	1,135.05	567.52
	Re- 2	Science Sec.	171.19	171.20	342.39	171.19
Phillips	PCHS	Science Sec.	3,304.75	3,304.75	6,609.50	3,304.75
	JC	Science Sec.	3,093.32	3,093.32	6,186.64	3,093.32
Prowers	Re- 13 Jt	Mathematics El. and Sec.	167.32	167.32	334.64	.....
	Re- 13 Jt	Science El.	228.65	228.66	457.31	.....
	Re- 13 Jt	Science Sec.	1,221.30	1,221.31	2,442.61	1,617.27
	Re- 2	Science El.	199.89	199.90	399.79	199.89
	JC	Language Sec.	5,064.00	5,064.00	10,128.00	.....
Pueblo	JC	Science Sec.	5,814.20	5,814.21	11,628.41	10,878.20
	60	Language El.	1,869.46	1,869.46	3,738.92	.....
	60	Language Sec.	9,301.26	9,301.26	18,602.52	.....
	60	Mathematics El.	3,559.55	3,559.56	7,119.11	.....
	60	Mathematics Sec.	736.46	736.47	1,472.93	.....
	60	Science El.	10,536.97	10,536.99	21,073.96	.....
	60	Science Sec.	1,607.44	1,607.44	3,214.88	27,611.14
	70	Language El.	676.77	676.77	1,353.53	.....
	70	Language Sec.	906.06	906.07	1,812.13	.....
	70	Mathematics El.	873.87	873.88	1,747.75	.....
	70	Mathematics Sec.	129.94	129.95	259.89	.....
	70	Science El.	362.32	362.32	724.64	.....
	70	Science Sec.	632.06	632.07	1,264.13	.....
	70	Science El. and Sec.	2,942.45	2,942.45	5,884.90	6,523.46
	Rio Grande	C 8	Language Sec.	96.11	96.11	192.22
C 8		Science El.	421.41	421.42	842.83	.....
C 8		Science Sec.	1,082.32	1,082.32	2,164.64	1,599.84
Routt	Re- 2	Science El.	779.83	779.83	1,559.66	.....
	Re- 2	Science Sec.	806.22	806.22	1,612.44	.....
	Re- 2	Language Sec.	188.10	188.11	376.21	.....
	Re- 2	Mathematics Sec.	196.05	196.05	392.10	1,970.20
Saguache	26 J	Language Sec.	92.53	92.53	185.06	.....
	26 J	Mathematics El. & Sec.	335.62	335.63	671.25	.....
	26 J	Science El. and Sec.	1,050.00	1,050.00	2,100.00	1,478.15
San Juan	1	Science Sec.	69.07	68.74	137.81	69.07
San Miguel	Re- 2 J	Language Sec.	355.42	355.43	710.85	.....
	Re- 2 J	Science El.	313.55	313.55	627.10	.....
	Re- 2 J	Math.-Science Sec.	114.64	114.65	229.29	783.61
Sedgwick	53	Science El.	421.50	421.50	843.00	421.50
Teller	Re- 1	Language Sec.	165.38	165.39	330.77	.....
	Re- 1	Mathematics Sec.	133.46	133.47	266.93	.....
	Re- 1	Science Sec.	2,933.32	2,933.33	5,866.65	3,232.16

1958-59 FEDERAL FUNDS REIMBURSED TO LOCAL DISTRICTS

Under Title III, National Defense Education Act

(Continued)

County	District	Area	Federal Funds	Local Funds	Total Funds	Total Dist. Federal Funds
Washington	R 3	Science El. and Sec.....	788.91	788.91	1,577.82	788.91
	101	Science El. and Sec.....	2,964.40	2,964.41	5,928.81	2,964.40
Weld	Re- 1	Science Sec.	3,672.63	3,672.66	7,345.29	3,672.63
	Re- 4	Language Sec.	250.00	253.74	503.74	.....
	Re- 4	Science El.	352.30	353.63	705.93	.....
	Re- 4	Science Sec.	225.00	233.41	458.41	827.30
	6	Language Sec.	1,627.17	1,627.17	3,254.34	.....
	6	Mathematics El.	191.64	191.64	383.28	.....
	6	Mathematics Sec.	184.75	184.75	369.50	.....
	6	Science El.	474.95	474.96	949.91	.....
	6	Science Sec.	1,356.01	1,356.02	2,712.03	3,834.52
	Re- 8	Science El. and Sec.....	163.47	163.48	326.95	.....
	Re- 8	Science Sec.	276.89	276.90	553.79	440.36
	37	Science Sec.	297.68	297.68	595.36	297.68
	P 40	Science Sec.	1,336.57	1,336.58	2,673.15	1,336.57
	64	Science El. and Sec.....	104.64	104.65	209.29	104.64
	67	Science Sec.	531.38	531.39	1,062.77	531.38
		TOTAL	\$ 442,176.24	\$442,259.03	\$884,435.27	\$442,176.24

local schools. A number of activities were engaged in by consultants during their field visits. Most of these had to do with the planning of new laboratory facilities, assisting in the preparation of Title III projects, supplying bibliographies of science books, films and filmstrips, assisting in the development of K-14 science curricula, assisting in the setting up of in-service education programs, and exploring with local personnel the relationship of science and mathematics to the total curriculum.

As a part of the necessary planning for implementing the programs, a number of publications are now in the planning stage and in a few instances have already reached publication. One such publication is a brochure concerning the traveling science laboratory. Still others have to do with the suggested equipment for science programs in Colorado, and a periodic Title III *Newsletter* to science, mathematics, and foreign language teachers in the state. Consultants other than those in the state department have been used in many of these programs of publications.

A brief review of the requests coming to the state department from local schools indicates the scope and, to some degree, the effectiveness of the Title III programs in the state. Requests for materials for darkening rooms to make them suitable for projection equipment, reference books, filmstrips, aquaria, animal cages, insect spreading boards, culturing equipment, and greenhouses indicate the scope of thinking that is now taking place in the science classrooms throughout the state.

A special word should probably be included concerning the Traveling Science Mobile Laboratory as a device for in-service education of teachers. It is a fully equipped laboratory. It moves about over the state of Colorado providing training in life science, chemistry and physics. Also the natural science workshops held during the month of September should be mentioned. Elementary school science teachers spent two days in the field at experimental forest stations, elk management stations, and the Rocky Mountain Biological Laboratory, where they were given a chance to study ecology and conservation practices. The help of the U. S. Forest Service, the Colorado Game and Fish Department, and college personnel was quite valuable in these natural science workshops. Two basic principles were kept in mind in conducting this type of workshop activity in Colorado: namely, a team approach to instruction and a close cooperation with other educational agencies. As stated earlier, a K-14 approach to curriculum improvement was used in these in-service programs.

At the present time the state department has avoided the production of specific courses of study, since this function in the state of Colorado is largely performed by the local districts. It was also felt that the experimental programs, along with the new content and techniques of teaching, would tend to outdate such courses of study before they could reach a state of publication, and the department preferred to spend its time in acquainting local school personnel with the practices, techniques, and new information in science and mathematics on the assumption that teachers or school districts could build their own course outlines.

Many things have been noted by the state department staff to indicate the wide interest and effort being put forth by local schools

to raise the quality of science and mathematics instruction. Newspaper articles describing workshops are common. The increasing number of requests for consultant help is indicative of the trend toward in-service education stimulated by the projects submitted for Title III monies. Evaluation instruments are being developed by many local school districts. The flood of letters requesting information and use of the traveling science laboratory and many other evidences of the effectiveness of the Title III science program under the National Defense Education Act have been noted by the staff.

Plans for the future call for a number of publications from the state department, designed primarily to speed the dissemination of information. Additional workshops, conferences, and in-service programs for teachers and administrators, at both the elementary and secondary level, are in the making.

Concerning the problems encountered, a shortage of secretarial help has occasionally resulted in delays in the preparation of articles, the production of bulletins for in-service education, and other needed written communiques. School personnel often-times had little concept of the kind of equipment and facilities that would be appropriate for their school to acquire through the Title III program, and understanding of the nature of science and the methods it employs was less widespread than had been hoped. Many elementary schools purchased equipment and found teachers were untrained to use it. A K-12 approach to the science program was rarely found in the schools throughout Colorado.

All in all it has been a productive year for science and mathematics program development in Colorado schools and the dividends should grow larger in the days ahead.

Modern Foreign Languages

Because of America's growing leadership role in world affairs, public awareness of the need for more well trained people, competent in the use of foreign languages, has been made evident and begun to be implemented by the provisions of the National Defense Education Act of 1958. The public schools of Colorado, like those of much of the nation, have in the past, because of lack of funds, neglected the teaching of foreign languages, or adopted programs which were inadequate because of their short duration, their lack of proper equipment and materials, and a scarcity of teachers qualified to prepare students to understand or speak (as well as read and write) a foreign language.

In implementing the provisions of Title III of the act, which provides funds for the purchase of equipment and materials to improve the teaching of foreign languages, mathematics and science, the foreign language programs in Colorado schools have shown the following stages of growth:

The first is a realization that the desired outcomes of a foreign language program are three-fold: Communication, appreciation for the language, as expressed in its literature, art and music, and cul-

tural understanding through studying the culture and civilization and learning how others communicate and think. When the emphasis is placed upon learning to speak the language fluently this requires a longer time for study and a different way of teaching. Many schools have, therefore, begun to lengthen their foreign language programs into 4, 6, or 10 year sequences. In addition, most schools with long established foreign language programs have seen the need for the use of electronic equipment, tape recorders, and fully-equipped laboratories. The result is that within two years laboratories or electronic classrooms have been acquired in more than 60 secondary schools in Colorado. Teachers will be trained to utilize this equipment through the National Defense Education Act summer institutes, and through workshops and conferences being planned by the State Department of Education.

In order to awaken administrators, teachers, and communities to a better understanding of the new direction emphasized in the language learning process there were area conferences, talks and discussions with various educational groups, and many individual consultations. As a result, there is much demand on the part of the districts for consultative help in revising curriculums, adding new programs, and planning in-service projects.

Another phase of the developing language program is an interest in experimentation such as the use of television, FM radio, prepared tapes and records, traveling teachers, and simultaneous teaching of pupils and teachers through an in-service education program in elementary schools.

The third phase in improving modern foreign language programs in Colorado schools involves the continuing education of the teacher, which is a cooperative venture including all segments of the education profession.

In addition to the many colleges and university courses designed to improve foreign language methods and skills, the individual school districts, under the provisions of Title III, are responsible for setting up in-service education programs using outside consultants when needed.

Necessary professional growth is also promoted through various types of publications, such as "How To" manuals, revisions of curriculum guides, source lists and bibliographies, reports on the newest developments in the foreign language teaching field, status studies of foreign language programs, and evaluation forms.

The demands for these services have been greater than the secretarial and outside consultative assistance available. Appearing on page 28 are some of the compilations from a study of foreign language enrollments in Colorado secondary schools for the fall of 1959. This study, which is intended as a basis for future comparisons, was prepared by Department personnel in the Title III and Title X Sections.

Many individuals and districts have received help through the distribution of lists of important publications on particular areas of foreign language programs, and packets of pamphlets for discussion groups or for architects preparing laboratory specifications.

The need is still great. Far more emphasis on modern foreign language teaching is anticipated. To quote from a U. S. Department

Table I

**FOREIGN LANGUAGE ENROLLMENT IN COLORADO PUBLIC SCHOOLS
GRADES 7 AND 8 AND FIRST-YEAR THROUGH FIFTH-YEAR HIGH SCHOOL LANGUAGE COURSES, FALL 1959**

Foreign Language	Grade 7	Grade 8	First-year	Second-year	Third-year	Fourth-year	Fifth-Year	Special*	Total
Spanish	373	812	8,288	3,887	541	56	0	33	13,990
Latin	101	330	4,486	2,507	165	44	0	131	7,764
French	214	141	2,487	979	124	19	0	10	3,974
German	88	109	1,118	257	11	0	0	0	1,583
Russian	0	0	149	70	0	0	0	0	219
Italian	0	0	18	0	0	0	0	0	18
Survey type courses†	1,811	581	197	0	0	0	0	0	2,589
Total	2,587	1,973	16,743	7,700	841	119	0	174	30,137

*Two course levels being taught in one class with individualized instruction where the student progresses at his own rate, and classes in Latin writers. †Two or more languages presented in one school year.

Table II

**FOREIGN LANGUAGE ENROLLMENT AS PERCENT OF TOTAL SCHOOL ENROLLMENT
IN COLORADO PUBLIC SCHOOLS, BY LANGUAGE TAUGHT, FALL 1959**

Course	Grades 7 and 8		Grades 9 through 12		Grades 7 through 12	
	Foreign language enrollment	Percent of total 7 and 8 grades	Foreign language enrollment	Percent of total 9-12 grades	Foreign language enrollment	Percent of total 7-12 grades
Spanish	1,185	2.1	12,805	15.3	13,990	9.9
Latin	431	0.8	7,333	8.7	7,764	5.5
French	335	0.6	3,619	4.3	3,974	2.8
German	197	0.3	1,386	1.7	1,583	1.1
Russian	0	0.0	219	0.3	219	0.2
Italian	0	0.0	18	---	18	---
Survey type courses*	2,392	4.2	197	0.2	2,589	1.8
Total, foreign language enrollment	4,560	8.0	25,577	30.5	30,137	21.4
Total, school enrollment	57,152	---	83,912	---	141,064	---

†Approximately two-hundredths of one percent. †Approximately one-hundredth of one percent. *Two or more languages presented in one school year.

Table III

**FOREIGN LANGUAGE ENROLLMENT IN COLORADO PUBLIC SCHOOLS
BY LANGUAGE TAUGHT, FALL 1959**

Course	Grades 7 and 8		Grades 9 through 12		Grades 7 through 12	
	Foreign language enrollment	Percent of 7th and 8th grades	Foreign language enrollment	Percent of 9 through 12 grades	Foreign language enrollment	Percent of 7 through 12 grades
Spanish	1,185	26.0	12,805	50.0	13,990	46.4
Latin	431	9.4	7,333	28.7	7,764	25.8
French	335	7.8	3,619	14.1	3,974	13.2
German	197	4.3	1,386	5.4	1,583	5.2
Russian	0	0.0	219	0.9	219	0.7
Italian	0	0.0	18	0.1	18	0.1
Survey type courses*	2,392	52.5	197	0.8	2,589	8.6
Total, foreign language enrollment	4,560	100.0	25,577	100.0	30,137	100.0

*Two or more languages presented in one school year.

of Education bulletin, "During the 60's and beyond, there will be an increasing demand for persons skilled in the fields of science, mathematics, and modern foreign languages. Automation will require technicians; national defense will require scientists and mathematicians; and world commitments by both business and government will require skilled linguists. This demand should be reflected in present high school enrollments in science, mathematics, and modern foreign languages. One of the most effective ways to improve curriculums is for the state or local agency to provide professional supervisory services to help teachers keep abreast of the latest developments in their fields, develop curriculum guides, make available professional consultants, conduct research and evaluation studies, and perform other services for teachers."

These are evidences that Colorado schools are beginning to remove the imbalance that has existed heretofore in their foreign language programs.

HIGH SCHOOL EQUIVALENCY CERTIFICATES

The program of issuing High School Equivalency Certificates was begun in 1946. The purpose of the program is to provide an opportunity for service men or veterans who for some reason failed to obtain a regular high school diploma to qualify for a High School Equivalency Certificate. The General Educational Development tests are used. This service has since been made available to civilians who are at least 21 years of age and who meet the residence requirements of Colorado. The total number of High School Equivalency Certificates issued from 1946 to July 1, 1960, is 19,609.

There are fifteen testing centers scattered over the state for administering these tests, but most of them are located in the state colleges or the public junior colleges. There is one, however, at the Emily Griffith Opportunity School in Denver. In January, 1958, the State Department of Education was designated as an additional testing center in order to make the program available to the inmates of the Colorado State Penitentiary at Canon City.

There have been 2,680 equivalency certificates issued from July 1, 1958, to July 1, 1960.

ADVANCEMENT OF SPECIAL EDUCATION SEEN IN BIENNIUM

.. . . . " . . . total
assisted jumps from
8,720 to over 10,000 . . . "

It is estimated that 10-15 percent of school age children are handicapped to such an extent that they require special education. These are children who have hearing or visual defects, crippled children or those with special health problems, children who are mentally retarded, socially or emotionally maladjusted or those who are gifted.

The Section of Special Education has as its major function the implementation of educational programs, under the provisions of Chapter 123-22-1 to 17, CRS, 1953, to meet the particular needs of children who have speech defects, who are physically handicapped or who are mentally retarded.

If 12 percent of the enrollment in the biennium from 1958-60 were used, it is estimated there would be up to 45,000 Colorado children who need special education. Some of these children are in state schools such as the State School for the Deaf and the Blind or the State Home and Training Schools at Wheatridge and Grand Junction; some are in private schools for handicapped children.

In 1958-59, a total of 8,720 children was enrolled in public school special education programs.

In 1959-60, a total of 10,562 children was enrolled in such programs.

Each year the legislature appropriates funds for state aid to school districts which provide special education. In 1958-59, the appropriation was \$424,000. In 1959-60, the appropriation was \$475,000.

There are three major facets to the special education program as it was administered in this biennium:

- A. **Home teaching:** Many children are homebound or hospitalized each year in Colorado. A certificated teacher is employed by the local school district to provide home instruction for a child who will be unable to attend school for longer than six weeks. The State Department of Education reimburses the local school district for a portion of the teacher's salary.
- B. **Speech correction:** The State Department of Education provides financial assistance to school districts which employ certificated speech correctionists. Children receiving this sup-

plementary service are enrolled in regular classroom programs.

- C. **Special education classes for mentally or physically handicapped children:** Classes of from 5 to 15 handicapped children may be organized under the standards prescribed by the State Board of Education. The special education law provides that the cost of educating the handicapped child in excess of the cost of educating a child in the regular classroom may be reimbursed by the State Department of Education.

TABLE NO. I

Incidence of Handicapped Children in Colorado Schools*

Per Cent of Enrollment Handicapped	Estimated Number of Handicapped Children		Number of Children Enrolled in Special Education		Percent of Handicapped Children Enrolled in Special Classes	
	1958-59	1959-60	1958-59	1959-60	1958-59	1959-60
Educable M. Retarded, 2%....	7,042	7,400	1,673	2,048	23.8	27.7
Speech Defective, 3%.....	10,563	11,100	6,064	7,397	57.4	66.6
Physically Handicapped						
Crippled .....1.0 %	3,521	3,700	283	302	8.0	8.2
Deaf ..... .23 %	810	851	215	208	26.5	24.4
Blind ..... .03 %	106	110	27	36	25.5	32.7
Partially Sighted ..... .2 %	704	740	45	79	6.4	10.7
Homebound			451	491		

*Based on projected figures: 1958-59, 352,095 public school enrollment
1959-60, 370,000 public school enrollment

Figures in Table No. 1 refer only to those types of handicapped children for which service may be provided under Chapter 123-22-1 to 17, CRS, 1953. The table shows the estimated number of handicapped children in the Colorado school-age population during the last biennium. The table is further developed to show the estimated percent of handicapped children in the school-age population who are enrolled in special education classes in public schools.

It may be noted from the table that despite the increased enrollment in classes for educable mentally retarded children it is estimated less than 28 percent of these children are enrolled in public school classes.

More adequate provision has been made for children with speech defects. The services of one qualified professional worker may be used by several school districts. However, there remains a serious shortage of qualified speech correctionists in Colorado resulting in a very heavy enrollment in speech correction, so that while 66 percent of the children estimated to need this service are receiving it, it is a minimum program generally with group instruction provided once a week in most instances.

It is of interest to know that enrollment in the public schools of visually handicapped children is increasing.

As the table indicates, the problem of crippled children and those with special health problems is not being adequately met. Some of these children are enrolled in special classes. Some are receiving an instructional program through home or hospital teaching.

The Table No. 1 points up a need for accurate census of handicapped children who need special education.

TABLE NO. II
Participation in Special Education Programs

	Districts Participating		Number of Teachers		Enrollment	
	1958-59	1959-60	1958-59	1959-60	1958-59	1959-60
Classes for Mentally Retarded	18	23	100	135	1,635	2,048
Speech Correction	27	29	50	53½	6,064	7,397
Classes for Physically Handicapped						
Blind	2	2	4½	5	27	36
Partially Sighted	1	1	3½	4	45	79
Deaf	3	3	23	26	215	208
Crippled	4	4	19	20	283	303
Home/Hospital Teaching	62	61	158*	170*	451	491
Total					8,720	10,562

*Some home teachers may teach only one or two children.

Table No. II is the summary of the number of children enrolled in special education programs, the number of special education teachers, and the number of districts providing these programs.

Despite the fact there is a notable increase in enrollments and in the number of special education classes, it is assumed that the establishment of some special classes has been delayed until the completion of newly organized school districts. The combination of small rural districts into large administrative units will make special education services much more feasible in rural areas. The next biennium should show marked increase in the establishment of all classes.

A slow but steady expansion of special education programs throughout the state is evident. Table No. III shows in detail the type of special education program provided during the last biennium in the school districts.

In addition to the districts which received state aid for special education programs, many districts throughout the state received consultant service from the Division of Special Education Services in planning future programs.

TABLE NO. III
School Districts Providing Special Education

(Under classes for physically handicapped, the type of class is indicated as S-sight-saving; 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	
	'58-'59	'59-'60	'58-'59	'59-'60	'58-'59	'59-'60	'58-'59	'59-'60
ADAMS								
Mapleton 1	x	x	x	x	.....	.....	x	x
Thornton 12	x	x	.....	x	.....	.....	.....	x-p
Adams City 14	x	x	x	x	.....	.....	x	x
Brighton 27	x	x	.....	x	.....	.....	x-p	x
Westminster 50	x	x	x	x	.....	.....	x	x
ALAMOSA								
Alamosa Re-11	x	x	.....	.....	.....	.....	.....	.....
ARAPAHOE								
Englewood 1	x	x	x	x	.....	.....	x	x
Sheridan Union 2	x	x	.....	.....	.....	.....	.....	.....
Cherry Creek 5	x	x	x	x	.....	.....	x	.....
Littleton 6	x	x	.....	.....	.....	.....	x	x
Petersburg 23 .....	.....	x	.....	.....	.....	.....	.....	.....
Aurora 28J	x	x	x	x	.....	.....	x	x
BACA								
Pritchett 53	x	.....	.....	.....	.....	.....	.....	.....
BENT								
Las Animas 1	x	x	.....	.....	.....	.....	x	x
McClave 5 .....	.....	x	.....	.....	.....	.....	.....	.....

TABLE NO. III (Continued)

County and District	Home/Hospital Teaching		Classes for Mentally Retarded		Classes for Physically Handicapped		Speech Correction	
	'58-'59	'59-'60	'58-'59	'59-'60	'58-'59	'59-'60	'58-'59	'59-'60
BOULDER								
Boulder 3	X	X	X	X	....	....	X	X
Fairview Cons. F.C. 5..	X	X	....	....	....	....	....	X-p
Longmont 17	X	....	X	X	....	....	X-p	X-p
Broomfield 43 .....	....	....	....	....	....	....	....	X-p
CHAFFEE								
Salida R-32	X	X	....	....	....	....	....	....
CLEAR CREEK								
Clear Creek RE-1.....	....	....	....	....	....	....	X-p	X-p
CONEJOS								
Conejos RE-10	X	X	....	....	....	....	....	....
La Jara 1.....	X	....	....	....	....	....	....	....
CROWLEY								
Olney Springs 7.....	....	X	....	....	....	....	....	....
Ordway 12J.....	X	X	....	....	....	....	....	....
DELTA								
Delta 50J	X	X	....	....	....	....	....	X-p
DENVER								
Denver 1	X	X	X	X	C,B,S,D	C,B,S,D	X	X
DOUGLAS								
Castle Rock RE-1.....	....	....	....	....	....	....	....	X-p
EAGLE								
Minturn 11	X	....	....	....	....	....	....	....
ELBERT								
Kiowa C2 .....	....	....	....	....	....	....	X-p	....
EL PASO								
Harrison 2	X	X	....	....	....	....	....	....
Security 3	X	X	....	X	....	....	....	....
Fountain 8	X	X	....	....	....	....	....	....
Colorado Springs 11...	X	X	X	X	....	....	X	X
Manitou Springs 14...	X	X	....	....	....	....	....	....
U.S.A.F. Academy 20...	....	X	....	....	....	....	....	....
Ellicott 22	X	X	....	....	....	....	....	....
FREMONT								
Florence RE-2	X	X	....	....	....	....	....	....
Canon City 1.....	X	X	....	X	....	....	....	....
West Fremont 51.....	....	X	....	....	....	....	....	....
Coal Creek 15.....	X	....	....	....	....	....	....	....
GARFIELD								
Carbondale J12 .....	....	....	....	....	....	....	X-p	....
Glenwood Springs .....	....	....	....	....	....	....	X-p	....
GRAND								
Kremmling 1 .....	....	....	....	....	....	....	....	X-p
GUNNISON								
Gunnison 1	X	....	....	X	....	....	....	....
HUERFANO								
Walsenburg RE-1	X	X	....	....	....	....	....	....
C. H. S.....	X	....	....	....	....	....	....	....
JEFFERSON								
Jefferson R1	X	X	X	X	D,C	D,C,B	X	X
LAKE								
Leadville R1 .....	....	X	....	....	....	....	X	X
LA PLATA								
Durango 9R	X	X	....	....	....	....	....	....
LARIMER								
Loveland 2	X	X	....	X	....	....	....	X-p
Fort Collins 5.....	X	X	X	X	....	....	X	X
Wellington 34 .....	....	X	....	....	....	....	....	....
Twin Mound 38.....	X	X	....	....	....	....	....	....
Buckeye 55 .....	....	X	....	....	....	....	....	....
Timnath 62 .....	....	X	....	....	....	....	....	....
Cache la Poudre 64...	X	X	....	....	....	....	....	....
LAS ANIMAS								
Trinidad 1	X	X	....	....	....	....	....	....
Kim R88	X	....	....	....	....	....	....	....
LINCOLN								
Limon RE4J .....	....	....	....	....	....	....	X-p	X-p
LOGAN								
Sterling 12	X	X	X	X	....	....	....	....
Padroni 91 .....	....	X	....	....	....	....	....	....
C. H. S.....	X	....	....	....	....	....	....	....

TABLE NO. III (Continued)

County and District	Home/Hospital Teaching		Classes for Mentally Retarded		Classes for Physically Handicapped		Speech Correction	
	'58-'59	'59-'60	'58-'59	'59-'60	'58-'59	'59-'60	'58-'59	'59-'60
MESA								
Grand Junction 51.....	x	x	x	x	....	....	x	x
MOFFAT								
Craig 5 .....	....	....	....	....	....	....	x-p	....
MONTROSE								
Montrose 1 .....	....	x	....	....	....	....	....	....
Naturita-Uravan 25 ..	....	x	....	....	....	....	....	....
Olathe 15	x	....	....	....	....	....	....	....
Nucla 18	x	....	....	....	....	....	....	....
MORGAN								
Brush 2	x	x	....	....	....	....	....	....
Ft. Morgan 3.....	x	x	....	....	....	....	....	....
OTERO								
Rocky Ford 4.....	x	....	....	....	....	....	....	....
La Junta 11.....	....	x	x	x	....	....	....	....
PITKIN								
Aspen .....	....	....	....	....	....	....	x-p	....
PROWERS								
Lamar RE2 .....	....	....	....	....	....	....	x	x
PUEBLO								
Pueblo (City) 60.....	x	x	x	x	D,C	D,C	x	x
Pueblo (Rural) 70.....	x	x	....	....	....	....	....	x-p
RIO BLANCO								
Meeker 1	x	....	....	....	....	....	....	....
RIO GRANDE								
Del Norte 7.....	....	x	....	....	....	....	....	....
Monte Vista 8.....	....	x	....	....	....	....	....	....
ROUTT								
Steamboat Springs 4..	x	....	....	....	....	....	....	....
SAGUACHE								
Saguache J26 .....	....	x	....	....	....	....	....	....
SEDGWICK								
Julesburg 53 .....	....	x	....	....	....	....	....	....
WASHINGTON								
Otis R-3 .....	....	x	....	....	....	....	....	....
WELD								
Greeley 6	x	x	x	x	C	C	x	x
Fort Lupton 8.....	x	....	....	....	....	....	....	....
Johnstown 48	x	....	....	....	....	....	....	....
Milliken 64	x	....	....	....	....	....	....	....
Erie 121	x	....	....	....	....	....	....	....
YUMA								
Yuma RJ2 .....	....	x	....	....	....	....	....	....
Laird 7	x	....	....	....	....	....	....	....
Wray C. H. S.....	x	....	....	....	....	....	....	....

Some districts find it more feasible to transfer some types of handicapped children into other districts than to provide appropriate service within their own school program. Table No. IV shows the districts which transferred children.

TABLE NO. IV
State Aid to Districts
Transferring Children for Special Education

County and District	1958-59		1959-60	
	Tuition	Transportation	Tuition	Transportation
ADAMS				
Mapleton 1	x	....	x	....
Thornton 12	x	x	....	....
Brighton 27	x	x	....	....

TABLE NO. IV (Continued)

County and District	1958-59		1959-60	
	Tuition	Transportation	Tuition	Transportation
ARAPAHOE				
Englewood 1	x	x	x	x
Cherry Creek 5	x	....	x	....
Littleton 6	x	x	x	x
College View 16	x	....	x	....
Petersburg 23	x	x	....	....
Aurora 28	x	....	x	....
Fort Logan 75	x	x	....	....
BOULDER				
Boulder 3 .....	....	x	....	....
Fairview Cons. F.C. 5	x	....	x	....
Pleasant View 16 .....	....	....	x	x
Louisville 29	x	x	x	x
Silver Spruce 33	x	....	x	....
Lyons 47	x	....	x	....
CONEJOS				
Antonito RE10 .....	....	x	....	x
ELBERT				
Elizabeth C1	x	x	....	....
JEFFERSON				
Jefferson R1	x	....	....	....
LARIMER				
Box Elder 15 .....	....	....	....	x
LOGAN				
Fleming 69 .....	....	x	....	....
Columbine 83	x	....	....	....
Padroni 91	x	x	....	....
PUEBLO				
Pueblo (Rural) 70	x	....	....	....
WELD				
Eaton 37 .....	....	....	x	....
Johnstown 48 .....	....	....	x	....
Windsor 4	x	x	....	....
Barnesville 54 .....	....	....	x	x
Greeley 6 .....	....	x	....	....
Evans 15	x	....	....	....
LaSalle 65	x	x	x	....
Kuner 73	x	x	x	x
Kersey 81	x	x	x	x
Gilcrest 97	x	x	....	....

Crippled children and children with special health problems:

These children receive special education through enrollment in special classroom programs or at home or in hospitals.

The Boettcher School in Denver is the only public school in the state maintained exclusively for physically handicapped children. Classes for such children are maintained in regular school buildings in Jefferson County, Greeley and Pueblo. Part of the cost of providing these classes is provided through state aid.

The instruction of homebound or hospital children has been enriched recently by the introduction of an educational television program entitled "Boettcher School of the Air." Some homebound or hospitalized children are taking high school correspondence courses from the University of Colorado under the supervision of the home teacher. During 1959-60 five homebound children were receiving instructional programs by school-to-home telephone installations.

State aid is inadequate for proper support of the education of crippled children or those with special health problems. Each year applications for reimbursement of home teaching are turned down because of insufficient funds. Reimbursement on the excess cost of classes for crippled children was pro rated at 62 per cent in 1959-60.

Within the major category for physically handicapped children are also included **visually handicapped children**. There are several means of reporting blind children in the state. They are reported in April on the school census, in January through the registration of blind children for the credit allocation at the American Printing House for the Blind, through enrollment at the State School for the Deaf and Blind, and through other case findings procedures.

Table No. V shows this reporting:

TABLE NO. V

Blind Children	1958	1959
School Census	196	186
Public Schools	60	65
State School	89	86

It has become increasingly evident that the problem of visually handicapped children who are also retarded is being inadequately met in Colorado. The registration of blind children showed that some of these children are at home without any type of instructional program.

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 obtain books and other teaching aids for blind children in public schools. In 1958-59 Colorado's credit allocation was \$1,636.73; in 1959-60 it was \$1,823.44.

Enrollment in public school classes for **deaf children** has increased slowly.

It is not feasible for many districts to establish classes for the profoundly hard of hearing or deaf children because of the small incidence of children of this type of handicap.

The school districts in Denver, Pueblo, and Jefferson County provide public school classes for deaf children. In 1959-60 there were 101 Colorado deaf children in the State School for the Deaf and Blind. Many profoundly hard of hearing children are enrolled in regular classes with inadequate or no special education services. Multiple-district planning will be required to provide day school classes for these children. Inadequate provisions are made in the state for deaf children who are also mentally retarded or emotionally disturbed.

In some districts, **speech correction** programs are provided on a part-time basis as is indicated in Table No. III. Douglas County is a good example of a newly organized school district which has been able to provide this service where it was not previously feasible.

Several school districts received state aid for speech correction programs provided on Saturday. Limon is an example of this type of speech correction program. Delta County had planned to provide a speech program but was unable to employ a qualified therapist. They provided instead a summer speech correction program using a therapist who had been employed in one of the school districts during the academic year.

A review of enrollment in classes for **mentally retarded children** shows that since the revision of Special Education Act in 1953, the enrollment has increased by 440 percent.

TABLE NO. VI

ENROLLMENT IN SPECIAL EDUCATION CLASSES

County	Homebound Hospitalized		Mentally Retarded		Physically Handicapped		Speech Correction		Total	
	'58-'59	'59-'60	'58-'59	'59-'60	'58-'59	'59-'60	'58-'59	'59-'60	'58-'59	'59-'60
Adams	19	19	142	218	1	1	973	990	1,135	1,228
Alamosa	13	4	.....	.....	.....	.....	.....	.....	13	4
Arapahoe	23	36	115	124	6	9	859	800	1,003	969
Baca	2	.....	.....	.....	.....	.....	.....	.....	2	.....
Bent	2	2	.....	.....	.....	.....	62	115	64	117
Boulder	5	4	56	53	.....	.....	196	362	257	419
Chaffee	5	1	.....	.....	.....	.....	.....	.....	5	1
Clear Creek.....	.....	.....	.....	.....	.....	.....	27	60	27	60
Conejos	4	1	.....	.....	1	1	.....	.....	5	2
Crowley	3	5	.....	.....	.....	.....	.....	.....	3	5
Delta	11	21	.....	.....	.....	.....	.....	46	11	67
Denver	102	74	613	802	452	503	1,969	2,225	3,136	3,604
Douglas .....	.....	.....	.....	.....	.....	.....	.....	48	.....	48
Eagle	2	.....	.....	.....	.....	.....	.....	.....	2	.....
Elbert .....	.....	.....	1	.....	.....	.....	12	.....	13	.....
El Paso	41	53	77	110	.....	.....	143	440	261	603
Fremont	9	19	16	16	.....	.....	.....	.....	25	35
Garfield .....	.....	.....	.....	.....	.....	.....	58	.....	58	.....
Grand .....	.....	.....	.....	.....	.....	.....	.....	6	.....	6
Gunnison	1	.....	.....	10	.....	.....	.....	.....	1	10
Huerfano	3	1	.....	.....	.....	.....	.....	.....	3	1
Jefferson	28	36	150	213	46	53	510	850	734	1,152
Lake .....	.....	5	.....	.....	.....	.....	89	90	89	95
La Plata	4	4	.....	.....	.....	.....	.....	.....	4	4
Larimer	14	26	29	39	.....	.....	102	202	145	267
Las Animas ..	2	1	.....	.....	.....	.....	.....	.....	2	1
Lincoln .....	.....	.....	.....	.....	.....	.....	21	26	21	26
Logan	14	11	19	18	1	.....	.....	.....	34	29
Mesa	46	57	54	76	.....	.....	129	190	229	323
Moffat .....	.....	.....	.....	.....	.....	.....	38	.....	38	.....
Montrose	4	3	.....	.....	.....	.....	.....	.....	4	3
Morgan	3	3	.....	.....	.....	.....	.....	.....	3	3
Otero	2	2	17	15	.....	.....	.....	.....	19	17
Prowers .....	.....	.....	.....	.....	.....	.....	78	100	78	100
Pueblo	72	90	296	303	51	52	657	712	1,076	1,157
Rio Blanco	1	.....	.....	.....	.....	.....	.....	.....	1	.....
Rio Grande .....	.....	2	.....	.....	.....	.....	.....	.....	.....	2
Routt	1	.....	.....	.....	.....	.....	.....	.....	1	.....
Saguache .....	.....	1	.....	.....	.....	.....	.....	.....	.....	1
Sedgwick .....	.....	2	.....	.....	.....	.....	.....	.....	.....	2
Washington ..	.....	1	.....	.....	.....	.....	.....	.....	.....	1
Weld	13	5	50	51	12	7	141	135	216	198
Yuma	2	2	.....	.....	.....	.....	.....	.....	2	2
TOTAL	451	491	1,635	2,048	570	626	6,064	7,397	8,720	10,562

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

TABLE NO. VII

DISTRIBUTION OF STATE SPECIAL EDUCATION FUND
1958-59 — 1959-60

County	Homebound Hospitalized		Mentally Retarded		Physically Handicapped		Speech Correction		TOTAL	
	1958-59	1959-60	1958-59	1959-60	1958-59	1959-60	1958-59	1959-60	1958-59	1959-60
Adams.....	\$ 1,006	\$ 985	\$ 16,550	\$ 24,189	\$ 66	\$ 184	\$ 10,953	\$ 15,163	\$ 28,575	\$ 40,521
Alamosa.....	1,662	562	.....	.....	.....	.....	.....	.....	1,662	562
Arapahoe.....	2,988	4,670	13,294	12,753	1,383	1,708	11,650	12,287	29,315	31,418
Baca.....	374	.....	.....	.....	.....	.....	.....	.....	374	.....
Bent.....	244	325	.....	.....	.....	.....	1,738	1,891	1,982	2,216
Boulder.....	525	483	6,273	6,704	.....	.....	3,182	6,114	9,980	13,301
Chaffee.....	600	250	.....	.....	.....	.....	.....	.....	600	250
Clear Creek.....	.....	.....	.....	.....	.....	.....	297	740	297	740
Conejos.....	577	190	.....	.....	99	92	.....	.....	676	282
Crowley.....	589	1,126	.....	.....	.....	.....	.....	.....	589	1,126
Delta.....	919	1,826	.....	.....	.....	.....	.....	120	919	1,946
Denver.....	9,197	8,771	54,227	63,230	108,041	99,133	31,022	32,137	202,487	203,271
Douglas.....	.....	.....	.....	.....	.....	.....	.....	547	.....	547
Eagle.....	235	.....	.....	.....	.....	.....	.....	.....	235	.....
Elbert.....	.....	.....	258	.....	.....	.....	161	.....	419	.....
El Paso.....	4,577	5,363	1,789	2,628	.....	.....	3,470	5,825	9,836	13,816
Fremont.....	973	2,928	2,492	2,471	.....	.....	.....	.....	3,465	5,399
Garfield*.....	.....	.....	.....	.....	.....	.....	1,526	.....	1,526	.....
Grand.....	.....	.....	.....	.....	.....	.....	.....	387	.....	387
Gunnison.....	89	.....	.....	1,832	.....	.....	.....	.....	89	1,832

Juerfano.....	480	248							480	248
Jefferson.....	4,280	4,733	12,986	24,545	8,691	16,096	6,657	7,511	32,614	52,885
Lake.....		404					1,709	2,055	1,709	2,459
La Plata.....	272	750							272	750
Larimer.....	2,227	3,547	2,675	4,093			1,685	2,630	6,587	10,270
Las Animas.....	125	250							125	250
Lincoln.....							630	690	630	690
Logan.....	1,256	702	1,636	1,580	19				2,911	2,282
Mesa.....	3,266	7,016	432	3,136			4,642	4,536	8,340	14,688
Moffat.....							864		864	
Montrose.....	536	221							536	221
Morgan.....	562	494							562	494
Otero.....	172	77	972	1,383					1,144	1,460
Pitkin*.....										
Prowers.....							1,685	1,962	1,685	1,962
Pueblo.....	7,758	9,417	21,200	19,490	15,786	16,248	14,965	11,900	59,709	57,055
Rio Blanco.....	200								200	
Rio Grande.....		100								100
Routt.....	200								200	
Saguache.....		195								195
Sedgwick.....		372								372
Washington.....		142								142
Weld.....	1,631	607	5,215	4,994	2,656	2,260	2,480	2,618	11,982	10,479
Yuma.....	400	326							400	326
Large Type Books.....									24	58
TOTAL.....	\$ 47,920	\$ 57,080	\$139,999	\$173,028	\$136,741	\$135,721	\$ 99,316	\$109,113	\$424,000	\$475,000

*Reimbursement for Garfield-Pitkin speech correction was made through Carbondale.

TABLE NO. VIII(a)
SUMMARY OF SPECIAL EDUCATION ENROLLMENTS
AND REIMBURSEMENTS, 1958-1959

Type of Class	Enrollment	Total Claims*	Total Reimbursement	Per Pupil Claims*	Per Cent Fund Used
Home Teaching	451	\$ 47,920.15	\$ 47,920.15	\$106.25	11.30
Speech Correction	6,064	187,416.23	99,316.17	30.91	23.43
Mentally Retarded	1,635	211,877.95	139,999.02	129.59	33.02
Physically Handicapped	570	207,108.54	136,740.93	363.35	32.25
TOTAL	8,720	\$654,322.87	\$423,976.27		100.00

TABLE NO. VIII(b)
SUMMARY OF SPECIAL EDUCATION ENROLLMENTS
AND REIMBURSEMENTS, 1959-60

Type of Class	Enrollment	Total Claims*	Total Reimbursement	Per Pupil Claims*	Per Cent Fund Used
Home Teaching	491	\$ 57,079.48	\$57,079.48	\$116.25	12.02
Speech Correction	7,397	212,392.35	109,112.80	28.71	22.97
Mentally Retarded	2,048	281,711.86	173,028.72	137.55	36.43
Physically Handicapped	626	220,793.88	135,721.28	352.71	28.57
TOTAL	10,562	\$771,977.57	\$474,942.28		99.99

*Total Claims and per pupil claims are based on the excess cost of these five cost items: Teachers' salaries, administrators' salaries, transportation, psychological services, textbooks and supplies.

In an effort to help districts start programs despite the critical shortage of qualified teachers of the mentally retarded, the Division of Teacher Education and Certification has issued provisional certificates to teachers who are in the training process. Largely because of this policy, thirty-five new classes for the mentally retarded were started in 1959-60.

On pages 37 to 40 of this report will be found tables which show the distribution by counties of the special education appropriation (Table No. VII), the enrollment in special education classes (Table No. VI), and a summary of enrollments and reimbursements in the different types of classes (Tables No. VIIIa, No. VIIIb).

Problem areas which need to be resolved for the future development of special education programs in Colorado are:

1. Ways and means of recruiting and training special education personnel.
2. Full implementation of the special education act to provide adequate reimbursement to school districts which establish special education programs.
3. More adequate provision with children with multiple handicaps.
4. Wider extension of special education services to rural areas.
5. Development of a means of obtaining a more accurate census of handicapped children and of planning educational programs for them, making full utilization of health and welfare agencies.

VOCATIONAL "ED" ENABLES IMPROVED JOBS OPPORTUNITY

... .. " ...*specific
occupational goals put
into training program...*"

The program of vocational education in Colorado is based on a broad concept of meeting vocational and occupational training needs of all employed persons and those preparing themselves for employment who can benefit by such training.

It encompasses the secondary schools, junior colleges, municipalities, industry, community and state groups and organizations, state institutions and other facilities and agencies where vocational training can make an effective contribution. The program is usually sponsored through local public educational agencies.

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

There are two broad classifications of persons for whom vocational education is designed: In-school youth of secondary and junior college grade level, and out-of-school youth and adults.

For those 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 and 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 more effectively and efficiently adapt themselves to technological changes and other developments in their occupations, become more productive, prepare themselves for advancement, and increase their earning capacity.

The program of vocational education has traditionally been a cooperative endeavor which has enlisted financial support from the local school district, the state and the federal levels. The commonly recognized areas in which vocational classes are serving the needs of Colorado are:

1. Agricultural Education
2. Homemaking Education
3. Distributive Education
4. Technical Education
5. Trade and Industrial Education

AGRICULTURAL EDUCATION

Agricultural 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 1958-59 school year, 67 high schools conducted day classes for 2,207 students.

During the 1959-60 school year, 69 high schools offered vocational agriculture to 2,304 day students. Both of the past two years have shown an increase in the number of schools offering vocational agriculture and in the number of students enrolled.

The same trend is also evident in out-of-school classes in agriculture education. Enrollments in out-of-school classes have grown from 521 persons enrolled in 1957-58, to 526 in 1958-59, and to 731 in 1959-60.

Participation in the Future Farmers of America activities is planned primarily for rural leadership and citizenship development, as a part of the total program of vocational agricultural education for high school students. Membership in the FFA has grown the past two years. The 1959-60 membership is the second highest in the history of the FFA in Colorado, being surpassed only by the record membership established in 1953-54.

Enrollment in Vocational Agricultural Education 1955 - 1960

	1955-56	1956-57	1957-58	1958-59	1959-60
High School Students	2,346	2,187	1,977	2,207	2,304
Adult Farmers	624	467	521	526	731
TOTAL	2,970	2,654	2,498	2,733	3,035

Number of High Schools Offering Vocational Agricultural Education

	1955-56	1956-57	1957-58	1958-59	1959-60
High Schools	67	66	64	67	69

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 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.

	1958-1959	1959-1960
Number of secondary schools offering vocational homemaking	107	112
Enrollment in high school vocational homemaking program	6,617	6,624

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-adviser, school work, home experiences, and club work are all integrated. Future Home Makers of America 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.

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

	1958-1959	1959-1960
Number of schools with FHA Chapters.....	94	96
Number of FHA members	2,662	2,774

Adult Homemaking Education

Outstanding in Colorado are the parent education classes, with enrollments of 5,020 for 1958-1959 and 5,799 for 1959-1960. Young mothers meet one morning weekly or bimonthly (as they choose) during the school year for the purpose of discussing such topics as:

- Moral Values—How Children Come by Them*
- The Family and Democracy*
- The Father's Role in the Family*
- Parenthood is What You Make It*
- Television—How to Use it Wisely with Children*
- Growth and Development of Children—Mental, Social, Emotional, and Physical*

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

Parents of children of junior high school age meet for a planned series of meetings to discuss such topics as:

- How Children Become Delinquents*
- How to Help Your Child in School*
- Managing One's Emotions at This Age*
- Understanding the Teenager*
- Parents Are People, too.*

Adults are also enrolled in clothing, home improvement, foods, home management, personal improvement, related art, and general homemaking classes.

	1958-1959	1959-1960
Total number of adults enrolled in homemaking classes	13,761	13,442
Number of classes providing adult homemaking instruction	637	865

The Homemaking Division is responsible for development of curriculum guides and sends them to all schools in Colorado having a homemaking program. During this biennial, one such guide has been developed in the area of clothing.

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

Year	Total Students	High School	Adult
1958-1959	20,378	6,617	13,761
1959-1960	20,067	6,625	13,442

DISTRIBUTIVE EDUCATION

The term Distributive Education identifies a program of education. Its purpose is to provide instruction in distribution and marketing.

Distributive occupations are those followed by proprietors, managers, or employees engaged primarily in marketing or merchandising goods or services. Such occupations may be found in various business establishments including, without being limited to, retailing, wholesaling, manufacturing, storing, transporting, financing and risk bearing.

In Distributive Education, the high school, post-high school, and the adult program should be integrated and coordinated into what might be considered as a continual educational offering beginning with the high school program and advancing through the post-high school and adult programs.

Some of the objectives of Distributive Education are to offer balanced, comprehensive instructional programs in all areas of distribution and marketing; to aid in improving techniques of distribution, and to develop an understanding of the social and economic responsibilities of those engaged in distribution in a free competitive society.

Distributive Education helps prevent business failures by discovering and demonstrating more economical means of getting merchandise into customers' hands. Statistics show one out of four persons in the United States makes a livelihood by selling a service or commodity.

Distributive Education offers two types of programs: (1) Cooperative part-time in high school (2) the adult extension program.

In the high school cooperative part-time program, the students work part time and attend classes part time. Teaching personnel are required to have three years actual work experience in the field of distribution, in addition to being qualified teachers. The time spent in school in classes related to distribution provides an opportunity for group discussion, 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 personnel of the establishment, but at all times 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.

Each individual enrolled in the cooperative part-time program has an opportunity to belong to the Distributive Education Clubs of America, which is organized on local, state, and national levels to provide incentives and recognition for Distributive Education students. It encourages group participation, leadership development, career study, and is recognized as a vital part of the total Distributive Education program. Its aims and purposes are:

- To help raise educational standards.
- To show opportunities in marketing and distribution.
- To develop leaders for marketing and distribution.
- To help develop employable young men and women.
- To encourage community knowledge and development.
- To practice active citizenship participation.
- To encourage America's competitive, free enterprise system.

In the Distributive Education adult extension program, classes meet in the evening or other non-working hours, at the convenience of the group. Classes are sometimes held during working hours in cooperation with management. Any worker who sells a service or commodity—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 other training 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 subject matter knowledge and their teaching ability. These men and women must have at least five years of practical distribution experience and be recognized as leaders in their business before they are eligible to teach on the adult level.

Cooperative Education

1958-59	Cooperative Part-time	379
1959-60	Cooperative Part-time	401

Adult Extension Education

1958-59	Adult Extension	6,529
1959-60	Adult Extension	7,050

AREA VOCATIONAL EDUCATION

Area Vocational Education in Colorado has as its purpose the training of individuals for employment in technical occupations related to national defense, as defined in Title VIII of Public Law 85-864, better known as the National Defense Education Act.

The law also provides that Title VIII shall become Title III of the Vocational Education George-Barden Act. Public Law 85-864 was passed September 2, 1958, and is in operation for a four year period.

Title VIII of the law is very broad in nature as it cuts across all facets of vocational education and the money may be spent in any department of vocational education if the training is technical and is meeting national defense needs.

Classes have been conducted for post-high school groups only, although classes may be conducted for high school youth as long as they are on an area basis, and otherwise meet the purposes of the Title.

Two types of classes are in operation: Preparatory and extension. Preparatory classes are designed to train a person for entrance into an occupation. Extension classes are to advance the person in an occupation or to train for a new occupation. These classes may be conducted at any time, either day or evening, to suit the needs of the group to be trained. All classes shall be recommended by a local advisory committee appointed by the local school administration. Students enrolled shall be selected on the basis of testing and/or past work experience.

During the past two years preparatory classes were held in the following fields: Mechanical Technology; Civil Technology; Electric Power Technology; Mechanical Drafting and Design Technology; Mechanical Technology.

Extension classes were as follows: Applied Electronics; Electric Circuits; Industrial Materials and Processes; Quality Control; Jet Air-

craft; Advanced Electricity for Journeyman Electricians; Electronics for Journeyman Electricians; Welding for Journeyman Electricians; Related Mathematics.

	Enrollment	Male	Female
1958-59 Preparatory Classes	223	201	22
1958-1959 Extension Classes	241	239	2
Total Enrollment	464		
1959-1960 Preparatory Classes	805	773	32
1959-60 Extension Classes.....	404	402	2
Total Enrollment	1,207		

TRADE AND INDUSTRIAL EDUCATION

Trade and Industrial Education in Colorado is part of the total educational program which provides specific vocational training in trade and industrial occupations. It is a well rounded program of instruction which equips the youth with those habits, attitudes, abilities and appropriations requisite for successful living in a democratic society.

Trade and Industrial Education is concerned with today's preparation for tomorrow's employment.

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:

	Enrollment	Male	Female
1958-59 Day-Trade Classes	2,044	1,792	252
1959-60 Day Trade Classes	2,671	2,454	217
1958-59 Cooperative Classes	389	56	333
1959-60 Cooperative Classes	67	52	15

The demand for Trade and Industrial Education classes for out-of-school youth and adults continues to be a very important part of the Trade and Industrial Education program. Training was provided by high schools and junior colleges through the organization of all-day trade preparatory and trade extension classes. Additional training was provided through the use of itinerant or part-time instructors in the area of firemanship and peace officer training and cosmetology.

The decrease in enrollment in cooperative classes was the result of the withdrawal of practical nurse training from the regular trade and industrial education program. Practical Nurse enrollment is included in a separate section of this report.

Enrollment in Adult Vocational Education Trade and Industrial Education and Extension classes for the biennium:

Year	Enrollment	Male	Female
1958-59	22,690	21,860	830
1959-60	20,490	19,851	639

The decrease in enrollment was primarily the result of the discontinuance of the position of itinerant lineman instructor.

PRACTICAL NURSE TRAINING

Practical Nurse Training is the responsibility of the Vocational Trade and Industrial Education Division. The program is designed to prepare the students to enter employment as practical nurses, nurse aides, or in the health occupations. The program is carried on in cooperation with local high schools or junior colleges. The students receive training both in school and on-the-job in local hospitals or other health agencies.

Enrollment in the Practical Nurse or other health occupation classes during the biennium were:

Year	Enrollment	Male	Female
1958-59	1,445	35	1,410
1959-60	1,216	46	1,092

4

LIBRARY SERVICES EXPANDING OVER GREATER AREAS

... .. " ... *past*
decade and biennium
demonstrate gains..."

Because the year 1960 marks the end of a decade of library growth in Colorado, as well as the final year of the present biennium, this report will include, in addition to the library story of the past two years, a brief survey of developments during the past ten years.

The reasons for such a survey are numerous. New and comprehensive state library legislation was passed only as recently as 1947, and in 1950 was just beginning to be felt in libraries throughout the state. Federal legislation providing aid to rural public library programs was enacted for the first time in 1956 and has resulted in major changes in public library service in the state.

The decade has also seen the establishment and further development of national standards for both school and public libraries and the resultant stimulation toward better programs in both areas of effort.

Moreover, with new and wider fields of library expansion envisioned for the coming years, including both state and federal aid programs, it is well to take stock of the library situation as it exists today in order to see what has been accomplished and what still needs to be done.

Three library undertakings which have contributed materially to the growth of public library programs in the state during the past decade are:

(1) Promotion of National Library Week throughout the United States during the past three years, with emphasis on cooperative efforts among libraries of all kinds, to bring the library story to an interested public;

(2) Reactivation of the Colorado Library Association and the consequent awakening of interest in library needs and resources in the state; and

(3) Field service from the state library to practically all rural public libraries in the state made possible by the Library Services Act, passed in 1956 by the congress.

Each of the three has influenced the total library outlook, developing growth patterns appropriate to Colorado's unique needs.

I. PUBLIC LIBRARIES IN COLORADO

Public library service in Colorado, although still inadequate by generally accepted standards, has made steady gains the past decade. Sound, flexible state legislation, combined with recent federal financial assistance for rural public libraries, plus the guidance provided by new national standards, has stimulated and encouraged library development. These factors have contributed to an increased awareness of library needs and potentials, both by library people, themselves, and by the public they serve. A rough comparison of the public library situation in the state in 1950 with that of 1960 will provide an indication of developmental trends and will point out needs which still exist.

One of the more easily identifiable indicators of the strength of any public endeavor is the amount of money made available to support it, and the public library is no exception, even though a great deal of library activity is carried on with little financial backing. A comparison of the finances of Colorado's libraries in 1950 and 1959 shows that a decided effort has been made to improve local support even though funds are still far below accepted national levels.

Between 1950 and 1959 (the last date for which figures are available) total funds expended for public library service rose from \$933,500 to \$2,000,000, an increase of more than 235 percent. (Fig. 1).

Although the budget of the Denver Public Library showed the most spectacular rise, expenditures for library service elsewhere in

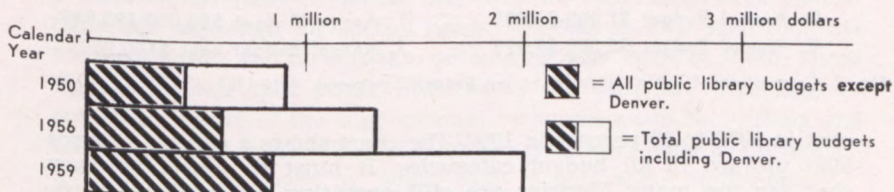


Fig. 1—Public Library Budgets in Colorado.

the state were doubled. On a per capita basis, money spent for library service to the people of Colorado in 1950 amounted to 42 cents for the state excluding Denver, and 70 cents with Denver included. By 1959 the people in the state, excluding Denver were receiving 70 cents worth of service per person, and with Denver included the figure was \$1.20. While library support is still far below the national standard of \$3.40 per capita, this substantial increase is a step in the right direction and indicates local interest in promoting library development.

In looking at the figures it should be remembered, however, that the sums mentioned are for *total* funds, including all sources of library revenue, and are not limited to tax support. It should be borne in mind also that although the over-all per capita library expenditure has been doubled in the state, the figure is an average and does not show differences between areas which have not reached this level of support and those which are above it. Perhaps more important, it does not indicate whether the amount of per capita expenditure, even at the highest levels, is sufficient to support adequate programs in specific situations.

Additional evidence of growth in Colorado libraries is shown in Fig. 2. The chart compares the percentages of libraries falling into various budget categories in 1950 and 1959. In 1950 almost one-fourth (24.26%) of all libraries reporting fell in the category of libraries operating on less than \$100 per year. By 1959 the percentage in this category had been reduced to 10.56. In the upper budget ranges libraries having a budget of more than \$10,000, increased from 9 per-

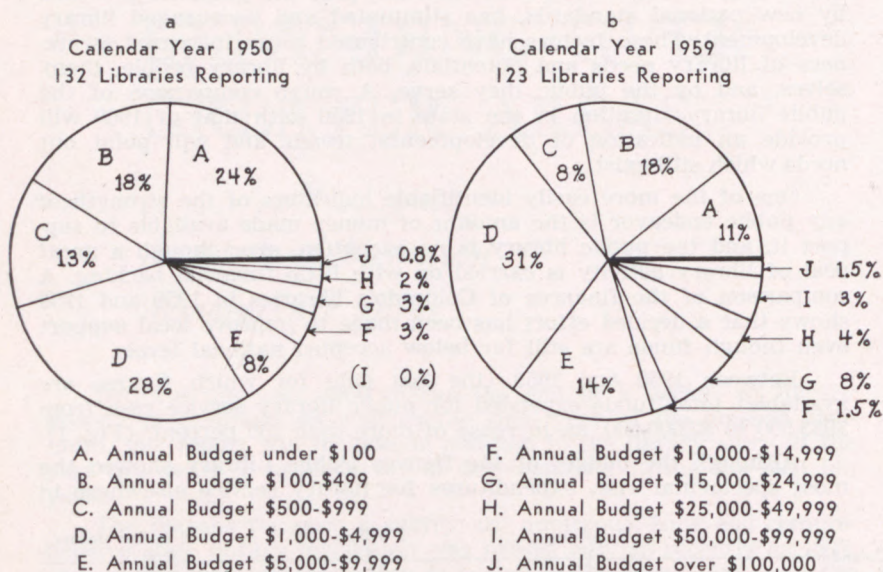


Fig. 2. Comparison of Public Libraries in Ten Budget Categories, 1950-1959

cent in 1950 to 19 percent in 1959. The chart shows a general progression upward in all budget categories. It must be noted, however, that far too many libraries are still operating on decidedly inadequate funds, as is evidenced by the percentages falling in budget ranges of \$1,000 to \$4,999 and \$5,000 to \$9,999.

Changes in organizational patterns often serve as indicators of growth, and public libraries in Colorado have made progress in this respect. The establishment of county libraries in Jackson, Summit, Jefferson, Adams and Saguache counties among others; the consolidation and further development of county and larger city libraries in Logan and El Paso counties; and many instances of increasing county support for city libraries to provide service to all county residents, indicate a trend toward more effective use of tax dollars through more efficient organization. It should be mentioned that as a result of federal aid a four-county regional unit embracing Bent, Cheyenne, Crowley and Prowers counties, was established in January, 1960. As a further development in library cooperation, it is anticipated that a five-county regional program will be established early in 1961 in northeast Colorado by the commissioners of Kit Carson, Logan, Morgan, Washington and Yuma counties.*

Another index of growth is the development of new physical facilities. In this respect Colorado's public libraries have made outstanding progress. During the decade over 15 percent have acquired new quarters and many have undergone extensive or complete renovation. Outstanding examples of new plants include the Aurora Public Library, Burlington Public Library, Cortez Public Library, Huerfano County Library, Las Animas Public Library, Limon Memorial Library, Weld County Library and the handsome multi-million dollar Denver Public Library.

It is difficult to determine a reliable measure of growth in library service in the state since many intangibles are involved. Comparisons of book stock and circulation are particularly difficult because of the lack of uniformity in reporting procedure and in organization of materials. Many libraries have undergone their first thorough weeding of obsolete materials during this period, and this is reflected in general decreases in book stock figures. The fact that the remaining books form a more usable collection does not show in the over-all figures. In spite of the above-mentioned differences in record keeping routines, the fact remains that marked advances were made during the decade in both book loans and book stock.

Two other indicators of growth are the development of local mobile service and the number of books borrowed from the state library. Each of these reflects service strengthening at the local level. In 1950 four libraries, each operating one unit, boasted of book-mobile service. By June, 1960 the four libraries had increased their mobile service outlets to nine, and ten additional libraries had initiated mobile programs.

Books borrowed from the state library by local public libraries increased during the decade from 13,000 in fiscal 1950 to 81,000 in fiscal 1960, the bulk of the increase occurring after the initiation of federal aid in 1956. Of books borrowed in 1960, 2,247 were special materials requested for special needs, whereas in 1950 such requests were negligible and no separate accounting was made of them. These figures indicate that public libraries in the state are becoming increasingly aware of the supplemental resources available to them and are using them more. They also reflect increased general library activity at the local level for which local resources are inadequate.

*In January, 1961, the regional library was established.

In the area of non-print materials only six percent of the libraries in Colorado reported activity in 1950. By 1959 more than 16 percent were engaged in some activity in this field. A majority of these reported that they circulated mounted pictures. There was considerable attention given to phono-records, also, and several libraries reported holdings of films and filmstrips. For the most part, such collections are still in the beginning stages. In the area of film supply many libraries serve patrons as "locators," referring them to strong audio-visual collections in the state.

In programs of special service, it is known that libraries have greatly increased their activity. Children have benefited immeasurably as a result of special programs, and adults have been drawn into many library-sponsored educational groups.

A comprehensive survey of public libraries in the state, initiated as part of the state library federal assistance program, now almost completed, shows that much has been accomplished through local effort and that assistance from the state library has been of value. It is evident, however, in view of national standards, that a great deal still needs to be done to assure the people of Colorado of adequate service.

National standards suggest:

(1) A service unit of not less than 50,000 population in an area easily accessible to all residents, with per capita support of not less than \$3.40;

(2) Approximately 100,000 volumes of currently useful printed material, available to patrons in each operating unit plus other types of material in corresponding quantities;

(3) A larger proportion of trained librarians for each unit; and

(4) New and expanded services of many kinds.

The standards include provisions for patterns of library organization to assist in reaching and maintaining adequate library programs and recommend development of library systems as one effective method of reaching the greatest number of people economically.

Colorado libraries are moving slowly but surely in the direction suggested by national standards, and it is expected that they will progress at a more rapid pace during the next decade. If anticipated legislation providing state grants-in-aid to public libraries is enacted, the program will be greatly accelerated. Such grants will enable public libraries to reach high levels of service and will provide incentives for development of library systems for effective use of public funds. This approach will further the goals of the state library and will make it possible for Colorado librarians to provide the best possible service to every citizen at the lowest possible cost.

II. SCHOOL LIBRARIES IN COLORADO

Development of school library programs in the state is not as easily assessable as that of public libraries. During the decade sufficient funds have not been available at the state level to provide for collection of comprehensive statistics on school libraries. This was due in large measure to the passage of the Library Services Act which requires the expenditure of practically all of the state library budget for public library service in order to match available federal monies. This same condition has prevented initiation of many programs which would help improve school libraries at local levels. Al-

though statistics are not readily available, and in spite of handicaps imposed at both state and local levels by lack of funds, there is evidence that school library programs are improving.

The formulation of new national standards for school libraries in 1959 has stimulated interest in the role libraries play in the total school program and has set up challenging goals for the future. These standards recommend good library service for all grades, K through 12.

They stipulate that service include:

(1) Centralized library quarters for both elementary and secondary programs with classroom collections on short or long period loans from the central library;

(2) Funds for school libraries of at least \$1,000-\$1,500 per year for schools with 200-249 pupils, and at least \$4.00-\$6.00 per pupil where populations are 25,000 or above;

(3) Staffs of one librarian for each 300 pupils up to 900, and one librarian for each 400 pupils in schools with enrollments exceeding 900, plus one clerk for each 600 students in all library situations;

(4) Library collections of both print and non-print materials including 6,000-10,000 currently usable books in schools having up to 999 pupils, and 10 books per pupil in schools with enrollments of more than 1,000, plus other materials in corresponding proportions; and

(5) Adequate professional libraries for the use of faculties.

The standards provide for ways of achieving these goals through centralization of certain functions and materials, and consolidation of supervisory and administrative personnel for single school systems or for groups of systems in order to insure better library service at minimum cost.

Although the foregoing standards provide rigorous criteria for school library achievement in the state, and although progress toward these goals is often slow, gains are showing all along the line. At the present time much of the progress is in the nebulous area of increased awareness on the part of school boards and personnel of the important contribution to the total learning process inherent in libraries or consolidated materials centers. Indicative of this interest, are the increasing numbers of requests received by the state library for counseling and advisory assistance, for surveys of existing programs, and for information on approved methods of improving organization and service patterns. It is encouraging to note that a number of school systems are initiating self-surveys, in addition to those requesting evaluation assistance from the state library.

In the area of organization and management, several schools are using one professional librarian to supervise the programs at both elementary and secondary levels. Two school districts (Jefferson County and Cherry Creek) have organized district-wide library programs with district library supervisors to administer them. A few districts (about 20) have developed centralized elementary building libraries although, at present, state standards do not require them. Several schools are experimenting with combined library and materials centers, and others are developing closely coordinated library

and audio-visual programs. Progress is being made in the cataloging and organization of materials for ready use, and professional librarians for school faculties have been set up in several districts.

Perhaps the most easily measurable index of growth of school library programs presently available is the tremendous increase in requests coming to the state library for loans of books and other materials. In 1950 approximately 18,000 items were loaned—in 1960, the total increased to over 90,000. In 1959-60, 72 new applications for school loan service were processed. Special materials sent to schools to fill special requests, numbered approximately 1,000. Not included in this figure are many special requests loaned to public libraries for school patrons.

As in the case of public library service, steady growth in the use of state library materials by public schools indicates increasing awareness of the availability of materials from the state and a desire to use as many sources of information and supplementary print and non-print matter as are available. It also indicates that improved materials resources are badly needed locally to satisfy school requirements.

One of the most exciting developments in school library work in recent years was the formation in 1958 of a new professional organization for school librarians, the Colorado Association of School Librarians. This very active group numbers approximately 200 members. It sponsors workshops for school librarians, arranges for nationally-recognized authorities to speak at state meetings, and currently is evaluating the new school library standards and interpreting them to school personnel. It also publishes a newsletter and is taking an active interest in legislative programs which have a bearing on improved library programs of all kinds.

School libraries have received substantial benefits under the National Defense Education Act. An increasing number of district plans now include requests for library aid under the provisions of Title III of the act. Twenty-five percent of the most recent series of requests submitted to the State Department of Education included school library materials. It is anticipated that federal legislation (now pending) will make it possible for school libraries to receive aid in greater proportions and on a more general base than is now possible. At present the program is limited to science, mathematics and foreign language.

Much still remains to be done to bring Colorado's school libraries up to their full potential as indispensable elements in the over-all public school program. The need for library trained personnel is critical—the need for improved organizational procedure is essential—and finally, expanded materials collections and services are required. If sufficient monies are made available to the state library agency to increase its staff of consultants in the school field, to keep pace with added public library personnel under the Library Services Act, school library development will proceed at an accelerated pace and on a sound and practical basis in Colorado.

III. THE STATE LIBRARY PROGRAM

Closely integrated with library activities throughout the state is the program of the state library. At present the agency has as its chief function the extension of library service in the state. It also operates less well-developed programs in the areas of legislative reference and general services. The library is a depository for federal

documents and receives official publications from the other states on an exchange basis.

The extension activities of the state library have a two-fold purpose:

(1) To enrich the resources of libraries of all types in the state; and

(2) To provide leadership in promoting, initiating and developing sound library programs of many kinds.

Both phases of the extension function have developed rapidly during the past ten years, with school and public libraries receiving the largest share of the service. Some assistance to state institutions has also been provided.

Growth of extension service to public libraries has been especially swift because of the federal aid program which became operative in 1957. The rapid rate of growth of programs receiving this stimulation has been gratifying and gives an indication of what can be accomplished with additional funds and adequate state-level leadership. Those areas of state library activity which have not received extra aid from outside sources have benefitted indirectly from its stimulating effects. At the same time they have suffered because of insufficient state funds to support them, since practically all of the small state budget must be used to match the federal grant and has to be spent on the public library program.

An overview of the activities of the state library during the past ten years will serve to point out areas of progress as well as weak spots in the total program. Activities will be summarized under the headings of the several categories of state library service. Special attention will be given to contributions made to each of these by the Library Services Act. Since physical plant, staff, and collections of materials control, in large measure, the effectiveness of the library's operation, these areas will also be noted.

Loan Service

A traditional service of the state library which is used more widely, perhaps, than any other at the present time, is the loaning of materials to public, school, and special libraries (and to individuals in areas where no library service exists) to augment and supplement their collections. These loans enrich and extend local resources. They also create an opportunity for communities to become acquainted with the wealth of material available in print.

The loan service of the state library has grown rapidly during the past ten years. The loan of printed materials increased from approximately 45,000 in 1950 to approximately 233,500 in 1960, an increase of over 500 percent. (Fig. 3.)

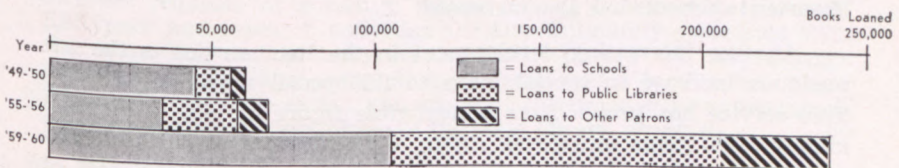


Fig. 3—Book Loans from State Library to Schools, Public Libraries, and Other Patrons in 1949-1951, 1955-1956, and 1959-1960.

The bulk of the increase occurred after enactment of the Library Services Act in 1956. Funds supplied by the act stimulated the loan program in two ways: 1) They made possible the acquisition of materials by the library in increased quantities; 2) They provided financing for the development of *two* state library sponsored regional demonstrations in which bookmobile service was used. Materials loaned to patrons through these demonstrations rose from a little more than 10,000 in 1955 to more than 152,000 in 1959-60. (Fig. 4).

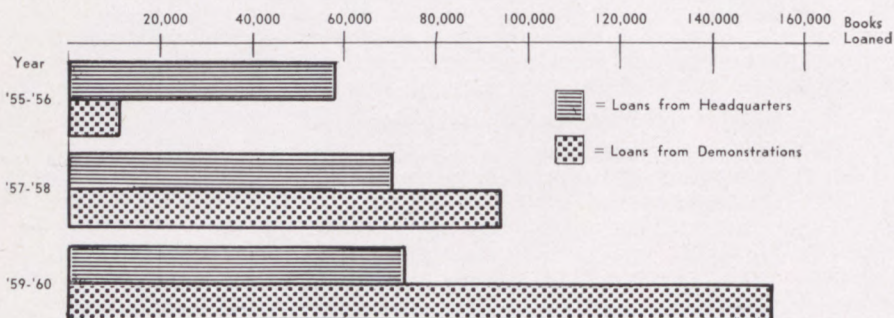


Fig. 4—Comparison of Books Loaned from State Library Headquarters and Demonstrations During Three Years—1955-1956, 1957-1958, 1959-1960.

During this same period, loans from state library headquarters began to level off as had been planned for and was anticipated. These figures indicate that use of books increases as they are made more readily accessible. They also suggest a critical need for materials which has not been filled either by local or state resources. This becomes especially evident when it is noted that materials are still frequently not available anywhere for people who want to use them.

Most of the print and non-print materials loaned by the state library go to public and school libraries, although occasional loans are made to institutions and to individuals, including employees of state agencies.

Fig. 3 shows total loans from the library for three years (1950, 1956 and 1960) and indicates percentage distribution among the three categories of users. Since 1956 this loan assistance has been of immeasurable benefit to school and public libraries. The number of items loaned to the former remains consistently at about 41 to 45 percent of total loans, indicating that even though the Library Services Act is designed to aid public libraries, service through public libraries to schools has also increased.

Another interesting development in the loan service is the tremendous increase in special loans to fill special requests. (Fig. 5). This service has grown from a negligible figure in 1950 to approximately 5,900 items in 1959-60. Again, the bulk of these requests has come since 1956, reflecting the effective work of the field staff of the library and the impact of the Library Services Act.

As in the case of general loans, special loan requests from schools have increased proportionately with those of public libraries. Special requests have also been sharply influenced by the expanded demonstration program of the state library.

It should be noted with reference to special loan activity that the state library uses the resources of many collections other than its own, but the collection of the Denver Public Library is most frequently tapped. In 1959-60 approximately 900 items were borrowed

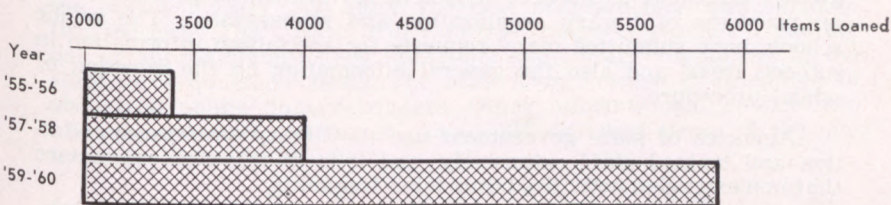


Fig. 5—Special Loans from the State Library, 1955-1956, 1957-1958, 1959-1960

from the Denver institution to fill demands for materials not available at the state library. An additional 700 requests could not be filled from either source, indicating that even the most comprehensive collections of public library materials in the state are not wholly adequate to the needs of its citizens.

Use of audio-visual materials has not increased at the same rate as that of printed materials, primarily because state library collections are not of sufficient size and because staff time is not available to properly develop and promote this phase of the loan program. In spite of this, audio-visual materials used in 1959-60 numbered 250. Most of these were films or filmstrips which were viewed by approximately 15,000 persons. The many unfilled requests which are received at the state library each year are an indication of the critical need for a more comprehensive program of audio-visual materials distribution.

Reference and Research Service

Closely integrated with the loan activities of the library is the agency's Reference and Research Service. This important function is almost impossible to define in specific terms. It may involve providing quick answers to relatively uncomplicated fact and general information questions. Often it involves the time-consuming process of searching out difficult sequences of information or location of obscure sources of knowledge. It also embraces the preparation of bibliographies and other special publications.

The service is an integral part of special loan activity which often includes requests of a nature which require considerable research. Reference and research activities are also intimately associated with the counseling and advisory service of the library and play a large part in the successful completion of assignments in this field. It is difficult to measure extent and scope of reference activity because it enters into almost every phase of the state library program.

In 1950, 2,800 reference questions were reported; in 1958 over 14,000 were answered; and in 1959-60 the number was 7,000. It should

not be inferred that these differences indicate reduction in service, but rather that a shift in recording procedure from year to year may cause some fluctuation. Many questions which were formerly tabulated as reference are now included in the direct loan program, or as part of the advisory service of the library. Although not easily measurable, reference activity has grown at a rate proportionate to that of the loan service, previously mentioned, and to the counseling program hereafter described. Increases in both volume and complexity of requests have been noted, and there has been greater emphasis on aspects of general governmental procedure and on problems of library organization and management. The public schools have submitted many requests for specialized information in subject areas, and also for general information on the question of school procedure.

Agencies of state government use the library's reference collection and trained staff extensively, and it is in this field of service that non-extension activities occur most frequently.

Counseling and Advisory Service

The Counseling and Advisory Service of the library provides help through field work in communities throughout the state, and through use of publications and other means of communication. It is available to libraries of all types, but has been used to date almost exclusively by public and school libraries. It is used as extensively as staff time and travel funds permit and is growing more rapidly, and with greater potential for further development, than any other service provided by the library.

As has been the case in other programs, this service has been greatly extended in the public library area by the Library Services Act. The act has made possible the employment of four field workers and one field supervisor, and has provided for the establishment of a field office in Pueblo and one in Grand Junction. It has also provided sufficient travel funds for the work.

School counseling service has not fared so well. Because of limited staff and inadequate travel funds only about one-fourth of the requests received in the library can be met.

Statistics are not available for field work performed in 1950, but records show that in fiscal 1960 approximately 270 field visits were made. Of these, 80 were to public libraries, 35 to schools and 55 for other purposes, such as talks to citizen groups, discussions with local government officials, etc. The figures point up the need for more adequate financing of the school consultant program which is especially pressing at this time when school districts are in process of reorganization and need help in establishing new service patterns.

A special phase of the field program, made possible by Library Services Act funds, is the comprehensive statewide survey of Colorado's public libraries which is now in progress. When the survey is completed, basic detailed information on library organization and programs in the state will be available for the first time. Such information will be of great value to those planning future library development. A similar survey of school libraries should be undertaken, but to date staff time has not been available for this activity.

Other areas of activity in the field service program include work with librarians, library boards and school administrators in connec-

tion with organization, management and finance. On-the-job training in simplified technical processes including book selection, order work, cataloging and weeding are also part of the field service. These phases of the work have progressed at an accelerated pace in public libraries since the advent of the Library Services Act. The act has also made possible considerable activity in communities presently without libraries in matters pertaining to the establishment of new programs.

Publications of the state library have increased markedly during the past ten years, and again the LSA program has contributed to this increase. The *Capitol Hill Library Crier* now reaches a mailing list of approximately 1,800 librarians and library supporters in the state on a quarterly basis. The *Mile High Trustee* is circulated to about 650 public library trustees. Other informational publications are prepared and distributed. About 125 different items of this nature were issued in 1959-60.

The Demonstration Program

Another popular program of the library makes possible demonstration projects which deal with various new library practices. In its early stages the program was limited chiefly to demonstrations of mobile service. A secondhand bookmobile, acquired by the state library in 1948, together with book stock, was made available for six to twelve month periods to counties or other governmental units which wished to experiment with mobile service. This program has been largely responsible for the increased number of bookmobiles now operating in Colorado, mentioned earlier in this report.

In 1956 the original unit was replaced by a new model, and shortly thereafter two more custom-built vehicles were purchased. By fiscal 1960 the library had three bookmobiles in operation and had placed one on indefinite loan with the Lower Arkansas Valley regional library.

With the passage of the Library Services Act, bookmobile demonstrations were expanded to include demonstrations of well-rounded regional library service, with regional headquarters, centralized regional materials collections and regional staffs, provided by the state agency. Two such demonstrations were undertaken. The first embraced seven counties in the Lower Arkansas Valley and in February, 1960, became the first regional library in Colorado, with four of the original counties continuing the program. The second five-county demonstration in northeastern Colorado will be completed early in 1961. At the end of fiscal 1960 it appeared that the project would also become a permanent, locally-supported regional library. The results of these demonstrations in increased book use and improved service have been discussed in the section of this report dealing with loans.

In 1959-60 groundwork was laid for a third Library Services Act demonstration in the Tri-County-Denver area. This demonstration is concerned with the cooperative use of reference materials and services by residents of the four-county area.

At the close of fiscal 1960 no Library Services Act demonstration

had been developed in the western part of the state. It is anticipated that pilot projects will be undertaken in this area at an early date.

Other demonstrations during the past decade include a venture in library sponsored adult education known as the American Heritage Project. This discussion program in public libraries of the state was financed by the Fund for Adult Education and sponsored by the American Library Association. It was instrumental in developing a growing interest on the part of libraries in a variety of similar projects. It was also responsible for the creation of a small, on-going adult education program in the state agency which has since sponsored or supported other adult education demonstrations of various kinds.

The American Heritage Project was also directly responsible for providing the first audio-visual materials which formed the nucleus of the present A-V holdings of the library. The program, still in its early stages, gives school and public libraries an opportunity to experiment with audio-visual materials of several kinds.

Exhibits are closely allied to demonstrations and are often included with them. Activity in this area the past two years includes an exhibit entitled "*Western Slope Days and Deeds*," prepared and loaned by the library's Grand Junction field office, and an exhibit of recommended science books sent to schools and public libraries in conjunction with the National Defense Education Act program.

Other Activities

Certain activities of the library do not fall within the scope of the previously discussed programs, but are important and should be mentioned in a full report. They include:

1. Work with Area Advisory Committees

These committees were appointed by the State Board of Education to explore library needs in the several areas of the state and to recommend courses of action. Two such committees were functioning by 1960. Two areas remain in which committee organization is now in progress. The work of these advisory groups is already proving helpful to the state agency in planning for future library development.

2. Work with Public Library Trustees

In 1959 and 1960 a series of regional conferences for public library trustees was begun. Conferences were set up to help trustees with special problems and to explore the role of trusteeship in relation to good service. They were a contributing factor in the formation of a trustee's section of the Colorado Library Association.

3. State Library Advisory Board

Members of the State Library Advisory Board were pressed into service in many ways, but were especially active in projects concerning trustees and advisory committees.

4. Organizational Work with School Librarians

Beginning in 1958, the school library supervisor of the state library worked closely with committees of school librarians in the initial stages of development of the Colorado Association of School Librarians. A member of the state library staff serves in an advisory capacity on the executive board of the association.

5. Colorado Library Association Activities

The staff of the state library has worked closely with various committees of the Colorado Library Association to build strong libraries of all kinds in Colorado. A staff member represents the library on the executive board of the association.

6. Work with Institutional Libraries

During the decade the library was able to make some progress in the field of assistance to institutional libraries. It was responsible for the complete reorganization of the penitentiary library and carried on programs at the Industrial School for Boys, the State Reformatory and the State Training School for Girls. Much additional work needs to be done in this area of service which, because of its specialized nature, might well require the efforts of professional personnel with special training.

Physical Plant, Materials Collection, Staff and Budget

The effectiveness with which the program of an agency such as the state library is carried on, is in large measure determined by the adequacy of its physical arrangements, materials resources, staffing pattern and budget. Many changes have occurred in these areas during the past ten years.

By 1956 the library had outgrown its space in the State Capitol Building, and a move to new quarters in the recently completed State Services Building in March, 1960, was a needed and welcome development. The move provided more adequate staff space and additional room for the organization and use of materials. It is unfortunate that provision was not made to take care of normal expansion for the next five to ten years. Shortly after the move was completed, all available space was in use. Field offices in Grand Junction and Pueblo are at present adequate to the needs of the areas they serve.

An overview of the growth of collections and staff of the library during the past ten years explains the increasing need for more room. In 1950 the library's book collection totaled approximately 40,000 volumes. At the end of fiscal 1960 this figure had increased to more than 75,000. The final count represents the collection after weeding and after a permanent loan of 10,000 volumes to the Lower Arkansas Valley regional library.

While the book collection had almost doubled, the documents holdings had increase from 214,705 in 1950 to 247,368 in 1960. The film collection, though small, had doubled since its inception in 1954, and phono-records and filmstrip collections showed similar gains. Although all the collections are still small by most standards, and especially so when the need for materials over the state is considered, the above figures indicate that they are making healthy growth. Taken together with loan statistics, they also indicate effective use of materials.

The staff of the library increased from three professional and three clerical workers in 1950 to twelve professional and seven clerical employees (excluding demonstration staffs) in 1959-60. Five

professional and three clerical persons were employed under Library Services Act contracts.

This arrangement, plus the fact that regular state library staff must spend sufficient time on public library programs to match federal allocations, makes for a disproportionate distribution of the work load, and creates a distinct hardship in those areas of service which cannot be classified as public library activity. This is especially noticeable in the fields of school work and institutional programs. Additional clerical personnel would increase the effectiveness of both clerical and professional work since considerable professional time must be spent on clerical duties at present.

In the 1950-1960 decade the budget of the library increased from \$24,000 to \$171,500. Approximately one-half of the latter figure came from state funds. (The total budget for 1960 included an amount equal to one-tenth of the salary of the Commissioner of Education and one-half of that of an accountant whose services were available to the library.) It should also be noted that the total budget in 1959-60 included \$88,084 from the federal government. While this assistance was needed and has made possible the initiation of many worthwhile projects, it does not make for a well-balanced distribution of support for a state-level program. In the near future steps must be taken to provide for more adequate support at the state level.

IV. THE VIEW AHEAD

An increasing sense of responsibility for the total education of the people of the State of Colorado led the state legislature to declare in the Library Act of 1947 that it is, "The policy of the state, as a part of its provision for public education, to promote the establishment and development of public-supported free library service throughout the state, and to encourage the development of libraries of all types."

In pursuance of this policy the state library was created as a division of the State Department of Education. During the past decade foundations have been laid and the first steps taken to develop effective library service in Colorado, but the work is only begun. Concentrated and continuing effort should proceed along many lines:

1. Public Library Development

Factors previously described have made possible a stepped-up program of public library service in Colorado. The state library has been able to provide public libraries with increased aid in kind—materials, technical services, consultation and advice. This leadership has stimulated libraries in the state to do much to improve their own situations. However, it becomes increasingly evident that new resources and facilities are required in order to provide all the people with the high level library service they need. Cash grants to public libraries will assist them to reach and maintain acceptable standards of service. Such a program is needed to insure sound public library development.

2. School Library Programs

The school library program has been hampered by lack of

funds at both state and local levels. This has been reflected in slow development. The school library program must be strengthened at the state level through the provision of strong counseling and advisory assistance and increased field work from the state library. At the local level, a larger proportion of school funds should be allocated for library purposes. This will come about if adequate state leadership is provided.

3. Service to Institutional Libraries

The state has an obligation to provide library service for those who for one reason or another are committed to its care. Libraries are effective instruments of rehabilitation, and money spent for books often has far-reaching results. The service to institutions function of the library should be developed immediately.

4. Special and College Libraries

Although the state library is charged with the responsibility of assisting all types of libraries, it has not been possible to undertake programs designed to help colleges and universities or special libraries. Such a program awaits development.

5. Service to State and Other Governmental Agencies

This service is at present inadequate. The state library is required under the law to coordinate and supplement the library programs of the several branches of state government. It should also extend its help to local government in Colorado.

There is little doubt that what remains to be done far outweighs that which has been done. In order to fulfill the promise of a good beginning and capitalize on the initial investment, it is important that the library program continue to move forward toward its goal—the provision of comprehensive library service at all levels. Only in this way will it be possible for local units to realize their own educational potentialities and contribute their share to the total educational resources available to the people of Colorado.

STATE LIBRARY COLLECTION STATISTICAL REPORT

Print Materials	1958-1959	1959-1960
Books (Headquarters)		
Beginning of Year.....	64,032	67,683
Added during Year.....	4,100	4,313
	<u>68,132</u>	<u>71,996</u>
Withdrawn during year..	449	4,006 ¹
	67,683	67,990
Books (Demonstrations)		
Beginning of Year.....	8,767	15,043
Added during Year.....	6,276	5,577
	<u>15,043</u>	<u>20,620</u>
Withdrawn during Year	0	10,598 ²
	15,043	10,022
	<u>82,726</u>	<u>77,012</u>

STATE LIBRARY COLLECTION STATISTICAL REPORT

(Continued)

Print Materials (cont.)	1958-1959	1959-1960
Pamphlets (Est.)	5,944	6,344
Documents (U. S., Colorado and other States)		
Beginning of Year.....	239,607	243,820
Added during Year.....	4,213	3,978
	243,820	247,798
Non-Print Materials		
Mounted Pictures (Est.)..	10,000	10,000
Films and Filmstrips		
At Headquarters:		
Beginning of Year.....	347	403
Added during Year.....	56	35
	403	438
Demonstrations (filmstrips only):		
Beginning of Year.....	170	233
Added during year.....	63	0
	233	233
Withdrawn during Year	0	85
	233	148
Records		
Beginning of Year.....	112	148
Added during Year.....	36	0
	148	148
TOTAL COLLECTION	343,274	341,888
Direct Loans		
General Loans (Headquarters)		
To Schools	24,008	25,177
To Public Libraries.....	31,323	35,409
	55,331	60,686
Special Requests	4,743	5,967
Bookmobile Demonstration Loans	61,780	11,973
Regional Library Demonstration Loans (not broken down by categories)	76,668	147,825
Loans to State Employees	6,785	7,098
Audio-Visual Materials.....	350 ³	236 ⁴
TOTAL LOANS	205,657	233,785
Distribution of Loans		
Towns served	173	207
Counties served	61	61
Selections shipped (from Headquarters)	880	832
New Borrowers		
Public Libraries	11	5
Schools	38	72
Individuals	10	34
Demonstrations	0	2,659
Reference and Research Questions (Est.)	7,000	6,600
Field Visits Made.....	223	268
Public Library visits.....	123	178
School visits	15	35
Other visits	85	55

¹1,367 to Lower Arkansas Valley Regional Library on Permanent loan.

²To Lower Arkansas Valley Regional Library on permanent loan.

³25,663 viewers.

⁴14,758 viewers.

PUBLIC LIBRARIES IN COLORADO

Town—Name of Library	1958			1959		
	Book Stock	Circulation	Funds	Book Stock	Circulation	Funds
Akron—Akron Public Library.....	7,000	8,640	\$ 7,567	.....*	4,000	\$ 1,972
Alamosa—Alamosa Public Library.....	12,276	26,445	5,946	12,276*	.....*	5,524
Amherst—Amherst Public Library.....	1,422	2,022	77***
Arvada—Arvada Public Library.....	9,800	38,025	6,052	13,575	44,449	7,304
Aspen—Pitkin County Library.....	9,157	11,688	3,183	9,157	10,686	3,118
Ault—Ault Library.....	6,276	1,557	856	6,344	.....*	1,231
Aurora—Aurora Public Library.....	16,296	146,770	23,885	19,144	125,521	21,725
Bayfield—Bayfield Public Library.....	5,000	.....*	739	4,140	2,500	638
Berthoud—Berthoud Public Library.....	4,716	7,532	411	4,766**
Boulder—Boulder Public Library.....	41,270	190,678	37,430	42,000	203,707	52,499
Brighton—Brighton Public Library.....	15,740	29,170	4,244	16,048	28,197	3,804
Broomfield—Broomfield Public Library.....******
Brush—Brush Carnegie Library.....	10,938	17,218	4,333	11,231	18,443	3,900
Buena Vista—Buena Vista Public Library.....	7,000	.....*	840	.....*	.....*	240
Burlington—Burlington Public Library.....	7,001	7,415	3,150	7,175	11,510	1,584
Byers—Byers Home Library.....	814	700	0	814**
Canon City—Canon City Public Library.....	17,037	32,122	5,605	17,524	35,846	5,900
Cedaredge—Cedaredge Library.....	1,800	780	90	2,500	.....*	215
Center—Center Branch, Saguache County Library.....	5,739	13,740	2,217	5,500	9,000	2,097
Cheyenne Wells—American Legion Auxiliary Library.....	5,000	5,200	62***
Collbran—Collbran Public Library.....	.....*	1,575	65	.....*	1,743	233
Colorado Springs—The Public Library.....	100,627	362,341	100,675	105,233	365,030	100,309
Cortez—Cortez Public Library.....	4,724	20,089	3,714	5,146	20,367	4,000
Craig—Craig-Moffat County Library.....	12,202	29,025	11,370	15,218	30,813	1,098
Cripple Creek—Cripple Creek Public Library.....	6,500	1,000	325***
Crook—Crook Community Library.....	2,500	.....*	60	2,514	4,735	95
Del Norte—King's Daughters Library.....	4,500	10,370	1,469	5,624	9,021	1,240
Delta—Delta Public Library.....	12,282	37,618	7,947	12,837	38,552	9,500
Denver—Denver Public Library.....	669,063	2,495,099	1,144,457	695,751	2,574,903	1,181,600
Dillon—Summit County Library.....	350	2,828	400	2,000	2,828	999
Dolores—Dolores Public Library.....	.....*	.....*	.....*	3,725	.....*	1,286
Dove Creek—Northdale Community Library.....	125	50	0***
Durango—Durango Public Library.....	19,992	71,822	22,103	21,229	74,521	21,073
Eads—Kiowa County Public Library.....	10,457	13,955	2,500	10,686	15,023	3,500
Eaton—Eaton Public Library.....	11,548	12,226	1,684***
Edgewater Public Library.....	5,000	15,810	2,304	5,000	17,396	2,397
Englewood—Englewood Public Library.....	29,439	102,530	16,563	28,419	103,825	15,609
Evergreen—Evergreen Branch, Jefferson County Library.....	9,200	6,017	955†††
Estes Park—Estes Park Public Library.....	7,544	10,411	3,944	7,699	10,013	4,264
Fairplay—Fairplay Public Library.....	2,500	1,782	144	2,500	150	161
Flagler—Flagler Community Library.....	2,800	1,935	578	2,267	1,986	358
Fleming—Fleming Community Library.....	1,294	1,980	156	.....*	.....*	285
Florence—Florence Public Library.....	8,112	6,137	2,769	8,231	6,198	2,556
Fort Collins—Fort Collins Public Library.....	37,869	169,986	23,569	37,891	174,551	25,869
Fort Collins—Larimer County Library.....	26,226	158,230	24,752	26,794	227,855	23,688

PUBLIC LIBRARIES IN COLORADO—(Continued)

Town—Name of Library	1958			1959		
	Book Stock	Circulation	Funds	Book Stock	Circulation	Funds
Fort Lupton, Fort Lupton Public Library.....	*	*	\$ 3,109	8,000	14,691	\$ 3,482
Fort Morgan—Fort Morgan Carnegie Library.....	18,813	44,759	15,440	19,763	54,729	15,601
Fowler—Fowler Public Library.....	2,476	1,340	475	2,601	*	800
Georgetown—John Tomay Memorial Library.....	3,000	2,000	750	3,000	1,800	795
Glenwood Springs—Glenwood Springs Public Library.....	4,000	12,089	3,925	4,500	10,869	3,803
Golden—Jefferson County Public Library.....	20,535	158,886	47,129	26,177	189,041	54,267
Golden—Golden Public Library.....	8,580	12,485	1,701	9,653	7,668	1,523
Granada—Granada Public Library.....	*	*	*	*	*	*
Grand Junction—Grand Junction Public Library.....	50,000	140,074	31,286	56,712	123,720	35,608
Grand Junction—Mesa County Library.....	56,176	546,833	26,480	*	481,997	39,797
Grand Lake—Grand Lake Public Library.....	3,000	*	152	2,812	*	200
Greeley—Greeley Public Library.....	57,408	175,148	35,490	57,922	194,110	33,916
Greeley—Weld County Public Library.....	49,974	684,528	49,932	52,022	667,843	51,096
Grover—Grover Public School Library.....	3,706	3,000	600	*	*	*
Gunnison—Webster Hall Library.....	*	*	*	*	2,917	*
Gypsum—Gypsum Public Library.....	1,080	259	17	1,238	350	74
Hayden—Hayden Public Library.....	2,755	3,950	6,052	2,755	2,768	1,307
Haxtun—Haxtun Public Library.....	5,616	14,303	1,903	6,051	12,477	2,255
Holly—Woman's Civic Club Library.....	5,500	6,874	162	*	*	*
Holyoke—Holyoke Public Library.....	22,890	9,350	4,625	*	*	*
Hot Sulphur Springs—Grand County Library.....	5,859	5,934	2,166	6,155	4,628	1,905
Hotchkiss—Hotchkiss Public Library.....	*	*	*	2,472	*	*
Hudson—Hudson Public Library.....	4,202	1,683	376	4,897	1,683	465
Hugo—Hugo Public Library.....	4,371	3,631	1,022	4,290	3,710	895
Idaho Springs—Idaho Springs Public Library.....	9,413	4,140	2,500	9,221	5,780	*
Julesburg—Julesburg Public Library.....	7,600	5,454	794	*	*	*
Kiowa—Elbert County Library.....	5,775	1,488	687	6,481	1,986	1,469
Lafayette—Lafayette Public Library.....	2,500	810	100	3,239	*	1,110
La Junta—Woodruff Memorial Library.....	37,318	77,286	15,797	36,500	40,035	14,674
La Junta—Otero County Traveling Library.....	3,000	*	310	*	*	*
Lamar—Lamar Carnegie Library.....	12,000	18,379	8,246	*	20,602	8,553
Las Animas—Las Animas Public Library.....	12,075	20,726	5,522	12,406	19,174	5,674
Leadville—Leadville Public Library.....	11,648	15,100	395	*	*	*
Leadville—Leadville Memorial Library.....	8,324	6,612	2,559	8,324	6,233	2,584
Limon—Limon Memorial Library.....	7,732	46,098	10,759	10,364	63,190	22,000
Littleton—Littleton Public Library.....	22,255	82,407	21,688	22,390	74,902	22,312
Longmont—Longmont Public Library.....	2,500	2,303	800	2,626	2,686	687
Louisville—Chinook Public Library.....	28,825	61,310	17,575	29,883	66,442	17,532
Loveland—Loveland Public Library.....	2,460	987	215	2,815	1,168	180
Mancos—Mancos Public Library.....	11,510	11,882	3,330	*	*	*
Manitou Springs—Manitou Springs Public Library.....	*	*	*	*	*	*
Manzanola—Manzanola Public and School Library.....	*	*	*	16	1,767	60
Maybell—Maybell Library.....	7,800	7,300	1,607	8,000	8,000	1,496
Meeker—Meeker Public Library.....	1,716	1,500	5,000	*	*	*
Meeker—Rio Blanco County Traveling Library.....	9,912	9,147	4,699	9,945	8,365	5,178

PUBLIC LIBRARIES IN COLORADO—(Continued)

Town—Name of Library	1958			1959		
	Book Stock	Circulation	Funds	Book Stock	Circulation	Funds
Montrose—Montrose Public Library.....	12,000	29,413	\$ 7,205	10,425	29,327	\$ 5,870
Morrison — Morrison Public Library, Branch Jefferson County Library	4,000	2,024	120	†	†	†
New Castle—Garfield County Public Library.....	14,136	77,875	8,075	14,801	80,643	8,172
Norwood—Norwood Public Library.....	1,100	*	40	*	410	50
Nucla—Nucla Public Library.....	2,000	*	*	5,000	*	162
Oak Creek—Oak Creek Library.....	1,768	300	253	*	*	*
Ordway—Ordway Public Library.....	3,467	3,983	654	3,543	*	*
Otis—Otis Public Library.....	1,500	500	10	1,500	500	210
Ouray—Ouray Public Library.....	7,000	2,933	800	9,021	3,135	936
Ovid—Ovid Public Library.....	4,000	2,900	350	4,200	2,682	*
Pagosa Springs—Pagosa Springs Public Library.....	6,054	*	342	6,000	*	150
Palisade—Palisade Public Library.....	9,039	10,507	931	9,612	*	1,360
Palmer Lake—Palmer Lake Community Library.....	1,570	400	*	*	*	*
Paonia—Paonia Public Library.....	7,417	5,325	1,182	8,000	5,424	1,141
Pritchett—Pritchett Public Library, Branch Baca County Library	2,000	2,519	†	†	†	†
Pueblo—McClelland Public Library.....	86,109	298,915	57,601	*	*	*
Rico—Rico PTA Library.....	600	1,120	*	*	*	*
Rifle—Rifle Public Library.....	7,000	3,600	1,220	*	3,600	1,100
Rocky Ford—Rocky Ford Public Library.....	19,832	21,383	5,685	20,313	20,460	6,392
Saguache—Saguache Branch, Saguache County Library.....	5,000	18,957	2,170	5,500	20,270	2,113
Salida—Salida Public Library.....	43,124	9,271	8,490	17,677	8,972	6,121
Sedgwick—Sedgwick Public Library.....	5,900	1,424	284	*	*	*
Silverton—Silverton Public Library.....	12,500	3,000	1,500	14,000	*	1,500
Springfield—Baca County Library.....	16,167	*	4,968	*	*	*
Steamboat Springs—Steamboat Springs Public Library.....	9,726	10,048	1,866	9,291	8,000	1,657
Sterling—Sterling Public Library.....	23,547	99,450	20,942	23,801	106,644	20,389
Sugar City—Sugar City Public Library.....	2,950	*	*	2,950	16	*
Swink—Swink Public Library.....	4,088	1,596	502	4,267	681	348
Trinidad—Trinidad Carnegie Library.....	20,981	34,836	11,182	21,957	31,062	9,715
Two Buttes—Two Buttes Library, Branch Baca County Library	2,500	5,270	†	†	†	†
Uravan—Uravan Public Library.....	750	*	101	*	*	50
Victor—Victor Public Library.....	5,000	*	267	*	498	201
Walden—Jackson County Public Library.....	2,934	5,393	927	4,126	6,552	1,100
Walsenburg—Huerfano County Library.....	7,157	9,488	3,251	7,255	8,870	3,227
Walsh—Walsh Branch, Baca County Library.....	4,500	11,361	†	†	†	†
Westcliffe—Custer County Library.....	3,500	1,925	318	4,258	*	299
Westminster—Adams County Library.....	19,000	276,445	21,000	23,736	424,267	36,509
Westminster—Westminster Public Library.....	6,000	34,913	3,500	4,000	46,129	4,344
Wheatridge—Bonnie Bonham Branch, Jefferson County Library	†	†	†	†	†	†
Windsor—Windsor Public Library.....	7,930	15,499	1,006	7,801	13,034	1,290
Wray—Wray Public Library.....	9,500	5,000	1,500	8,251	5,442	1,200
Yampa—Yampa Public Library.....	7,479	2,544	292	7,825	2,544	126
Yuma—Yuma Public Library.....	8,894	8,568	3,532	9,216	7,008	1,472
TOTALS	2,124,379	7,291,298	\$2,006,697	1,866,273	6,628,125	\$1,980,373

*Not Reporting.

†Report included with County Library report

ACCREDITATION USED AS WAY TO BETTER SCHOOL STANDARD

.. . . . “ . . . *most*
of secondary units
currently graded . . .”

High schools and the secondary education program have been the continued focus of much public concern these past two years. Reorganization of school districts in Colorado has assisted in the closure of more than ten small, inefficient high schools and has aided their consolidation into more economically-feasible programs for a score of communities.

Small high schools will remain in isolated Colorado communities, but their programs are being subjected to considerable adaptations and improvements as a consequence of the Rocky Mountain Area Small High Schools Project, which is administered and encouraged by the Colorado Department of Education, and the continuing dynamics of the state accreditation program.

It is significant that fewer than thirteen percent of all public high schools remain unaccredited and that this number is decreasing each school year. The people of Colorado are demonstrating consistently that each pupil in Colorado between the ages of six and eighteen shall have access to a quality education program.

The full impact of the new Colorado Administrative Credential requirement is evident in the increased professional attitude of Colorado school administrators and their insistence that education be judged by quality rather than quantity.

The school year in Colorado is rapidly approaching the 180-day bracket for more than three-fourths of the schools. It is relatively rare to find teachers in high school classrooms who have not received a bachelor's degree. Athletics are fast becoming a true extra-curricular activity, rather than being labeled as physical education and included in the normal academic school day. More and more schools are prescribing four years of English and social studies and two years mathematics and science in graduation requirements.

Information to support these observations comes from the files of the Division of Accreditation and the annual accreditation reports from Colorado high schools:

I. Status of Accreditation, 1958-60:

TABLE I
COMPARATIVE STATISTICS ON ACCREDITED SCHOOLS
1958-60

Status of High Schools	1958-59	1959-60
1. State-accredited public high schools in Colorado	126	117
2. State public high schools accredited by the North Central Association...	97	101
3. State approved public high schools	43	37
4. State public schools added to the accredited list by committee evaluations	6	7
5. State public high schools closed and dropped from official listing.....	(0)	(10)
6. State public high schools operating in Colorado	272	262
7. Independent high schools accredited by Colorado State Department of Education	10	11
8. Independent high schools accredited by the North Central Association	11	11
9. Independent high schools accredited in Colorado	21	22
10. Total number of high schools on official state of Colorado roster.....	<u>293</u>	<u>284</u>
11. Number of high schools visited by Division of Accreditation staff members	152	252
12. Mileage traveled by Division of Accreditation in school visits.....	7,252	24,735
13. Schools placed on probation	11	4
14. Schools dropped from accreditation	4	1
15. Schools not reporting on accreditation	6	20

The Division of Accreditation staff members visited all state accredited and state approved schools in the 1959-60 school year. This is the first time since 1952 that all schools in these two categories have been visited. Many of the approved schools and several North Central Association schools did not submit accreditation reports to the State Department of Education in the 1959-60 school year despite repeated follow-up contacts requesting this information. Thirty-two accredited schools not visited in 1959-60 were North Central accredited high schools in the metropolitan area and are all scheduled for visitation in 1960-61.

School District Organization should be credited for the closing of more than ten high schools which were too small to provide an efficient and economical operation.

It should be pointed out that the state schools are definitely striving to cooperate with the State Board of Education and are working

toward the minimum standards established for accreditation. Proof of this fact can be attested to by the reduction in the number of schools placed on probation for the 1959-60 school year. In spite of the tremendously stepped-up school visitation program, fewer schools were found to be operating with serious deficiencies in standards. The increased requests for consultative services from the Division of Accreditation are significant evidence that the state school accreditation program has become well accepted by boards of education and school administrators.

TABLE II
QUALIFICATIONS OF TEACHERS IN APPROVED
PUBLIC HIGH SCHOOLS
1959-60

No. Approved Public High Schools	Elementary Teachers With degrees	Non-degree	Secondary Teachers With degrees	Non-degree
37	237	79	200	12

Approved public high schools in Colorado are fewer than thirteen percent of all public high schools in the state. Twenty-three of the thirty-seven approved public high schools are located in six counties: Nine in El Paso County; three, Weld County; three, Baca County; two, Kiowa County; two, Park County; and two, Boulder County. The remaining fourteen approved public high schools are in fourteen separate counties. It should be noted, however, that the two high schools in Boulder County and two of the nine high schools in El Paso county are fairly large and will be seeking accreditation status during the 1960-61 school year.

About one-half (162) of the elementary teachers with degrees and two-fifths (80) of the secondary school teachers with degrees are in the four high schools seeking accreditation. Only twelve of the non-degree elementary school teachers and two of the non-degree secondary school teachers are found in the same four high schools.

TABLE III
ENROLLMENT SIZE GROUPS OF THE THIRTY-SEVEN
APPROVED PUBLIC HIGH SCHOOLS, 1959-60

ENROLLMENTS					
Over 50	41-50	31-40	21-30	Fewer than 21	No. of schools
5	8	8	3	13	37

School districts which must operate a high school of grades 9-12 with fewer than fifty pupils are distinctly handicapped in offering a minimum program with well qualified teachers in each field of study. The few students available for a high school program creates almost insurmountable scheduling problems and makes efficient use of staff qualifications almost impossible. Wherever possible, the Division of Accreditation has recommended that small high schools seriously consider organizing on a six-year high school basis to more fully utilize teacher qualifications and improve the program offerings for both seventh and eighth grades as well as the ninth through twelfth grades

TABLE IV
ORGANIZATION OF ACCREDITED HIGH SCHOOLS
IN COLORADO
1959-60

3-year (Grades 10-12)	4-year (Grades 9-12)	Type of School 5-year (Grades 8-12)	6-year (Grades 7-12)	Number
35	102	6	104	248

Table IV shows that the common organization pattern for Colorado high schools is the four-year high school and the six year high school. With the increased population in metropolitan areas, the three-year high schools are becoming more prevalent and can be expected to increase significantly in the next biennium.

II. Selected Information from the 1959-60 Annual Reports

The Division of Accreditation has been working toward compilation of information about the accredited high schools in Colorado which would be useful for comparative study. The following tables (V-IX) give a generalized overview of length of school year; units required for graduation; length of class period; status of staff preparation; and information on selected courses. The total number of the schools reporting is 245.

TABLE V
LENGTH OF SCHOOL YEAR
1959-60

More than 180 days	180 days	Number of High Schools 176-179 days	172-175 days	Fewer than 172 days
10	175	43	16	1*

*This school is not financed by the Public School Foundation Program.

It is significant that whereas the legal minimum school year in Colorado is 172 days, over 92 percent of the Colorado accredited schools are holding school for pupils more than 175 days, and over 78 percent have 180 days or more. Only one school did not meet the minimum school year requirement; the Division of Accreditation has been advised that the 1960-61 schedule for this school calls for 180 school days. The Division of Accreditation takes pride in recalling that 180 days of school has been a recommended criterion for several years

TABLE VI
UNITS REQUIRED FOR GRADUATION FROM
ACCREDITED HIGH SCHOOLS

1959-60		
More than 18 units	16-18 units	Fewer than 16 units
42	156	47*

*35 of these reporting schools are 3-year high schools requiring between 12-14 units for graduation.

The requirements for graduation from high school are the exclusive prerogative of the local boards of education. In the past several years, many school boards have been in the process of increasing their graduation unit requirements.

The Division of Accreditation is operating under a Colorado Board of Education policy which recommends 18 units of credit for high school graduation in a four-year high school. The increased demand for academic courses and the local district requirements that each pupil register for five full periods, reducing the overall time devoted to study halls, are responsible for the increased graduation requirements.

TABLE VII
LENGTH OF CLASS PERIODS IN ACCREDITED
HIGH SCHOOLS
1959-60

	Number of High Schools			
55-minute period (net)	More than 55 minutes (net)	Fewer than 55 minutes (net)	Varying periods: 30-70 minutes (net)	
142	24	55	20*	

*Most of the schools reporting in this category have been experimenting with the five-period, 70-minute class, day.

The Division of Accreditation recommends the accepted six-period day with each class meeting at least fifty-five minutes in the clear. However, there has been much serious study and interest in breaking the secondary school "lock-step" schedule in Colorado. Many schools feel that they are penalized by the Colorado law which requires that a public school may not be in operation for more than six hours per day, exclusive of the noon recess. This is quite contrary to a majority of states that legislate a minimum school day but put no ceiling on maximum provisions. Most of the schools which require more than a fifty-five minute period in the clear, operate on a sixty-minute period net.

The smaller high schools find it necessary to utilize forty-five minute periods in order to make suitable curricula offerings in consideration of the small number of teaching staff; these periods are usually doubled for laboratory classes. The seventy-minute period, five periods a day, appears to be especially suited to small schools that incorporate athletic programs into their curricula. These schools normally offer four solid academic periods and one floating period for activities and/or athletics

TABLE VIII
SELECTED COURSE OFFERINGS IN ACCREDITED
COLORADO HIGH SCHOOLS
1959-60

Number of Schools Offering:					
Health and Safety	Physical Education	Fine Arts (Art and/or Crafts)	Home Economics	Agriculture	Industrial Arts
64	200 (boys) 191 (girls)	104	50* 132**	55* 69**	170

*Local.

**Vocational.

Health and safety education courses reported above are those courses for which credit is offered; many schools integrate health and safety in the science courses or in physical education courses. The majority of accredited high schools offer physical education for both boys and girls and make this a part of the graduation requirements. Only five schools report that they do not offer physical education but give credit for athletics as a substitute; this practice is rapidly disappearing.

The Division of Accreditation recommends that accredited high schools offer some form of fine arts in their programs; at the present time fewer than one-half of all accredited high schools meet this criterion, but significant progress has taken place in the past two-year period.

Three practical arts offerings are prevalent in accredited Colorado high schools: home economics, agriculture, and industrial arts. Home economics programs which do not require a teacher to be endorsed by the Vocational Education Division and/or which do not receive federal vocational funds are termed "local"; the same is true of the agriculture programs. Many of the local agriculture courses are not of the practical art type and are organized under a science department offering. If one combines the local and vocational home economics programs as practical arts offerings for girls (182) and the vocational agriculture and industrial arts as practical arts for boys (239), it can readily be seen that greater opportunity for boys exists in the practical arts than for girls.

TABLE IX
STATUS OF ENGLISH AND SOCIAL STUDY OFFERINGS
IN ACCREDITED HIGH SCHOOLS

1959-60

3-year high schools	4-year high schools	5-year high schools	6-year high schools
More than 3 English courses 22	More than 4 English courses 36	More than 5 English courses 5	More than 6 English courses 1
3 English courses 13	4 English courses 60	5 English courses 1	6 English courses 101
Fewer than 3 English courses 0	Fewer than 4 English courses 4	Fewer than 5 English courses 0	Fewer than 6 English courses 2
More than 3 social studies courses 27	More than 4 social studies courses 46	More than 5 social studies courses 3	More than 6 social studies courses 16

TABLE IX (continued)
STATUS OF ENGLISH AND SOCIAL STUDY OFFERINGS
IN ACCREDITED HIGH SCHOOLS

1959-60			
3-year high schools	4-year high schools	5-year high schools	6-year high schools
3 social science courses 8	4 social science courses 25	5 social science courses 2	6 social science courses 32
Fewer than 3 social studies courses 0	Fewer than 4 social studies courses 29	Fewer than 5 social studies courses 1	Fewer than 6 social studies courses 56
Number of schools... 35	100	6	104

It appears from Table IX that the three-year high school has the better record for offering more than the minimum requirements of English and social studies for each year of school maintained. This table raises some serious questions as to the extent and depth of the English and social study opportunities being provided for the majority of Colorado high school students.

III. Problems Still Unsolved in School Accreditation in Colorado

The status of school accreditation has made impressive strides since 1952 when the Department of Education accepted the responsibility for evaluating the quality of its schools. The unsolved problems, however, should be noted and future biennial reports should concern themselves with solutions to these problems:

1. Non-public fund education programs

The state of Colorado has no policy or guides for the establishment of educational programs for boys or girls between the ages of three and eighteen outside of public fund supported ventures. This matter needs serious study by the legislature and people of Colorado.

2. Elementary school accreditation

To date the criteria and standards for elementary school accreditation (kindergarten through sixth grades) have not been devised. The job is a tremendous undertaking and will take cooperative study by the state department staff, staff of institutions of higher learning, and the public school professional staffs. It can not be done adequately without financial support and can not be instituted without additional funds for the maintenance of the program.

3. The approval of teacher education and review of qualifications for suitable classroom assignment of teachers is more a function of certification and of local school district administrators than an accreditation function. More adequate state certification legislation is needed. The endorsement of teacher certificates for approved fields of assignments should eventually be assigned to the Division of Certification.

4. Reporting of curricular information from the schools needs to be more closely-related to the qualifications of the teaching personnel. Studies on a state level of this relationship should be reported back annually to the schools of the state.
5. Continued clarification needs to be made between the approved school operation and accredited school status. There should be several classifications in the accredited school category. Most schools in the state are presently meeting minimum criteria and about twenty percent of the schools in the state are meeting much higher criteria. Recognition needs to be paid through accreditation for these schools which meet the highest standards.
6. It is reasonable to suggest that once each decade the State Department of Education should thoroughly evaluate its accreditation program by involving lay citizens, school personnel, and institutions of higher learning in redefining goals of the program and recommending short and long term programs of improvement.
7. Although some initial steps in developing more cooperative relationships within the department have been initiated, the Division of Accreditation should be considered as a division that would cut through all offices and because of its close relationship with the public schools through its visitation program should be a valuable resource in the evaluation of programs which affect the local school systems.

6

STATE PROJECT FOR SMALL HIGH SCHOOLS PROVES OUTSTANDING

... .. “... *improved*
teaching and learning
techniques applied...”

The Rocky Mountain Area Project for Small High Schools has achieved two of the three general objectives which were established at its beginning in October, 1957. When the Colorado State Board of Education submitted a proposal to the Fund for the Advancement of Education, it was stated as over-all intentions that the project would (1) develop, (2) demonstrate, and (3) document those techniques of instruction which are especially applicable to the “necessarily existent small high school.” Many specific techniques of teach-

ing have been developed and demonstrated as useful in all major high school subject matter areas. Extensive documentation has yet to be accomplished.

"Demonstration" has been the term most frequently used to describe the activities conducted. This is consistent with the original project design which was blueprinted by the superintendent and a group of interested citizens in Aspen, Colorado in 1954. The idea was to provide a school and community which could be a demonstration center for improved teaching and learning in small high schools.

When accepted by the Colorado State Board of Education, it was spelled out as a demonstration project which would provide opportunities for resourceful teachers and administrators to seek solutions to the curriculum difficulties of those public schools which have *too few* students. As housed in the Colorado State Department of Education, the RMAP is a further expression of the philosophical belief that consistent with national goals, public schools must serve as the vehicle for the highest development of the individual.

A more specific statement of objectives would include two points. The project is designed to (1) assist small high schools to develop means whereby a high quality curriculum could be offered without great added cost to the taxpayer, and (2) assist teachers to develop methods of giving more careful attention to individual student needs, abilities and interests.

Two suggested methods for accomplishment are:

Multiple Class Teaching—the teaching and supervision by one teacher of two or more related courses simultaneously within one classroom.

Small Group Techniques—the use of techniques of intra-class grouping which, with teacher consultation and direction, exploit the most desirable aspects of student initiative.

The number and kinds of activities offered through RMAP have been intentionally varied. The purpose is to provide broad appeal for individual teachers who may wish to try one or more phases of the project without being compelled to accept a total package. No one teacher in any project school is presently employing all phases of the RMAP format.

In 1958-59 project activities were broadened to include exploration of the use of the Harvey White Physics and John Baxter Chemistry Series of science films. This phase was inaugurated to enable small schools to explore the methods of strengthening instruction through the use of team teaching. In this case, the film teacher serves as the lecturing member of the team, and the local teacher serves as the director of learning who individualizes and who provides the human bond between the film and the student.

Youth Seminar

In June, 1960, further expansion was provided through inclusion of the youth seminar as a phase of project activity. This allows official project financial and moral support to be given schools which want to utilize the knowledge acquired through the "Seminar in World Ideas" which was pioneered as a 1958 exploration by the schools in Limon and Simla and by Simla, Arriba, Calhan, and Kiowa in 1959. The intention of this program is to provide added ex-

periences for able and ambitious students. This is a further attempt to offer breadth of educational opportunity for youngsters who are not being challenged by all phases of the regular academic program. The cooperative effort enables several schools to take part in a program which separately they could not justify in terms of cost in dollars and in hours of planning.

Also in 1960, a fifth phase was delineated which will enable certain project teachers to observe methods employed by Colorado's space age industries in preparing individuals and groups to solve problems related to the challenges of space travel. It is felt that this phase will add the stimulation of new ideas which will have application for teaching in high school classrooms.

Scheduling

Although some experimenting has been done with scheduling practices, designs for science laboratories, use of correspondence courses, and use of community resources, the project's chief product has been the broad number of demonstrable classroom teaching practices which have application to small schools.

In 1957-1958, five schools, Aspen, Cheyenne Wells, Kremmling, Limon, and San Luis, were invited as charter participants. Since that exploratory year, association with the project and activity as a project school has been open to all interested personnel from rural Colorado. For the second year, eight schools were added to the project. These eight, Ridgway, Ouray, Silverton, Platte Canyon at Bailey, Mosca, Simla, McClave, and Arriba, combined with the first five brought the total teaching complement to thirteen. Five additional schools, Crested Butte, Meeker, Lyons, Kiowa, and Woodlin, were added for the third year, and the fourth year Lone Star, Briggsdale, Central City, Telluride, and the Eagle County Schools round out the total of twenty-four schools with eighty plus teachers involved. Cheyenne Wells unofficially withdrew from participation at the end of the 1959-1960 school year.

The project is designed to assist only those schools which, because of terrain, distance, and population sparsity, must continue as small high schools. Therefore, the following practical limitations were established:

1. The school must have been designated as an attendance center in a district reorganized under House Bill 900 or Senate Bill 385, OR
2. There must be available evidence to indicate that should reorganization not have taken place (a) such a move is imminent, or (b) that should reorganization not be immediately in sight, there is high probability that a participating school will remain as an attendance center after such a move has been effected.

With the above structural framework established and with the definition of a small school having been set as one having two hundred or fewer students in the upper four grades, or as one which has all the problems of smallness, project personnel in the State Department of Education and in the five pilot schools began seeking

interested and resourceful teachers and administrators throughout Colorado. An added requirement was that participating schools be situated in communities which were fully aware of the goals, applications, and intentions of the RMAP. In addition to the professional certificate, participants were asked to have qualifications of (1) willingness to experiment, (2) ability to adapt the best stated principles of teaching and theories of learning to the small school situation, and (3) ability to document their findings.

Local boards were asked to provide matching funds of \$400 per project teacher plus a willingness to encourage use of the demonstrated methods if feasible after withdrawal of project financial support. The RMAP made available \$600 per project teacher for a summer workshop, detailed summer plans, and documentation of findings. The state board matched local school board commitment with a formal resolution which indicated "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 through waiving "any accreditation or other requirements which appear to restrict, deter, or in any way deny the free and unrestrained perusal of efforts and techniques which are specifically designed to assist in the development of the (appropriate) quality of instruction." At this time, such a resolution by a state board and its corresponding action program have precedent in no other state.

The project is a three-way agreement. The Ford Foundation and the Fund for the Advancement of Education have provided financial assistance to date amounting to \$219,500. The second component, the Colorado State Department of Education, has provided the above mentioned state level policy support, coordination, office space, materials, and office equipment.

The local public schools have operated as the third and most important partner in the project. They have offered their reputations as educational institutions as well as having provided classroom space, the students, and certain teachers. An estimated total of \$40,200 has also been provided by them for teaching materials and equipment over a three and one-half year period as further evidence of their commitment to small school improvement.

The emphasis of the project is on methods of teaching and at this writing the most effective way to acquire information about the specific techniques of instruction is to correspond with, to talk with, and to observe project teachers at their respective schools. In addition, the accompanying table and map on pages 82 and 82-a and the following five generalizations may be of interest:

Multiple Class Teaching

1. It can be demonstrated that through the techniques of multiple class instruction a well qualified and resourceful teacher can make more effective use of his professional time by (a) carrying on a normal teaching load, (b) preserving additional time for more effective planning, (c) meeting a greater number of students on an individual basis, and (d) occasionally making available a course which otherwise would not be economically feasible to offer.

2. Although laboratory science courses seem least successfully taught as multiple classes, there are no particular restrictions on course combinations. Courses should exist however within the same subject matter areas (i.e., Typing-Secretarial Office Practice, Algebra I-II, American History-American Government).

Small Group Techniques

If the teacher conducting the project has the technical and human skills needed for such a complex operation, and if grouping procedures are based upon criteria in addition to the ability of students (i.e., needs, interests, projects) and if the grouping is promoted subject by subject, day by day, such intra-class grouping can provide greatly differentiated learning experiences for students of small high schools.

Film Courses

Complete courses on film in science subjects, when used in company with a qualified and creative teacher, are an effective means of (a) assuring a high quality science lecture, and of (b) focusing the classroom teacher's attention on achieving excellence in preparation and use of multi-level materials, laboratory and other individual work projects.

General Conclusion

The apparent enthusiasm, energy, and unbounded resourcefulness which typifies approximately 80 percent of the project's personnel plus the values for schools as expressed by superintendents and board members of these schools, indicate that the greatest over-all contribution of RMAP has been (a) to help raise the level of aspiration for accomplishment of personnel in certain rural schools, (b) the opportunity for local districts, the state department, and some college personnel to work as a team on methods of solution for a major problem in American education, (c) to show that the terms, *high quality* and *small schools*, are not necessarily contradictory, and (d) to identify some of the less apparent yet surmountable obstacles which face those whose job it is to educate rural youth.

Other Observations

Some seemingly self-evident observations need to be mentioned since they represent project points of view which have been reinforced or (in one case) weakened through three years of intensive work with the challenges of smallness. Therefore the following are offered for those who may be interested in further generalizations:

1. The key factor in development of high quality learning situations is a resourceful, well-qualified teacher. The development of applicable techniques is important only where there will be a capable teacher available to employ the techniques.
2. The chief administrator of a small school is the most important single indicator of quality of the total school program. In any case where there is over-all high quality in the program, an upward trend and/or evidence of growth of staff and program, this can be traced directly to the leadership exercised by the person who has the chief responsibility for administration of that school. The cause-effect relationship which exists between the administrator and the total program is most readily apparent in small schools.

3. The widely advertised strengths of smallness in such schools, whereas theoretically existent, are at present being exploited by a very small percentage of teachers and administrators. The instances are all but negligible of a well organized program of testing, record keeping, and use of data for youngsters of small high schools. The allegations that teachers in such schools are so close to the students as to eliminate the need for systematic programs of measurement and evaluation are almost totally without substantiation in observable practice.

The teaching methods explored under the banner of RMAP do not apply exclusively to small, rural high schools. Today, there are not sufficient differences in the nation's goals for its rural, suburban and urban youth to justify a fragmentation of efforts for improvement. It is anticipated that the eventual documentation for RMAP will be useful for schools of various sizes and locations.

**SCHOOL DISTRICTS
CONTAINING
ROCKY MOUNTAIN AREA PROJECT
PARTICIPANTS
JUNE, 1960**



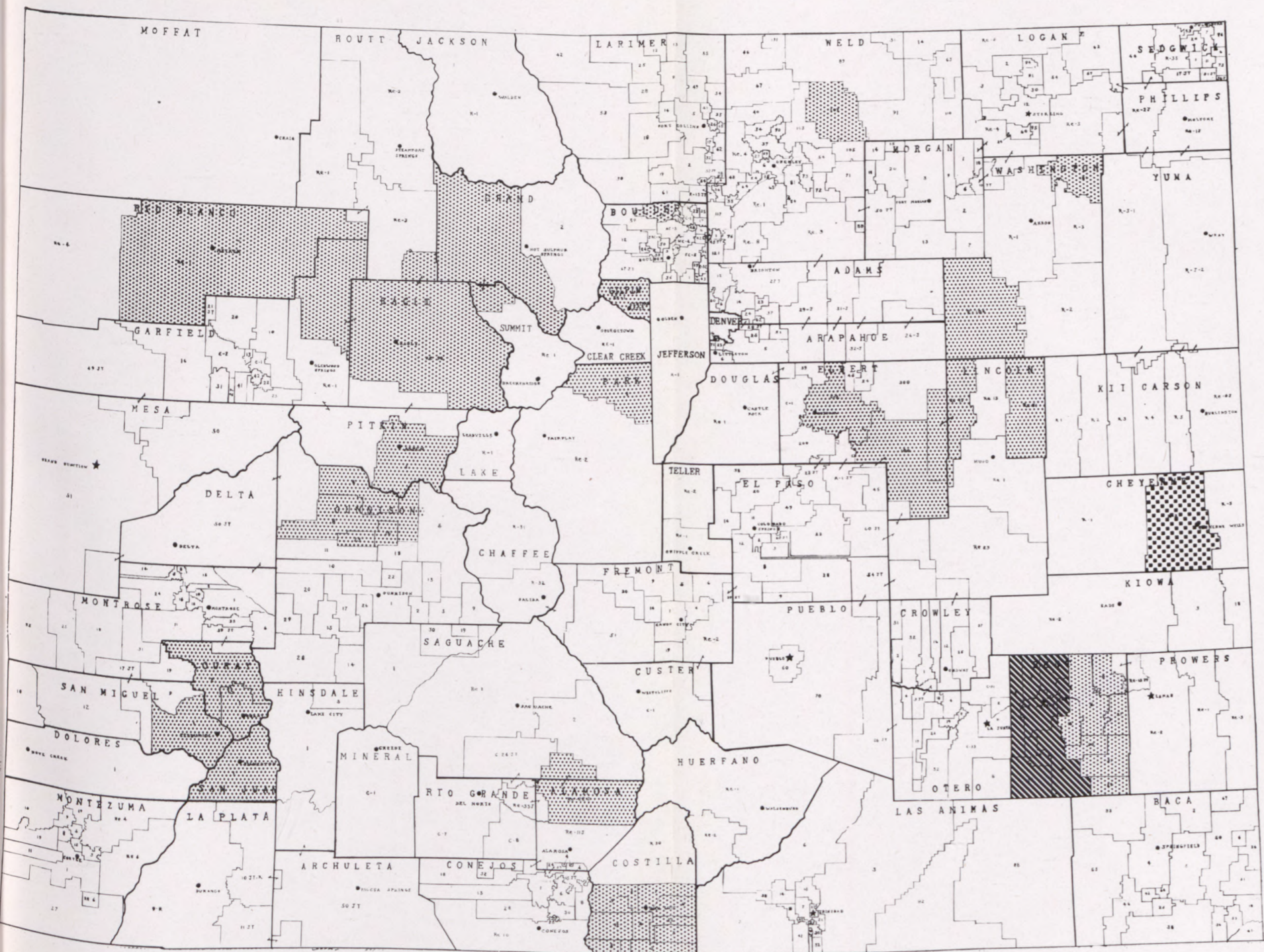
School Districts which hold RMAP member schools.



Although only McClave in Eastern Bent County is an RMAP participant, the high school in Las Animas has made moderate use of RMAP techniques.



Cheyenne Wells, an RMAP participant during the school year 1959-60, withdrew informally in June, 1960.



School	County	District	Area In Square Miles	Districts H.S. (9-12) Enrollment	Sq. Miles Per H.S. Pupil*
Arriba High, Arriba.....	Lincoln.....	Re 31	343	49	7.00
Aspen High, Aspen.....	Pitkin.....	1	533	75	7.11
Bent County High ¹ , McClave Br.....	Bent.....	5	718	67	10.72
Briggsdale High, Briggsdale.....	Weld.....	107	224	22	10.18
Centennial Union ² , San Luis.....	Costilla.....	1	672	203	3.31
Central City High, Central City.....	Gilpin.....	Re 1	146	28	5.21
Crested Butte High ³ , Crested Butte.....	Gunnison.....	8	529	25	21.16
Eagle County Schools ⁴	Eagle.....	Re 50	2,073	218 ⁵	9.50
Kiowa High, Kiowa.....	Elbert.....	C 2	295	40	7.38
Limon High, Limon.....	Lincoln.....	Re 4J	248	135	1.84
Lone Star High, Lone Star.....	Washington.....	101	191	29	6.59
Lyons High, Lyons.....	Boulder.....	47	58	62	0.94
Meeker High, Meeker.....	Rio Blanco.....	Re 1	2,230	170	13.12
Ouray High, Ouray.....	Ouray.....	R 1	167	86	1.94
Platte Canon, Bailey.....	Park.....	1	280	24	11.67
Ridgway High, Ridgway.....	Ouray.....	1	329	42	7.83
Sangre de Cristo High, Mosca.....	Alamosa.....	Re 22J	506	58	8.72
Silverton High, Silverton.....	San Juan.....	1	392	57	6.88
Simla High, Simla.....	Elbert.....	100J	548	79	6.94
Telluride High, Telluride.....	San Miguel.....	R 1 ⁶	348	57	6.11
West Grand County High, Kremmling.....	Grand.....	1	1,050	96	10.94
Woodlin High, Woodrow.....	Washington.....	R 104	627	62	10.11
Total RMAP			12,507 ⁷	1,684 ⁸	7.42
Total State			104,247	79,400	1.31

*This data usually reported as pupils per square mile. In view of the population sparsity in districts reported, this ratio is presented as square miles per pupil.

¹County high school system. The McClave Branch is located at the eastern end of the county and draws its high school enrollment from the elementary districts indicated on the map.

²Union high school district. Centennial Union High School located at San Luis draws its enrollment from the elementary districts indicated on the map.

³Crested Butte is reported here as being in elementary district 8. On July 1, 1960 it became part of the Gunnison County reorganized district R-1. Two attendance centers are administered by the same superintendent.

⁴Eagle County is comprised of three high school attendance centers. School enrollment is reported as cumulative for the three centers. Other information is presented as a county average.

⁵Enrollments in the separate attendance centers are: Gypsum 107, Redcliff 86, and McCoy 25.

⁶Boundaries of District R-1 were changed on July 1, 1960 as a result of reorganization having been effected in an adjacent district.

⁷This figure represents 12.0 percent of the state's land area.

⁸This figure represents 2.12 percent of the state's 9-12 school enrollment.

MIGRANT EDUCATION NEEDS IDENTIFIED BY RESEARCHING

... .. " ... *three*
year study in state
guides all U. S. ..."

During the 1958-1960 period the migrant education program had dual objectives. One was to advance the Migrant Education Research Project, the other was to maintain a program of summer schools for migratory children and to increase attendance in regular term schools.

The purpose of the Research Project was to learn the facts about agricultural migratory people and children in order to recommend a workable program that would actually get educational opportunity to migrants. This was action research at its best. The project was supported by a \$36,100 grant from the Cooperative Research Program of the United States Office of Education. The study was for a period of three years, January 1958 through December of 1960.

The project made studies to determine the location, timing, and numbers of migrant children, conducted an in-school census, did a study of the social status of migratory people, had a testing program to learn the scholastic aptitude and the achievement status of these children, did surveys to secure adequate information about needs for migrant schools, prepared reports of school programs and other studies to fulfill the purposes of the project.

The project staff also assumed the responsibility of state-level administration and supervision of the pilot migrant school programs. A consultant of the elementary section of the department gave about half time to the needs of classroom teachers. In the summer of 1959 five summer special terms for migratory children were operated at Blanca-Fort Garland (Sierra Grande School), Fort Lupton, Palisade, Rocky Ford, and Wiggins. Total enrollment was 554 children. The local school districts contributed buildings, facilities, and supervision above the principal level. State aid amounted to \$28,970.93 for current operating costs which included salaries, materials, school lunch program, and transportation. One school operated for five weeks, the others for six weeks each.

Most migratory children are retarded in one or several areas of learning and development. Almost all are behind age expectancy in

social maturation. Few know very much about personal health care. Considerable variation exists among the children in traditional subject status. A child of 10 years can have an arithmetic grade status of 3.5, reading at the beginning of grade 2 when his reading ability should be grade 4. Because school experience and rates of learning have been so varied the children cannot be placed arbitrarily in the second or third grade or where one would expect him on the basis of his age. The special terms generally followed the practice of placing a child in grade for chronological age but the teacher had to find the level of the child in each subject and teach according to this level. This meant that very little group teaching could be done. Most teaching was on an individual basis at the level of the child for that particular subject.

The policy that guided the creation of state aid formulas for determining financial support of the special terms was to allow support adequate to do the job required. Therefore, a classroom unit was fixed at fifteen pupils in average daily attendance. This allows a class small enough for the teacher to do individual teaching. If the class is so large that group teaching must be done the possibility of pupil accomplishment becomes so limited the effectiveness of the school can be seriously questioned.

In the summer of 1960 six schools were operated. Fort Lupton, Palisade, Rocky Ford, and Wiggins again functioned. Wiggins opened for its sixth season—the oldest of the schools. The special term at Sierra Grande was temporarily suspended due to local conditions. Two new schools were opened on an experimental basis at San Luis and Monte Vista, both in the San Luis Valley.

The 1960 enrollment totaled 645 pupils. The cost to the state, of the six schools, was \$34,071.43.

These two schools were at the home bases of many migratory children, mostly those who accompanied parents in the fall to fruit and potato harvest areas. In one school at San Luis the purpose was to determine if it was logical to offer mobile, retarded children opportunity to do make-up work in their home environment. The progress of the children gave definite assurance that home-base make-up schools could be a successful method of dealing with retardation caused by mobility. In areas of low socio-economic status generally almost the entire student population, not just the migrants, are in need of remedial or make-up work.

In a semi-rural area about Monte Vista there was a population that existed largely on seasonal work. It consisted of extremely low income people with poor social and cultural status. The large majority of the people were of the Spanish culture. The children upon first entry into school at age six were so lacking in readiness for schooling culturally, socially, and linguistically that they would accomplish little or nothing during the first half of their first year in the regular school situation where class size was too large to permit individual preparation of the children. The special term purpose was twofold: To prepare them to a state of readiness for schooling, and to teach them enough basic English vocabulary to allow them a base for understanding instruction.

The worth inherent in public education is no longer questioned by the American public. In the three-decade period between the 1940's

and the 1970's the proportion of unskilled workers needed in our national labor force will decrease from about 22 percent to approximately 5 percent. This means that vocational skills must be upgraded to prepare workers for semi-skilled, skilled, or higher labor. Increasingly workers who do not prepare themselves with specific skills will find it harder to sell their services. With demand for a larger future labor force we have only one major source of labor to tap—the minority groups of our country who possess potential but do not have the basic education or the skill training.

That we may successfully tap the agricultural migrant group is clearly indicated by a statement of a special term principal in his 1960 report:

“During the six years we have been operating a school for migrant workers' children we have noticed a steady change in the attitudes of these people toward education. At first they showed little or no interest in education for their children. They were not opposed to the school; they were just not interested. Those who did enroll did not attend regularly. If they went to school at all in Texas, it was only for a few weeks during the winter.

“Of the children we had this summer there was not a single child seven years of age or older who had not been in school during the winter, and most of them brought report cards showing that their attendance had been quite regular. The parents are now very much interested and are eager to have their children in school.

“We feel that this school, even with the limited time of six weeks, is rendering a great service to these people, not only to the children themselves but to their parents as well.”

Special schooling opportunity for children of agricultural migratory workers is but one facet in the total program of upgrading our people. It is accepted as a mandatory fact that education is a basic key to preparing all of our nationals for assuming roles in a more complex world. The education effort must be organized to include every group and every body at every level and station. The potential among migrants offers the possibility of finding some who may enter into higher levels of responsibility and many who may be upgraded into the large group of semi-skilled and skilled workers. The unskilled jobs can be filled by those whose potential is at the unskilled level, but all who have a potentially higher capacity must definitely have the opportunity to prepare themselves to fulfill responsibilities according to their full level of capacity.

The education program for migratory children has proven its worth. The program, now well established, should be taken to all migrant youth and expanded to meet certain needs of migrant adults. The know-how that has been developed within the state will make continued programs even more efficient.

STATE DEPARTMENT GUIDES EDUCATIONAL WORK IN INSTITUTIONS

... .. " ... *training*
covers broad aspects
for individual needs

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 Wheatridge, and state home and training school at Grand Junction in the matter of curriculum, teacher certification, and educational, statistical and financial reporting."

Steps were first taken in 1955 to implement the 1949 legislation. At that date, monies were appropriated to enable the department to assign one employee part time to the task of improving the educational programs within the institutions. Because of the divided authority existing over schools in institutions and because the budgets are directly appropriated to the institutions, a State Department of Education officer has always acted as a consultant. The relationships established on this basis have certain advantages. They permit the consultant to work with the institutional heads and yet leave the latter free to exercise personal judgment. Besides the institutions named in the law, the Colorado state reformatory at Buena Vista, Colorado state penitentiary at Canon City, and Colorado state hospital at Pueblo extended invitations to the staff member to consult with them concerning their programs. As a consequence the Department's consultant has worked with these institutions in much the same manner as he has with those specified in the law.

The State Department of Education adheres to a philosophy which interprets education broadly. Education is conceived as any learning which influences the behavior, adjustment, employability and happiness of the individual. Education is not restricted to academic classes. Because of this definition, the department has worked with the department of public institutions to promote the employment of professional personnel. It has been the Department's goal to aid the institutions' progress by helping them in employing needed professional personnel, and by counseling them in regard to buildings and the use thereof. Universally there has been forward movement.

Psychologists, educators, social workers, and other professional personnel 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 factors. The increase in the numbers of teachers and the improved standards have noticeably bettered the educational programs in all institutions. In-service training programs, not only for teachers but attendants and other personnel, have been undertaken in most of the institutions. In some cases much progress has been made which has been reflected by institutional attitudes.

STATE HOME AND TRAINING SCHOOLS

The state home and training schools at Wheatridge and Grand Junction serve the public by caring for individuals who, because of deficiencies in mental development, are unable to care completely for themselves. Sometimes such persons are cared for in their own homes, but often this is an overwhelming burden. The objectives of the state training schools are twofold: To provide humane and kindly care and training for a happy life within the institution for those people unable to live independently in their communities; and to provide an educational program which will help those individuals who can achieve eventual independent living through maturity training and rehabilitation. The goal for these is a rudimentary, yet effective and productive, life upon return to the community. Education for such a goal involves many disciplines and agencies. The following table shows in skeletal form some of the professions involved. From it some conclusions may be drawn as to progress in these institutions.

State Home and Training School, Wheatridge
Table No. 1

	Years					
	1950	1952	1954	1956	1958	1960
Teachers	1	2	5	7	9	10
Social Workers .....	...	...	...	1	3	5
Psychologists .....	...	...	...	1	2	2
Speech and Hearing Therapists .....	...	...	...	1	2	3
Recreational Directors .....	...	1	...	1	2	2
Occupational Therapists	1	...	...	...	...	1
Enrollment of Children in School	60	84	*	279	350	379
Outside Placements .....	...	...	...	...	...	42

*No record for 1954.

Table No. 2
1960 Educational Program

	No. Pupils in Classes	No. of Evaluations
Academic	379	
Crafts	110	
Speech and Hearing	115	500
Music	150	
Physical Education and Recreation	600	
Psychology (counseling)	260	Total Population

Although the numbers of staff members and students reflect the effort and interest of the citizenry and legislature in appropriating funds for these institutions, they do not tell the whole story. This story is better told in the weekly conferences of the staff at which the children are studied individually and plans are made for their

care within their living quarters, on the job, in the hospital, in the school and on the recreation grounds.

The improvement of physical facilities has played an important part in developing a psychological, educational, medical, and social program for these children. As a result of the draining of swamps, a ten-acre playground and recreational area has been developed. Parents and friends visit and picnic in this area. Ball games are played and children roller skate and ride bicycles.

A ditch that crosses the campus was covered. This ditch was a hazard to inmates who were not sufficiently independent to protect themselves. After it was covered, the institutional staff was able to permit the more retarded inmates to move about with greater freedom. This enabled them to learn more about how to find directions.

Raftery Hall was constructed in the mid-fifties. It contains classrooms, offices for psychologists and social workers, gymnasium-auditorium, hospital, administration offices, and dormitories. While this enabled the rehabilitative program to go forward, it is clear that future development will be better served by the construction of less massive and complex independent units. Nevertheless, in this building parents gather, children live, sing and dance, roller skate and entertain themselves and adults.

Many other improvements have been made, most prominent of which are the pre-release and orientation cottages. From these were made the 42 outside placements indicated in Table No. 1.

State Home and Training School, Grand Junction

The superintendent of the training school in Grand Junction wrote in his 1947-49 biennial report: "It is very difficult and almost impossible for mental defectives to retain academic instruction . . . Hence, we have been giving the children who are able to do anything, various jobs on the wards, and departments so that they are able to have some sort of work, and may possibly be fitted to do the same if or when they go home."

A very different philosophy exists today. In this institution there is now a model school containing well-equipped classrooms, music and craft rooms, a canteen, and social rooms where parents and friends may be entertained. Offices for the staff of professionals—psychologists, speech therapists, social workers, and recreation teachers—are found in nearby buildings.

In the 1951-53 biennium the first two teachers were employed. When a third teacher was added in 1953, the first head teacher was named. The personnel increase since that time has been gradual and at the close of June, 1960 there were eight teachers and a principal. There were 70 students in the school in 1954; one hundred other children were given craft training in that year. The program at the close of June, 1960 is shown by the following tables:

State Home and Training School, Grand Junction

Table No. 3

Progress in State Home and Training School

	1950	1952	1954	1956	1958	1960
Teachers	1	3	6	7	8	9
Social Workers .....	.....	.....	.....	1	2	2
Psychologists .....	.....	.....	.....	1	2	1
Speech and Hearing Therapists .....	.....	.....	.....	.....	1	1
Recreation .....	.....	.....	.....	1	1	2
Outside Placements .....	.....	.....	.....	.....	.....	23*
Enrollment of children in school	0	40	70	110	130	260

*Fulltime

Table No. 4
1960 Educational Program

	No. involved in Classes	Evaluations
Academic	260	
Music	315	
Crafts	179	
Physical Education and Recreation	410	
Homemaking	90	
Speech and Hearing	110	160
Psychology		392

Each academic teacher teaches three sections, one for three hours and two for one hour and 45 minutes each. Students are grouped according to academic achievement, chronological, mental, and social ages. All classes are kept small so that individual help may be given. While provision is made for persons of all ages, the younger students are given the most attention. Education follows five levels: Pre-school, primary, intermediate, advanced, and pre-vocational.

Music is provided for children of all ages. Emphasis is upon personal development through expression. Crafts have been prominent since they were begun in 1952 and work for all age levels is provided. Some skilled weaving, cloth, leather, and woodwork are done by the moderately retarded. All excepting the most severely retarded may participate and wood sanding or spool knitting are provided for those who can only perform at this level.

Physical education and recreation provide outlets for almost all of the students.

CORRECTIONAL INSTITUTIONS

The function of correctional institutions is to provide a home and school for children who have been so neglected and rejected that they have reacted with asocial or anti-social behavior. Modern correctional philosophy recognizes the responsibility of parents, schools and state for the environment which surrounded these children before they became wards of the state. They are, therefore, not placed in institutions for the purpose of punishment or reformation but so that they may grow strong enough psychologically and emotionally to provide for themselves and to meet problems existing in their environments. Academic education is as important to these children as it is to children in normal homes, but attention to attitudes and ideals is more important because of the need to counteract adverse feelings and responses. Juvenile correctional institutions assume the Herculean task of being both parent and teacher—a task aggravated by prior neglect and rejection.

Many of these children have struck out blindly in their efforts to find relief from anxiety and deprivation. Quite naturally the mem-

bers of society who have been threatened or injured by these blind blows have reacted with resentment to the efforts of children to force them to listen and to care. Often bastards, literally, these children demonstrate the hostility implied by this term. By their actions they alienate those who would help them; yet as evidence has accumulated proving that delinquent children are products of their environments, the state has assumed an increasing interest in programs which rehabilitate. This makes necessary plans for programs which will relieve these children of their hostility.

JUVENILE PAROLE

During this decade and particularly in this biennium, many forward steps have been taken. One of these was the establishment by legislative action of a juvenile parole board and a division of juvenile parole in the department of institutions.

The juvenile parole board was designed to integrate the efforts of different state departments to promote the adjustment of children. It was intended to focus attention of many agencies upon the causes and cure of delinquency. Members of the juvenile parole board are appointed by the governor. One member must be from each institution involved, and one each from the departments of education, institutions, and social welfare. The chairman of the first board was appointed from the department of education. The board began to function on July 1, 1959, and by June 30, 1960 had worked with the new division of juvenile parole to accomplish the following:

Table No. 5

Actions of Juvenile Parole Board

July 1, 1959 through June 30, 1960

	Boys	Girls	Total
Paroled through June 30, 1960	380	81	461
Returned and revoked (from prior years as well as paroles by this board)	113	16	129
Discharged because of commitment to another institution	38		38
Discharged because of successful completion of parole (all from previous parole action.)	259	45	304
Total discharged	279	45	342
Total reviewed	1,136	256	1,392

Under the law this board is required to meet at least once each month. It actually met at least twice each month or oftener. The costs of this service were borne by the respective departments, i.e., education, welfare, and institutions. These departments made professional staff members available for about 240 hours each or the equivalent of six work weeks each for this service.

At the close of the biennium the division of juvenile parole consisted of a director, three parole agents and two secretaries. It has made contacts with public and private schools, welfare agencies and other health, education, and welfare institutions in efforts to remedy conditions which led to delinquency.

The academic classes include 5th, 6th, 7th, and 8th grades on full day schedules and 8th, 9th, and 10th grades on half day schedules. Instruction is provided in the major areas of language, arts, social science, natural science, mathematics, and physical education. Vocational classes include: Print shop, automotive, general shop, farm, dairy, laundry, foods, maintenance, and tailor shop.

Concurrent with the classroom program opportunities are given to boys to counsel with a member of the psychology and social service department about personal problems and group relationships. Such counseling is regularly scheduled and sustained. In some instances the boy prefers to counsel with the nurse or with a cottage counselor. In such cases supervision is provided by the administration or social services department.

In-service training in the institution has existed on an informal basis in which the cottage personnel, the academic instructors, and the vocational training personnel have been encouraged to discuss individual problems and cases with various members of the professional and administrative staff.

In January 1959, a classification committee was formally established and has functioned to assign boys to vocational work, academic classes, and group living areas. Treatment is planned and recommendations are made to the superintendent. The committee is chaired by the assistant superintendent and includes the academic school principal, clinical psychologist and the rehabilitation counselor or case worker assigned to the boy who is being staffed. This committee meets once a week to staff the incoming boys and to review at 13-week intervals the progress of each boy.

In the ten year building program begun in 1950, efforts were made to design the school and cottages in such manner as to minimize custody and to emphasize social and emotional growth. These resulted in the completion in 1955 of an administration building; 1958, school building; 1958 to 1960 four new cottages; 1959, remodeling of building to house new social services department.

The State Training School for Girls Morrison, Colorado

The state training school for girls at Morrison is charged with accepting youth between the ages of 10 and 21 who have appeared before the courts for some delinquency. In actual practice, girls have been placed in this school who were not delinquent. Harassed judges have used this school as a place of refuge for many who are neglected and rejected.

Perhaps it may be said that the program which existed in 1958 was essentially the same as at the beginning of the decade.

**Colorado State Industrial School for Boys
Golden, Colorado**

During the ten years from 1950 to 1960 the administration at the State Industrial School in cooperation with the governor's office and the legislature has effected many changes which make more efficient the education and habilitation of the boys 10 to 18 placed in the state industrial school. This is dramatically illustrated by changes in the personnel structure shown in the following table. Most of these changes have been effected within the years 1956 to 1960.

**Table No. 1
Comparative Personnel Structures**

	1950	1960
Total number of employees	58	91
Including:		
Classroom Teachers	6*	9
Vocational Instructor		5
Case Worker	1	1
Clinical Psychologist		1
Psychologist I		1
Rehabilitation Counselor		2
Physical Education Teacher	1	3
**Parole Officers	1	
Cottage Counselors	12	35
***Psychiatrist		1

*One teacher worked part time as a psychometrist

**This work has been transferred to the Division of Juvenile Parole

***Part time— $\frac{1}{2}$ day each week.

**Table No. 2
Pattern of Population Change Within the Institution**

Biennium 1949-51		Biennium 1958-60	
Population, June, 1949	151	Population, June, 1958	250
Boys received, New	319	Boys received, New	583
Returned	113	Returned	297
Total cared for	583	Total cared for	1,130
Highest daily population	203	Highest daily population	298

By 1960 a boy committed to the state industrial school could be assured of almost immediate interviews by a case worker or rehabilitation counselor, of psychological screening of intellectual evaluations, and of educational testing. He could be assured that he would be assigned to school for a full day if he were under the age of fourteen, and for one-half day if he were older. His assignment would be to the group with whom he would have the greatest chance of educational success. Before being paroled from the school he would again be evaluated to determine his educational advancement. These tests show that although the average boy is 2.16 years retarded when he enters the school, he makes average educational progress during his stay in the institution.

Table No. 3
Comparative Personnel Structure

	7-1-50 6-30-52	7-1-52 6-30-54	7-1-54 6-30-56	7-1-56 6-30-58	7-1-58 6-30-60
Superintendent	1	1	1	1	1
Assistant Superintendent		1	1	1	1
Parole Officer		1	1	1	1*
Registered Nurse	1	1	1	1	1
Teachers	7	7	7	8	9
Counselors (Cottage)	14	14	17	17	25
Vocational Instructor					1†
Psychologist					1‡
Social Service Director					1§
Seamstress					1

* As of June 30, 1959 Parole officer no longer on school staff—
is under Department of Institutions

† Employed March, 1960

‡ Employed September, 1958

§ Employed December, 1958

In the period between July 1, 1952 and June 30, 1956, an arts and crafts class was offered on two days each week. In the period July 1, 1954 to June 30, 1956, a volunteer taught cosmetology once each week. A medical doctor has made weekly visits during the decade and is always on call. A dentist has made monthly visits and is on call. In keeping with the belief that all people are better able to cope successfully with their environments if they are healthy and attractive, medical and dental help has been provided to maintain health and to improve appearance. An ophthalmologist has made monthly visits to the school. Catholic and Protestant chaplains conduct weekly services and offer two one hour classes in religious education monthly.

A survey conducted in 1955 to plan a building program indicated that the high school building, constructed in 1939, was the newest building on the site and that Purcell Cottage, built in 1922, was its immediate junior. Construction dates for the other buildings were between 1895 and 1913. This survey resulted in the construction of Portner Cottage which was completed in the latter months of 1958.

Portner Cottage was planned to serve as the treatment center of the school. It has space for 16 girls and is a secure and fireproof building. Besides individual bedrooms it contains kitchen, dining, and living room facilities; two classrooms; three offices; and a conference room. Its purpose is to provide moderately intense therapy for girls assigned to it and to be a center of therapeutic resources for all cottages. It was opened and occupied February 11, 1959, and dedicated June 30, 1959.

Within this biennium many philosophical, educational, and correctional advances have been made. A school principal whose education and experience met Colorado state department of education certification standards was employed. Additional teaching staff was authorized and some teachers were employed although a number of

vacancies were unfilled. Continued efforts were made to replace inadequately prepared teachers with certificated educators. Educational testing was improved and modern standard tests put into use.

A social services department was begun in 1958 and housed in Portner Cottage. This included a Ph.D. clinical psychologist, a Master of Social Work director of social services and clerical help.

Recognition must be given to the influence of the Children's Diagnostic Center which was opened in 1955 and immediately demonstrated the importance of understanding personal dynamics.

As of July 1, 1959, the parole agent was transferred from the administrative structure of the training school to the division of juvenile parole. This agent, however, maintained offices in Portner Cottage and cooperated with the superintendent and staff in obtaining background information and in planning for supervision and after-care for girls paroled. Thus was formed the first committee for group evaluation of individual girls.

As of April, 1959, the state budget office authorized the superintendent to employ eleven school teachers and a principal. At this date a total of 54 full-time positions were authorized. At no time have all of these positions been filled.

Colorado State Reformatory

Buena Vista

The Colorado state reformatory at Buena Vista is an institution to which men of 16 years or older are sentenced following conviction for criminal acts.

The staff reporting on the reformatory program during the decade states "the rehabilitation program existing at the reformatory ten years ago can be described in one word, 'inadequate.'" Perhaps this can be illustrated through the accompanying table which shows the decade and biennium at a glance.

Table No. 3
The Decade and Biennium at a Glance

	6-30 1950	6-30 1958	6-30 1960
Educational Program			
Rehabilitation Training Officer.....	0	1	1
Academic teachers (civilian).....	3	4	3
Men in academic school.....	No record	105	72*
Vocational teachers	0	1	8
Men in vocation training program.....	0	0	74
Clinical Psychologist	0	1	1
Rehabilitation Counselors	0	0	2
Recreation Director	0†	0†	1
Chaplains	Occasional	2‡	2
Admission and Orientation program.....	No	Yes	Yes
Classification committee	No	Yes	Yes
General Educational Development (High School Equivalency Certificates issued).....	0	0	5
Aptitude Testing (GATB).....	No	No	All inmates

*On this date there existed one vacancy on the teaching staff.

†A custodial officer devoted part-time.

‡One-half time for each.

As of June 30, 1960, the educational and rehabilitative program included elementary education through the eighth grade, vocational education, personal counseling, group counseling, alcoholics anonymous types of group therapy, educational and psychological testing and counseling, and recreational program designed to reach all inmates. Just prior to the close of the 1956-58 biennium, the first dittoed issue of the *Buena Vista Review*, an institutional magazine designed to provide learning experiences in writing and opportunities for expression was published. During the biennium this magazine developed into a creditable mimeographed publication.

From time to time during the past four years, psychiatric assistance has been obtained through special contract. A position of clinical psychologist was created and filled during most of the 1958-60 biennium. The state departments of parole and of vocational rehabilitation assigned employees to work with the institution and to aid the classification committee and make release plans.

Classes in fundamentals of carpentry, body and fender repair, basic electricity and electronics, welding, machine shop, automotive mechanics, and barbering are given high school credit and may sometimes be granted apprentice credit by joint apprenticeship committees.

Academic education is poorly motivated. Teacher ingenuity is still ham-strung by institutional pessimism and restrictions despite efforts by the administration to free it. Occasional good teaching occurs. All teaching is handicapped by inadequate library facilities and opportunities to secure materials. This is true despite the paradoxical fact that library has improved tremendously.

Colorado State Penitentiary Canon City

The following table rather dramatically tells the story of education and rehabilitation in Colorado state penitentiary since 1950. The school was started in January 1955 and those men who were interested in it were assigned full time. The one civilian officer-teacher selected inmates to serve as teachers. Original quarters were in an unused shop.

Remodeling of the former movie theater above the dining hall was begun in the 1956-58 biennium and the new building entered before 1958. As soon as the school was started in 1955 educational measurements were begun. This has been gradually expanded and in 1956-58, 1,737 men were tested. The 1,737 men tested before July 1, 1958 showed an average grade level achievement of 6.6.

In the next biennium the grade level achievement on admission rose to 6.9. Students in elementary school have made an average annual educational achievement improvement of 1.85 academic years. Classes are offered in high school English, mathematics, history, general science, American literature, algebra, Spanish, typing and mechanical drawing.

Table No. 4

The Decade and Biennium at a Glance

	1950	1952	1954	1956	1958	1960
Civilian Teacher Director.....	0	0	0	0*	0*	1
School Rooms	0	0	0	3	7	8
Approx. No. of Men attending Day School	0	0	0	60	115	115
H. S. Equivalency Certificates.....	0	0	0	0	32	94
Eighth Grade Diploma.....	No	No	No	Yes	Yes	Yes
Psychologist I	0	0	0	0	1	1
Inmates Given Tests.....	0	0	0	0	....	4,704
Psychology Reports	0	0	0	0	....	4,990
Vocational Rehab. Counselor.....	0	0	0	0	0	1
Chaplains	2†	2†	2†	2†	2‡	2
Officer In-Service Training.....	0	0	0	Yes	Yes	Yes

*A custodial officer was assigned during these biennia. This officer was later classified as a correctional education supervisor at teacher II grade level.

†Employed part-time.

‡One employed part-time.

Libraries

All correctional institutions contain a high percentage of people who have difficulty expressing themselves through words. Because of this inability to communicate their feelings they often use actions to symbolize their frustrations. These actions are criminal and anti-social, so these persons are confined in institutions. Reading is one of the most powerful instruments for vicarious living and expression. Through reading many a person who has been imprisoned has found an appropriate expression of his feelings.

Libraries are among the most inexpensive and yet valuable means of effecting rehabilitation. Through good stories, ideals and principles can be presented without the stigma of "preaching." It is most regrettable that none of the correctional institutions have adequate libraries, trained librarians, nor adequate budgets for books or magazines. None of them is sufficiently available to inmates.

Happily, almost all libraries have improved within the decade. It is hoped that the penny-wise neglect of this resource will be abandoned. The impersonal influence of books which fill lonely hours with wholesome entertainment, legitimate knowledge, and vicarious hope should be enlisted.

Colorado State Hospital
Pueblo, Colorado

The state hospital at Pueblo is intended as an institution to which citizens and other persons in the state may go for treatment of mental illness. Like any hospital, its primary purpose is the restoration of health. Education in such an institution is secondary except as it serves this goal.

Essential to good mental health, however, is a feeling of worthiness. This feeling is enhanced by knowledge and employability. It is enhanced by the ability to understand and communicate and by the possession of skills which permit self-expression.

In the state hospital, as in any good hospital, these principles are recognized. Its educational program is therefore broad. It includes academic and vocational training both for inmates and staff. While the state department of education report is primarily concerned with the aspects of the program which directly train and educate the hos-

pital patient, it cannot overlook the staff training which impinges upon and influences this. Internships in dietetics, medical technology, and occupational therapy; training for nurses, nurses aides, and ward attendants; and affiliations of various natures directly affect and educate patients. This report can only nod in passing toward these educational advances.

The formal educational program for patients at the Colorado state hospital started in 1955 with one volunteer retired teacher who met one hour twice each week with one patient who desired to complete her high school education.

In 1958 there was one staff teacher and eight patient teachers. Fifty-three students were enrolled in small, ungraded classes.

As of June 1, 1960, there were four staff teachers and four patient teachers. The school had worked out an affiliation with Central High School of Pueblo District 60. This high school accepted the records and grades earned within the institution and placed them upon its own transcripts.

Colorado School for the Deaf and for the Blind Colorado Springs, Colorado

Colorado provides a state supported residence school for children within the state who are severely handicapped in vision and hearing. This is located at Colorado Springs.

The numbers of children in the State School for the Deaf and the Blind have not materially changed in this decade. The increase in population within the state and the coinciding increase in hearing and visually handicapped has been offset by the development of programs in the public schools which provide for many of the children who might otherwise have gone to the state school.

The superintendent and his staff have striven during the decade to modernize and upgrade the educational program. Within the past six years, emphasis on the acoustic and audio-visual approach has been greatly accentuated. Currently, nine of twelve classrooms are equipped with group hearing aids. Two have been added within the last biennium. Nine new group aids have been added since 1954. Emphasis continues to be placed on the development of speech and speech reading. The acoustic approach greatly supplements this program.

During the decade, the school has secured the services of a psychologist and a social worker. The school has made an effort to work with families and with counselors to understand better the personalities of the children. An effort has been made to reduce the number of children with emotional problems and to restrict the population to children who can benefit from the methods employed with the available staff.

Efforts have been made to improve the quality of academic offerings and the school is striving to achieve accreditation. Table 1 indicates the number of pupils and teachers as of June 30, 1960. Fifteen of the children came from Wyoming which does not have such a school.

The school also provides tuition for two deaf/blind children who

were enrolled during the biennium at Perkins School for the Blind, Watertown, Massachusetts.

Table No. 1
Number of Teachers and Pupils

	1950	1958	1960
Assistant Principal Deaf Department	1	1	1
Supervising Teacher Deaf Department	1	1	1
Teachers Deaf Department	14	11	11
Assistant Principal Blind Department	1	1	1
Teachers Blind Department	5	8	9
Music Teachers	2*	3*	3*
	2†		
Physical Education Teachers.....	1*	3*	3*
	2†		
Vocational Teachers	13†	12	12
Librarian	0	1§	1§
Psychologist	0	1	1
Medical Social Worker.....	0	1	1
Psychiatric Consultant	0	1¶	1¶
Nurses	1	4	4
Enrollment			
Blind Pupils	64	89	87
Deaf Pupils	121	109	116

*Full time.

†Part time.

§Half time.

¶One hour weekly.

‡Sloyd dropped, shoe repair dropped, art added half time.

THE UNIVERSITY OF CHICAGO
DEPARTMENT OF THE HISTORY OF ARTS
1955-1956

THE UNIVERSITY OF CHICAGO
DEPARTMENT OF THE HISTORY OF ARTS
1955-1956

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DEPARTMENT OF THE HISTORY OF ARTS
1955-1956

SECTION TWO

CLOSER ATTENTION
GIVEN TO HEALTH &
WELFARE OF YOUTH

... .. “... guidance, mental
health and school lunch expanded
in scope...”

SECTION TWO

WELFARE OF YOUTH
& GIVEN TO HEALTH
CLOSER ATTENTION

... graduate, award
health and mental
in order

//

GUIDANCE PROGRAMS WELL ESTABLISHED IN CLASSROOMS

... .. “... *pupils*
enabled to plan ahead
in all capacities...”

Guidance services are now a well-established part of the educational program of the state of Colorado as well as of the nation. Colorado secondary schools have been developing guidance programs for many years. The last decade, and particularly the last three years, has seen rapid improvement in these services. The application of the provisions of the National Defense Education Act has contributed to this improvement.

By and large, formally organized programs of guidance services were limited to secondary schools in more populous communities, a situation which has not materially changed since the last biennial report. Small or very small secondary schools have not yet commonly found it possible to secure or use qualified counselors.

Little progress was made toward improving guidance services in elementary schools. Some of the larger districts used school psychologists and school social workers, and in a few districts, instructional coordinators or supervisors were carrying responsibility in directing teachers in the provision of guidance services. Elementary school counselors were, however, provided in a very few Colorado schools; that is to say, formal provision for elementary school guidance service was extremely limited.

There were indications of continued widespread public interest in guidance services, in testing programs, and in assistance to college-bound youth, both on the state and on the national level. The White House Conference on Children and Youth adopted resolutions supporting these services. The Colorado Assembly through its committee on Education Beyond the High School gave attention to questions of the use of tests for college admission.

A number of Colorado school systems continue to give attention to the needs of gifted youth. The emphasis of the National Defense Education Act on the identification of “able” youngsters tended to augment these efforts.

The need to study test results and to scrutinize college admissions

policies was recognized not only by the General Assembly but also by the Association of State Supported Institutions of Higher Learning. At the end of the biennium, a Committee on Uniform Testing, representing college admissions officers and the staff of the State Department of Education, was engaged in studying admission procedures and the predictive value for college success of certain standardized tests.

While there is great need to identify talented young people in our schools, and to aid them in realizing their potentialities, there is also need to keep the diverse capacities of all youth in mind. The full realization of individual potentiality as well as the manpower needs of the the nation underline this point of view. That the schools of Colorado were aware of this principle was evidenced not only by progress made toward the provision of guidance services in general, but also by continued provision for the mentally and physically handicapped, through programs of special education.

The State Department of Education was able to increase its services materially in guidance, counseling and testing to the schools of the State during the biennium. In 1956-57, there was only one specialist on the staff of the Division of Guidance Services. Through the use of funds provided under the National Defense Education Act, and matched through appropriation by the General Assembly, four specialists were added. Assistance has been increased in the areas of consultation, evaluation, planning, and in-service training.

Table I affords evidence of improvement made by the high schools of the State in the provision of guidance services. (Statistics for 1956-57 were available for senior high schools only, including six-year high schools.)

Table I

ANALYSIS OF COUNSELING IN SENIOR AND JUNIOR-SENIOR HIGH SCHOOLS

Year	Enrollment	Number of Counselors	As-signed Time	Counselor-Pupil Ratio	Salaries
1956-57	58,147	242	103.3	1:562	\$ 697,314.00
1958-59	69,274	305	136.1	1:509	779,610.00
1959-60	77,709	374	182.3	1:426	1,097,136.00
(Qualified Counselors) ..		185	119.9	1:648	*822,704.60

*Salaries reported for 1956-57 and for 1958-59 were based on payments to all counselors, inasmuch as qualified counselors could not accurately be distinguished prior to 1959-60.

One method of evaluating improvement is by the reported increase in the number of counselors used. In the school year 1956-57, 242 counselors were used in the senior high schools; three years later the number in these same schools had increased to 374.

Another criterion for measuring the adequacy of guidance services is the counselor-pupil ratio. In 1956-57, there was on the average in the high schools one counselor for 562 students; in 1959-60, the ratio was one counselor for 426 students.

The number of qualified counselors is another standard by which the adequacy of guidance services can be judged. In 1956-57, a sampling survey indicated that twenty-five percent of the state's counselors were qualified. In 1959-60, fifty-four percent met standards under the National Defense Education Act.

Money budgeted for guidance costs is another indication of attention being given to guidance services. The salaries of counselors have been found to be the major part of such costs, and to bear a fairly stable relationship to other guidance costs. In 1956-57, high schools were spending \$697,314 on counselor salaries; in 1959-60, this amount was \$1,097,136, nearly double the amount for counselor salaries three years earlier. While some of this increase was due to rising educational costs, much of it is attributable to the more extensive use of counselors and the use of better qualified counselors.

At the end of the biennium, 94 of the state's 218 secondary districts reporting indicated that they were using counselors, as shown in Table II. Districts in more populous communities made much more use of counselors than smaller districts. While only 43 percent of the state's school districts were supplied with counselors, 83 percent of secondary school students were enrolled in these districts.

In Table III are shown further facts about the use of counselors during the school year 1959-60. A total of 582 were used in the secondary schools reporting, of whom 315 or 54 percent were qualified by state plan standards. (N.D.E.A.) Since many of these persons were carrying only part-time assignments as counselors, the equivalent of their assignments in full-time counselors is significant.

If all counselors had been carrying full-time assignments in counseling, there would have been 185 (184.64) qualified counselors and 96 (95.56) non-qualified counselors. In other words, approximately 66 percent of all counseling provided was by qualified personnel. Only a few years ago, approximately 25 percent of the counselors in the state were qualified. This also indicates that qualified counselors were spending a larger proportion of their time in counseling than those not qualified.

The counselor-pupil ratio for the state as a whole was one full-time counselor, or the equivalent thereof, for each 487 students. When, however, only qualified counselors were used in calculating the ratio, it was found to be one counselor for each 738 students. Since the theoretical ratio for national standards is usually indicated as one counselor for each 250 or 300 students, it is seen that the situation in Colorado is yet far from ideal.

Table II

ANALYSIS OF GUIDANCE IN COLORADO SECONDARY SCHOOLS—1959-60
DISTRICTS AND ENROLLMENTS*

Sec. Enroll. of Districts	Number of Secondary School Districts			Enrollments						
	With Coun- selsors	With No Coun- selsors	Total	N.D.E.A.		Schools With Coun- selsors	Schools With No Coun- selsors	Total	N.D.E.A.	
				Dists.	Percent of Total				Enroll.	Percent of Total
0-99	12	63	75	0	0	817	3,319	4,136	0	0
100-199	16	39	55	3	5.5	2,200	5,893	8,093	525	6.5
200-299	10	16	26	2	7.7	2,166	4,179	6,345	580	9.2
300-399	8	4	12	3	25.0	2,599	1,401	4,000	990	24.8
400-999	23	1	24	6	25.0	11,514	3,636	15,150	3,059	20.2
1,000-4,999	21	1	22	12	54.7	36,079	5,182	41,261	19,838	48.1
5,000-9,999	2	.....	2	1	50.0	14,817	.....	14,817	8,087	54.5
10,000-19,999	1	.....	1	1	100.0	11,166	.....	11,166	11,166	100.0
20,000-49,999	1	.....	1	1	100.0	31,447	.....	31,447	18,288	58.0†
TOTAL	94	124	218	29	13.3	112,805	23,610	136,415	62,533	45.9
Percent of total.....	43	57	100			83	17	100		

*No data concerning counselors were available for 4 districts enrolling a total of 211 students. In this report it has been assumed that these districts had no counselors.

†Grades 7 and 8 of this district are not included in N.D.E.A. program.

Table III
ANALYSIS OF GUIDANCE IN COLORADO SECONDARY SCHOOLS—1959-60

NUMBER OF COUNSELORS, GUIDANCE TIME AND COUNSELOR/PUPIL RATIO BY DISTRICT AND SIZE*

Sec. Enroll. of District	Number Secondary School Counselors			Full-Time Guidance Equivalency			Counselor/Pupil Ratio	
	Qual.	Not Qual.	Total	Quali- fied	Not Quali- fied	Total	Quali- fied	Total
0-99	3	12	15	.54	1.87	2.41	1:7,500	1:1,715
100-199	5	12	17	.95	3.03	3.98	1:8,400	1:2,030
200-299	7	4	11	3.84	1.32	5.16	1:1,650	1:1,230
300-399	5	7	12	3.92	1.66	5.58	1:1,020	1:718
400-999	30	15	45	20.52	6.50	27.02	1:740	1:560
1,000-4,999	83	41	124	62.94	18.35	81.29	1:655	1:508
5,000-9,999	31	33	64	22.30	15.00	37.50	1:660	1:396
10,000-19,999	27	1	28	27.00	1.00	28.00	1:410	1:400
20,000-49,999	124	142	266	42.43	46.83	89.26	1:743	1:353
TOTAL	315	267	582	184.64	95.56	280.20	1:738	1:487
Percent	54.1%	45.9%	100%	65.9%	34.1%	100%		
Counselor/Pupil Ratio using total number of students in schools with qualified counselors (103,139).....							1:560	
Counselor/Pupil Ratio using total number of students in schools with counselors (112,805).....								1:402

*No data concerning training qualifications were available for 25 counselors who were assigned a total full-time equivalency of 8.71. This report assumed that these counselors were not qualified.

Table IV
COLORADO SECONDARY SCHOOLS—1959-60
NUMBER OF COUNSELORS BY TIME CATEGORIES

Assigned Time	Number of Counselors			Percent of Total
	Qualified	Not Qualified	Total	
Full	110	16	126	21.6
More than one-half	27	21	48	8.2
One-half	49	31	80	13.8
Less than one-half	129	199	328	56.4
TOTAL	315	267	582	100.0

As Table IV indicates, nearly half the counselors working in Colorado secondary schools were serving half-time or more at this duty. While it is not considered necessarily desirable that every counselor be a full-time counselor, it is considered a better use of qualified counselors to use them half-time or more.

Title V-A, Guidance and Counseling

The following facts attest to the impact of the National Defense Education Act on guidance practice in the state. During 1959-60, forty-six percent of the secondary school students of the state were

enrolled in schools operating under the Act. Of the total amount used for counselors' salaries by secondary schools, \$1,687,343, approximately half, or \$822,704, was paid to qualified counselors in schools approved under the Act. Sixty-nine and one-half percent of the total time of qualified counseling in the state was by counselors in approved schools.

The National Defense Education Act was passed in the late summer of 1958. During the school year 1958-59, there was established a State Advisory Committee for Guidance, Counseling and Testing. This committee consisted of school superintendents, principals, counselors, and college personnel engaged in counselor preparation. Title V-A of the Act required that a state plan be formulated and submitted to the U. S. Office of Education and that it be followed in the application of the terms of the Act and in the use of appropriated funds. A state plan for Colorado was submitted in December 1958, and approved by the U. S. Office of Education on January 19, 1959.

During the school year 1958-59, it was not possible to distribute funds to local school districts except as they could be used for testing. Procedures were worked out, however, for the submission of applications and a total of 29 school districts, through 25 different projects, submitted applications for the use of Title V-A funds during the school year, 1959-60. These projects are listed in Table V together with the number of counselors used. The Central San Luis Valley project was submitted as a joint application of five cooperative districts: Alamosa, Monte Vista, Del Norte, Sargent, and Center. These 29 districts used a total of 217 qualified counselors. Their assigned counseling time was the equivalent of 128.4 full-time counselors.

For the first time under Title V-A, complete reports were secured from participating school districts as to the amount of money which they were spending on salaries of counselors. These amounts will be found listed in Table V.

It was also possible to make an analysis of the amount of money spent for salaries by these various school districts, together with the average salary paid in each district. These average salaries are figured on the basis of full-time equivalency. It will be noted that the highest average salary paid to counselors in a N.D.E.A. secondary school district in Colorado was nearly \$8,000 and that the lowest average salary was just slightly over \$4,000. The average salary paid to qualified counselors in N.D.E.A. school districts was \$6,400.

Table V
TITLE V-A PROGRAMS AND COUNSELOR SALARIES
(1959-60)

District	Number of Qualified Counselors	Full-Time Equiv- alency	Total Salary Expenditure	Average Salary
Adams City	8	5.8	\$ 37,368.04	\$ 6,442.76
Aurora	4	2.0	11,210.00	5,605.00
Central San Luis Valley...	5	2.8	15,578.00	5,563.50
Denver	92	30.3	206,203.00	6,805.38

Table V (continued)

**TITLE V-A PROGRAMS AND COUNSELOR SALARIES
(1959-60)**

District	Number of Qualified Counselors	Full-Time Equivalency	Total Salary Expenditure	Average Salary
Douglas County	1	1.0	\$ 6,000.00	\$ 6,000.00
Durango	3	1.7	9,043.00	5,319.41
Englewood	8	7.5	44,997.00	5,999.60
Fort Collins	4	2.7	16,298.52	6,033.15
Greeley	4	3.0	20,118.80	6,706.26
Jefferson County	27	27.0	171,670.00	6,358.14
La Junta	2	1.2	6,943.33	5,786.10
Lake County	3	1.5	8,749.95	5,833.30
Mesa County Valley.....	13	8.7	59,171.03	6,801.26
Moffat County	2	1.5	10,208.37	6,805.58
Pagosa Springs	1	.7	3,400.00	4,857.14
Primero	1	1.0	5,350.00	5,350.00
Pueblo (city)	18	16.0	108,927.22	6,807.95
Pueblo (rural)	2	1.0	5,327.26	5,327.26
Salida	2	.9	5,562.06	6,180.06
Sheridan Union	2	1.3	10,061.63	7,739.71
Steamboat Springs	1	.8	5,488.80	6,861.00
Sterling	1	1.0	6,466.00	6,466.00
Trinidad	2	2.0	8,401.31	4,200.65
Westminster	10	6.3	36,590.03	5,807.94
Windsor	1	.7	3,571.25	5,101.78
TOTAL	217	218.4	\$822,704.60	\$ 6,407.35
Maximum			\$7,739.71	
Minimum			4,200.65	
Average			6,407.35	

A circumstance which the study of reports from N.D.E.A. school districts revealed was that large and medium large high schools in some metropolitan areas had difficulty in meeting the standard ratio with qualified counselors. This was, no doubt, due to the established practice of assigning to counseling duties, teachers chosen for personal characteristics rather than for professional preparation. Many of these assigned persons resisted pressure to secure professional training, or to upgrade themselves in professional preparation.

Table VI

**ANALYSIS OF TITLE V-A PROGRAMS—1959-60
NUMBER OF COUNSELORS, TOTAL ENROLLMENT
AND COUNSELOR/PUPIL RATIO**

Total Number Counselors	350
Qualified Counselors	217
Percent Qualified Counselors	62.8
Assigned Time Qualified Counselors	128.7
Enrollment	62,533
Counselor/Pupil Ratio	1:487
Non-Qualified Counselors	133
Assigned Time	
Non-Qualified Counselors	34.3
Counselor/Pupil Ratio:	
Total Assigned Time	1:384

Table VI summarizes the reports from Title V-A districts concerning numbers of counselors, total enrollment, and counselor-pupil ratios. A number of the larger participating districts continued to use non-qualified counselors along with a sufficient number of qualified counselors to meet the state plan standard ratio of 1:600. The total counselor-pupil ratio for the participating schools was 1:487, when only the time of the qualified counselors was used; but was 1:384 when the time of all the counselors, qualified and non-qualified, was used.

Guidance and Counseling in Smaller School Districts

In 1958-59, thirty-three percent of the districts having secondary schools were using assigned guidance personnel; in 1959-60, forty-four percent were using such persons. It is evident that less than half the secondary schools are using guidance personnel, even though eighty-three percent of secondary students are being served. An analysis of the use of counselors by schools with secondary enrollment of 400 or more as contrasted with schools of less than 400 indicated the following situation (1959-60):

- (1) Seventy-seven percent of Colorado's 218 secondary school districts had a secondary enrollment of less than 400 students.
- (2) This seventy-seven percent enrolled only sixteen percent of the state's secondary students and used only nine percent of guidance assigned personnel.
- (3) The counselor-pupil ratio for schools enrolling 400 students or more was 1:490, but for those enrolling less than 400, it was 1:1,176.
- (4) Ninety-six percent of schools with enrollments of 400 or more used counselors. Only twenty-eight percent of those having enrollments of less than 400 had guidance assigned personnel.

These facts emphasized one of the most difficult problems in the provision of guidance services in the state: that is, how to facilitate the use of competent guidance personnel by smaller schools. The project in the Central San Luis Valley where five districts are co-operating in the employment of counselors and in the use of a director of guidance services seemed to be one of the most promising approaches to the solution of this problem.

The Use of Tests

The use of standardized tests has become a well-established practice in Colorado, not only for guidance purposes, but for the improvement of instruction as well. At the end of the previous biennium, it was found that both academic aptitude and achievement types of tests were widely used in the state's schools. During the present biennium this usage has continued. There was an evident trend, however, toward increasing emphasis on the use of test results for the recognition of strengths and weaknesses of the individual pupil.

There was also a discernible change in types of tests chosen, from the type which principally measures ability to recall memorized material and procedures to the type which stresses ability to apply knowledge learned.

The advent of the National Defense Education Act enabled the State Department of Education to provide increased service in the use of tests to the secondary schools of the state. Two professional members of the staff of the Division of Guidance Services gave almost exclusive attention to testing.

During the biennium, the State Department purchased the newly developed I.B.M. 9902 Test Scoring Machine through funds appropriated by the General Assembly for scholastic improvement and in anticipation of national legislation of a similar nature. The use of this machine, together with other machine data processing equipment already available in another state department, made it possible to offer test scoring and analysis service to the schools of the state.

Under Title V-A of the National Defense Education Act, provision was made for a state program of testing. The state plan provided that this program should consist minimally of academic aptitude and achievement testing in grades nine and eleven, but encouraged the use of a sequential pattern of the use of such tests in grades seven, nine and eleven.

Tests of the types mentioned in most common usage by the schools were identified through a questionnaire sent to each public secondary school in the spring of 1959. These tests were then designated as the recommended tests for the state program. The questionnaire was returned in usable form by 167 schools, representing 85 percent of pupils in grades seven through twelve.

Although the National Defense Education Act was enacted in 1958, it was not possible to set up a state plan and secure funds for state use until the spring of 1959, when arrangements were carried out for a basic testing program. This program consisted of the provision of the opportunity to the schools to test pupils in the ninth and eleventh grades with either the School and College Ability Test¹, together with the Sequential Test of Educational Progress¹, or the Iowa Test of Educational Development².

In 1959-60, the schools had the opportunity to test pupils in grades seven, nine and eleven with these and other tests listed below:

- Large-Thorndike Intelligence Test³
- Short Form California Mental Maturity⁴
- Differential Aptitude Test⁵
- Henmon-Nelson Mental Ability Test³
- Otis Self-Adm. Test of Mental Ability⁶
- Iowa Test of Basic Skills³
- California Achievement Battery⁴
- Stanford Achievement Battery⁵
- S R A Achievement Series²

Table I presents the record of this program.

¹Educational Testing Service, 4640 Hollywood Blvd., Los Angeles 27, California.

²Science Research Associates, 259 East Erie St., Chicago 11, Illinois.

³Houghton Mifflin Co., 2 Park St., Boston 7, Massachusetts.

⁴California Test Bureau, Del Monte Research Park, Monterey, California.

⁵Psychological Corporation, 304 East 45th St., New York 17, New York.

⁶World Book Co., Yonkers-on-Hudson, New York.

Table I
GUIDANCE TESTING IN COLORADO UNDER N.D.E.A.—1958-60

NUMBER OF:	1958-59			1959-60		
	ITED	SCAT & STEP	OTHER	ITED	SCAT & STEP	OTHER
Schools	90	77	0	115	153	100
7th Grade Pupils	0	0	0	0	5,389	4,452
9th Grade Pupils	14,002	5,632	0	12,313	5,294	7,979
11th Grade Pupils	7,566	4,140	0	10,283	5,587	0
Pupils in 8, 10, 12	0	0	0	4,492	1,846	1,504
TOTALS	21,568	9,772	0	27,088	18,116	13,935

During the 1959-60 school year, the Division of Guidance Services conducted two series of workshop conferences on testing. The first series related to the development, organization and administration of a school testing program. The second series covered the reporting, analysis and interpretation of test results to pupils, parents, faculty and community. Tables II and III present information on the number of conferences, where they were held, and the persons who attended.

(See Page III for Table II)

Table III
TESTING WORKSHOP SESSIONS REPORT
WINTER—1960

Place	Date	Superintendents	Principals	Counselors	Teachers	Others	Total
Sterling	Jan. 12	....	8	2	3	....	13
Loveland	Jan. 13	3	14	13	....	2	32
Steamboat Springs	Jan. 19	3	2	4	....	....	9
Grand Junction	Jan. 20	....	8	15	1	2	26
Eagle	Jan. 21	3	9	2	1	1	16
Durango	Jan. 22	2	11	3	1	1	18
Lamar	Jan. 25	4	5	8	....	....	17
Trinidad	Jan. 26	2	2	6	1	....	11
Alamosa	Jan. 27	1	6	5	2	1	15
Colorado Springs	Jan. 28	3	16	20	2	11	52
Englewood	Jan. 29	2	8	26	1	....	37
TOTAL		23	89	104	12	18	246

Two principal problems remain the focus of attention in the use of tests by the state's schools. One of these relates to the wise selection of tests. A great many of varying quality are made available by publishers. To select from among them those most suitable for a given situation and best fitted to pupil and instructional needs, provides a challenge. This principle was especially pertinent during the biennium because of a growing national tendency to "overuse" standardized tests. In Colorado, this tendency was noticeable in the junior and senior years of high school due to the demands of colleges for special testing for admission and because of the growing practice of

Table II
TESTING WORKSHOP SESSIONS REPORT
FALL-1959

Place	Dates	County Supt.	System Supt.	Principals	Test Adm. Personnel	Counselors	Teachers	Others	Total
Jefferson County	Sept. 10	1	....	....	1	33	....	4	39
Fort Morgan	Sept. 14	1	8	4	1	6	....	....	20
Limon	Sept. 15	1	14	4	....	1	....	....	20
La Junta	Sept. 16	2	5	12	....	4	....	2	25
Pueblo	Sept. 17	4	8	10	....	23	4	7	56
Leadville	Sept. 21	1	....	5	....	1	....	5	12
Monte Vista	Sept. 22	2	2	11	....	1	5	2	23
Durango	Sept. 23	1	2	3	....	7	....	....	13
Delta	Sept. 24	1	5	8	....	13	1	5	33
Glenwood Springs	Sept. 25	1	2	2	2	2	....	....	9
Longmont	Sept. 28	1	4	8	....	14	2	4	33
Granby	Sept. 30	2	5	5	1	....	1	....	14
Craig	Oct. 1	1	2	4	....	5	....	1	13
Denver	Oct. 7	1	1	10	16	24	2	10	64
TOTAL		20	58	86	21	134	15	40	374

using special tests for scholarship purposes.

The other and closely related problem has continually been that of wisely interpreting and using test results. The value of the use of standardized tests inheres in their enhancement of guidance and instructional services to the youth of the state and not in the mere selection and use of tests.

10

SCHOOLS PROVIDING BETTER ATTENTION TO MENTAL HEALTH

... .. “... *social
aspects of individual
development stressed...*”

Colorado's schools have during the past decade and more especially during this biennium, devoted increasing attention to mental health. This has been manifest in numerous ways:

(1) A few of the largest districts have employed school social workers under the title of school social worker, visiting teacher, or coordinator.

Because of discrepancies in title, slight variations of duties, and differences regarding certification, it has been difficult to determine accurately the number of persons engaged by schools in school social work.

It may be safely said, however, that at least 50 employees are now so identified. Almost all of these have the equivalent of the M.A. degree with special training in school social work. Many have the master's degree in social work.

(2) An increasing number of school psychologists has been employed. As of June, 1960, 22 such persons listed this as their main certificate and, presumably, their main occupation. Another 30 were employed by schools in other capacities—teachers, coordinators, principals, and guidance directors—and gave an undetermined amount of time to psychological work. A few more were employed full or part time, but did not list their major certificate as that of psychologist.

In some instances this was because they were unable to meet the educational requirements for the school psychologist certificate. Training ranged from the minimum of an M.A. in psychology, to the Ph.D. The development of this important adjunctive profession has been delayed in part by the inability or unwillingness of school districts to offer competitive salaries for these specialists, and in part by the shortage of psychologists and isolation of areas. As of June,

1960 full time psychologists were employed at salaries ranging from \$4,625 to \$7,650. Psychologist-administrators were paid as high as \$8,850.

(3) An increasing number of districts provided some psychological diagnosis and therapy through contracts with community or private mental health clinics. Such clinics provided psychiatric services on a consultive basis. Some psychiatrists were retained by the largest school districts for regular consultation but no district has as yet purchased the full-time services of such personnel.

(4) In cooperation with school personnel and other individuals and agencies the Department of Education published in 1958 and 1960 pamphlets on "*The Emotional Bases of Learning*," and "*Mental Health in the Classroom*." In cooperation with the Division of School Psychologists of the American Psychological Association it distributed "*The Psychologist on the School Staff*."

The first of the two Department publications was intended to emphasize the psychological and emotional atmosphere essential to education and to call to the attention of teachers factors which block learning.

The second was to provide teachers with an outline of basic mental health principles which they might use in the classroom and in their discussions with parents.

"*The Psychologist on the School Staff*" carefully describes for administrators the manner in which psychologists are used in school districts of varying sizes throughout the United States. It is of help to the school administrator in determining the way in which he may use the psychologist which he secures.

(5) Drop-outs and exclusions have been under scrutiny as the Department strives to aid schools to fulfill their educational missions. In relation to this and to other problems of mental health and adjustment, the Department is reviewing problems of marks, grades, and reports to parents.

11

TYPE A LUNCHEONS AT STATE SCHOOLS EXPANDING RAPIDLY

... .. " ... news
handling of menus
informs lay public ... "

Colorado school children are patronizing the School Lunch cafeterias in ever-increasing numbers with the 1959-60 fiscal year reaching an all-time high of 20,003,162 Type A meals served. The required Type A meal is one designed to meet one-third to one-half of the daily

food needs of the average school age child. It must contain at least two ounces of protein-rich food (meat or meat substitutes), three-fourths cup of vegetable, fruit or fruit juice served in at least two dishes, a serving of bread and butter and a half pint of whole milk, the size of the serving to be adjusted to the size and appetite of the child.

One development during the biennium has been the publicity given the school lunch menus by newspapers which printed the week's menus for the schools in the area they serve, and many radio stations regularly included the lunch menu in one of their daily newscasts. This is an indication of the general interest in the school food service. This publicity has helped popularize the school lunch.

District reorganization has been a further factor in accelerating the growth of the lunch program. Whenever a school not having food service is brought into a district with schools having food service, that school almost always requests the district to provide a Lunch Program. Some districts have met this problem by transporting food from an established kitchen to a school with no facilities. Where proper equipment is obtained for transporting the food, it has proved quite satisfactory if the distance is not too great and the number served does not exceed 100. The facilities at the kitchen where the food is prepared must be adequate for the job. Generally there is not the saving, in practice, in a central kitchen operation as appears to be the case on paper, and most schools prefer single unit operation for serving over 100 children.

The School Lunch Workshop held annually at Colorado State University in conjunction with the College of Home Economics continues to be the principal training field for school lunch workers. The 1959 workshop was attended by 300 people and 350 attended in 1960. Training was given in food needs of school children, Type A lunch requirements and menu planning, record keeping, meal preparation and techniques of quantity cooking, commodities and their use, food budgeting and costs, safety and sanitation.

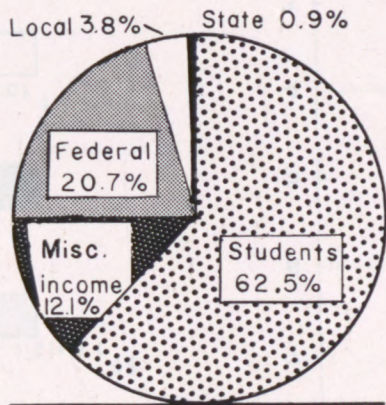
The Division personnel has given encouragement and assistance to the organizing of the state, area and county school food service associations. These meetings enable the staff to reach many more workers than would be possible otherwise. Some type of food preparation relating to the Type A lunch and the use of donated commodities is always part of the program.

Administrative reviews continue to be an important phase of on-the-job training as the actual operation of the program is observed and helpful suggestions to improve the food preparation and serving is often possible. Because of the growth of the program it has not been possible to visit as many schools as is considered adequate for good administration.

A continuing effort is being made to make the Lunch Program truly an integral part of the educational program. Too few administrators and teachers recognize and put into practice the many learning opportunities of the lunch period. Too few parents are paying attention to the need of nutrition training for their children. Progress has been made in preparing and offering nutritious, well-balanced meals; however, too many children are not eating the meal that is offered. This is especially true in the senior and junior high school groups. A recent study shows that the most undernourished

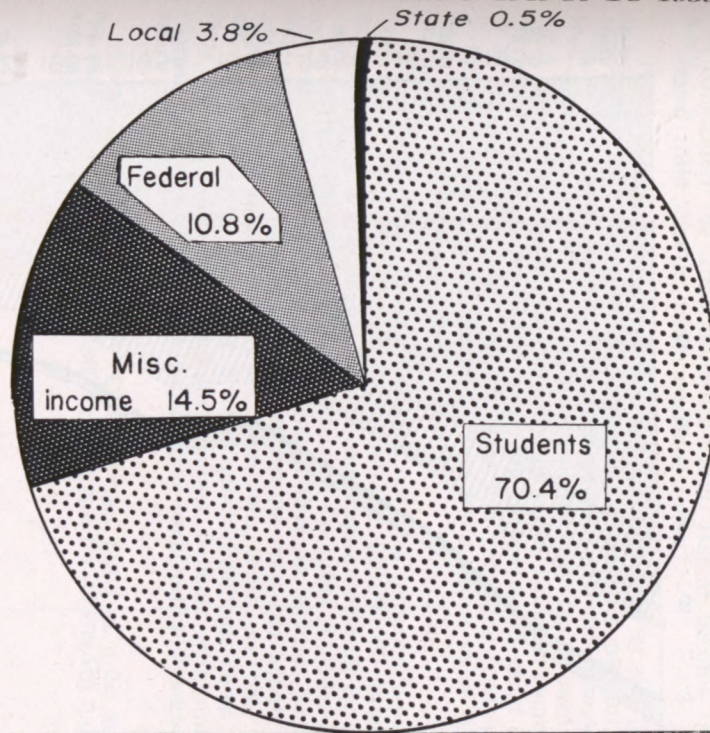
SOURCES OF INCOME FOR PUBLIC SCHOOL LUNCH PROGRAM IN COLORADO 1949-50 TO 1959-60

115



1949-50
Total \$1,918,315

Source: Colorado State Department of Education, School Lunch Division.



1959-60
Total \$7,105,243

SOURCES OF INCOME FOR PUBLIC SCHOOL LUNCH PROGRAM IN COLORADO, 1949-50 and 1959-60

Millions of dollars

Millions of dollars

116

Local district ^{††}



State



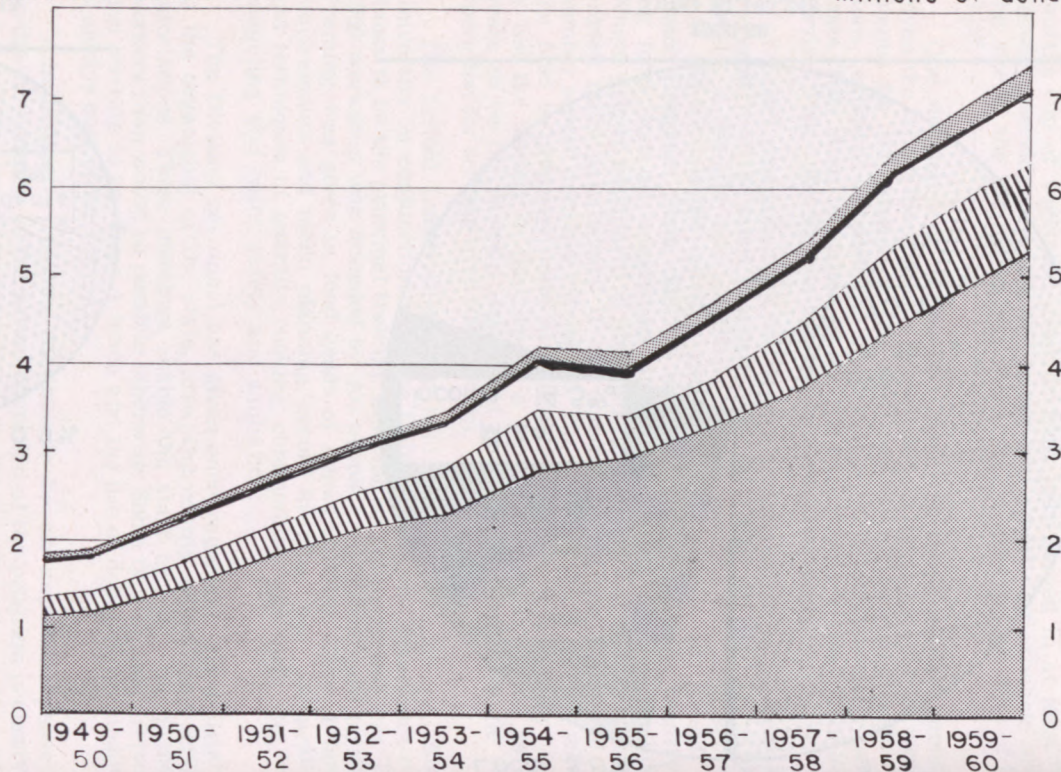
Federal [†]



Misc. income



Paid by students



[†]Excludes federally donated agricultural commodities.

^{††}Excludes "cash on hand" in the beginning of each school year.

Source: Colorado State Department of Education, School Lunch Division.

child today is the teenage girl. The underprivileged child formerly was considered the undernourished child. Has it become the over-privileged child that is undernourished today?

The accompanying chart illustrates the growth of the program and shows that the child is paying an increasing percent of the total bill for food service. The average rate of reimbursement has been around four cents which does not go very far toward paying for a meal that may cost as much as 35 cents. Donated commodities are playing a large part in keeping the charge to the child from 20 to 30 cents in most cases. For the past two years the foods donated to the National School Lunch Program have had a value of six to seven cents per meal.

The Special Milk Program started out as a temporary price support program when Congress earmarked \$50,000,000 import tax money in 1955 to encourage greater consumption of milk by children and to reduce the dairy surplus. Last year Congress provided \$83,000,000 and extended the program through 1962. In addition to schools, child care institutions and summer camps may participate in the program. Reimbursement ranges from four cents per half pint at schools having the National School Lunch Program down to two cents for institutions and summer camps. Schools with milk only programs receive three cents subsidy for each half pint served children.

Colorado reimbursed for 14,876,690 half pints of milk and paid out \$509,583 in 1959 and in 1960 reimbursed for 17,609,549 half pints and disbursed \$592,588.

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SECTION THREE

THE SEARCH FOR
QUALIFIED FACULTY
CONTINUES

... .. “...state’s
certification standards
need revising...”

. . . "Teachers are employed for purposes vastly great. They must teach the science of health with all the learning but without the pay of the doctor; they must inculcate the principles of morality with all the impressive sincerity but without the sectarianism of the minister; they must be altogether more patient and discreet than God Almighty himself, for He was "wroth" when He punished the wicked, whereas, if a teacher punishes in anger, he is guilty of an assault and battery; they must invent schemes to invert human nature, and make every good thing and thought enticing and every bad thing and thought abominably disgusting . . . they must tenderly moderate the zeal of the too ambitious, and inspire the dullest blockhead with a manly thirst for fame and knowledge; the incorrigibly uncouth and vicious, they must endow with the tastes, the instincts, and the manners of the refined and virtuous. And in short, they must turn all from the thousand paths that lead to indolence, ignorance, and folly; and prepare them to find infallibly all the ways of pleasantness and all the paths of peace."

—A. P. Marble, 1887

CERTIFICATION MEANS APPROVED ABILITY TO BE TEACHER

... .. " ... *many*
phases of school duty
demand qualified staff..."

*"He tries, with ease and unconcern
To teach what ne'er himself could learn;
Gives law and punishment alone,
Judge, jury, bailiff, all in one;
Holds all good learning must depend
Upon his rod's extremest end,
Whose great electric virtue's such
Each genius brightens at the touch;
With threats and blows, excitements pressing,
Drives on his lads to learn each lesson;
Thinks flogging cures all moral ills,
And breaks their heads to break their wills."*

John Trumbull, *The Progress of Dulness.*

Two statements, "Anyone can teach," and "Teachers are born, not made," are heard over and over again. If there were validity to the first, the vast complex of higher education for teachers could be abolished over night with no loss to society. If there were validity to the second, the nation and state would need to be concerned merely with locating these "born" teachers. However, the problem of staffing the schools with professional personnel is not so simple. As school costs increase, the public is becoming more concerned with the *quality* of the teaching services which are provided its children.

For at least a decade and a half, people both within and without the profession have renewed their efforts directed primarily toward the improvement of the teaching service. They have analyzed the teacher as a person; they have inquired into the preparation of the teacher for this complex service, they have inquired into the selection and recruitment of suitable candidates; they have analyzed the state's interests and concerns in teachers as reflected by the legal licensing or certification procedures; they have been concerned with the employment and placement of teachers; and they have been concerned with the welfare of teachers on the job. Every known aspect of this important public service has come under close scrutiny by leaders

in all walks of American life. Many Coloradoans have devoted much time and effort to these and related aspects of public education in this state and have concluded that this state might profit from inquiries into these matters.

Two studies of note undertaken recently are worthy of mention. One is a study completed by the Bureau of Educational Research, the University of Denver, under contract with the Colorado State Board of Education. The other is a study by the Legislative Council Committee on Teacher Certification, authorized by the 1959 session of the General Assembly. Both were pointed toward the improvement of the certification of teachers and other professional employees of the public schools of Colorado. Included, however, are such issues as teacher selection, the qualifications and preparation of teachers, the assignment of teachers in service, and the continued preparation of teachers already in service. Growing out of the latter study will be a new proposal dealing with the certification of teachers to be presented to the General Assembly in January 1961. Under this proposal, statutes on certification dating back to 1889 would be repealed, and new statutes would be adopted assuring that in a few years every teacher in the state would hold at least a bachelor's degree from an accredited college or university, granted upon the completion of an approved program of preparation including liberal education, specialization in one or more academic areas, and professional educational preparation.

A teacher's certificate is a license to teach, issued pursuant to state laws and regulations, similar to other state-issued licenses in the professions concerned with the public health, welfare, and safety. It certifies to the public that the holder is competent to perform his duties. The state exercises this authority to protect the child, his parents, the community, and the taxpayer from incompetents who might otherwise drift into teaching. The citizens of a state are concerned with the level of teacher preparation and competency at which certificates are issued.

To most persons, the word "teacher" denotes the classroom teacher. In this report, however, the word "teacher" is used in its broader sense to include all professional employees of the schools: i.e., teachers, administrators, supervisors, guidance and testing personnel, and such special services personnel as school nurses, school social workers, psychologists, etc.

Present-day procedures and practices in pedagogy have developed far above and beyond that implied by John Turnbull, which served as an introduction to this section.

Teacher Supply and Demand

The colleges and universities in Colorado which have been approved to prepare teachers include: Adams State College, Colorado College, Colorado State College, Colorado State University, Colorado Woman's College, Lamar Junior College, Loretta Heights College, Mesa Junior College, Northeastern Junior College, Otero Junior College, Pueblo Junior College, Regis College, Trinidad State Junior College, University of Colorado, University of Denver, and Western State College.

These institutions of higher learning graduated persons qualified to teach in the following numbers:

Level	Year		
	1958	1959	1960 (Est.)
Elementary	897	959	1,012
Secondary	1,462	1,689	1,848
Total	2,359	2,648	2,860

Of those prepared to teach in Colorado institutions of higher learning, the following numbers of persons so trained actually taught in Colorado public and private schools during the years shown:

Level	Year	
	1958	1959
Elementary	337	505
Secondary	617	763
Total	954	1,268

It may be observed that fewer than one half of the teachers prepared in this state actually did teach in Colorado for the years shown. There are many reasons why this situation exists, and this experience is not unlike that found in other states.

The demand for newly-prepared teachers in Colorado public schools, who had not previously taught as shown by the number actually employed in Colorado in September 1959, is shown to be 866 for the elementary schools and 753 for the secondary schools.

Teacher Turnover

A study of the annual turnover of teachers, reported in February 1960, revealed that the percent of teacher turnover varies with the class of the district—the turnover in Class III districts being nearly twice that of the turnover in Class I districts.

The percent of teachers leaving the profession increased from 6.8 percent in 1958 to 7.1 percent in 1959.

The nine most common reasons for leaving a teaching position in the order of descending occurrence are: (1) To rear a family, (2) to receive a higher salary, (3) to obtain a better teaching position other than salary, (4) dismissal by the Board of Education, (5) transfer of husband or wife, (6) marriage, (7) retirement, (8) enrolled in college, and (9) move nearer home. These nine reasons account for 75.0 percent of all teacher turnover.

Emergency Certification

A study of the issuances of Letters of Authorization (Emergency Certificates) issued during the 1959-60 school year up to February 15, 1960, revealed that 245 were issued teachers for regular positions; 56 for substitute or part-time positions; 242 were for the elementary schools, and 61 for the secondary schools. Most of those requested for the elementary schools were issued on a level of preparation below the standards required for regular certificates, whereas most of those requested for the secondary schools were issued in behalf of degree-holding persons who lacked adequate preparation in professional subjects, but who will meet the requirements for regular certification in a year or two.

No Letters of Authorization are issued except in cases where the responsible officers of a school district and the county superintendent

of schools certify that they have exhausted all reasonable means to attract a fully qualified teacher; that an emergency vacancy exists; and that the person named is the best prepared person the district was able to find for it. Applications for Letters of Authorization are not accepted until August 15, of any year. The Letters of Authorization are valid only for a particular school position named in the application, and only for the then-current school year.

The need for emergency certification appears to be declining as indicated in the following table:

Year	No. Issued	Year	No. Issued
1942-43.....	849	1951-52.....	930
1943-44.....	1,443	1952-53.....	791
1944-45.....	1,993	1953-54.....	773
1945-46.....	2,317	1954-55.....	743
1946-47.....	2,497	1955-56.....	661
1947-48.....	2,378	1956-57.....	599
1948-49.....	1,776	1957-58.....	482
1949-50.....	1,639	1958-59.....	373
1950-51.....	918	1959-60.....	318

Status Studies

During the school year 1959-60, a total of 17,229* teachers, including part-time teachers and administrative personnel, were employed by the public schools of Colorado. This is an increase of 894 teachers, a 5.5 percent gain over the number of teachers reported for the previous year. Annual increases since 1951-52 in the number of Colorado teachers and the percent of increase each year have been as follows:

Year	Numerical Increase	Percentage Increase
1951-52.....	228	2.0
1952-53.....	531	5.0
1953-54.....	707	6.3
1954-55.....	733	6.3
1955-56.....	756	6.0
1956-57.....	915	6.8
1957-58.....	780	5.5
1958-59.....	980	6.4
1959-60.....	894	5.5

*Excludes 172 long-term substitute teachers.

Increased birth rates and the in-migration of school-age children will contribute to further needs for teachers in succeeding years. Based on data revealed by the 1960 U. S. census, this need will be most acute in the metropolitan areas of the state. Populations in other portions of the state appear to be more stabilized, and this should be reflected in the more constant number of teachers employed in those areas.

Certification of Teachers

Colorado is gaining on its goal of having a degree-holding teacher in every classroom in the state. In 1959-60, 16,612 teachers held certificates based on an earned degree, or 90.6 percent. During the same year 1,617 teachers, or 9.4 percent, held certificates based on less than a degree. During the 1958-59 school year, the percent of teachers who held certificates based on earned degrees was 87; in 1957-58, the figure was 85; and in 1956-57, the figure was 82.5 percent.

Teachers' Salaries

Salaries of full-time teachers ranged from \$2,925 to \$8,400. Salaries of administrators ranged from \$3,300 to \$25,000. The average (mean) salary of all teaching personnel was \$5,036, compared to \$4,811 for 1958-59.

The distribution of full-time* certificated persons in respect to various salary groups may be compared as follows:

1959-60	1958-59	1957-58	1956-57
	Percent	Percent	Percent
633 teachers or 3.7%—salary below \$3,499.....	6.3	13.8	22.7
5,925 teachers or 34.4%—salary \$3,500-\$4,499.....	39.6	44.5	45.9
10,671 teachers or 61.9%—salary \$4,500 and above.....	54.1	41.7	31.4

*The \$225 increment granted to the instructional staff of the Denver Public Schools on December 1, 1959 has not been included in this analysis.

Types of Teaching Positions

	Part Time	One Room	Kinder-garten	Ele-men-tary	Jr. High	Sr. High	Jr. Col.	Ad-minis-trative		Total
								Other		
Number of teachers.....	289	126	437	3,063	2,749	3,752	184	1,312	317*	17,229
Mean salary	2,640	3,744	4,949	4,744	5,033	5,061	5,530	7,331	5,233	5,036
Median salary	2,303	3,645	4,706	4,564	4,804	4,849	5,500	7,073	5,003	4,760

*Personnel not specifically assigned (to one level of instruction of specific position, etc.)

Summary Average Types

	Elementary	High School	Elementary and
	Including One-Room and Kindergarten	Junior and Senior	High School
Number of teachers.....	8,626	6,501	15,127
Mean Salary	4,740	5,049	4,873
Median Salary	4,558	4,830	4,675

State Board of Examiners

Pursuant to H.B. 210, 42nd General Assembly, the composition of the State Board of Examiners was changed to include five classroom teachers of the state, representing elementary education, secondary or junior college education, vocational education, humanities or fine arts, and physical sciences; two members of faculties of an accredited college or university; two laymen; and one superintendent of schools.

Appointments are made by the State Board of Education. The 1958-60 membership of the State Board of Examiners is shown elsewhere in this report of the commissioner.

Upon recommendation of the State Board of Examiners, the State Board of Education entered into a contract with Bureau of Educational Research, School of Education, University of Denver, in 1959 to conduct a study on teacher certification in Colorado and in other states. The study was completed in December of that year. The findings and the recommendations in this study have served to guide the State Board of Examiners in its recommendations for the revision of Colorado's statutes on certification.

Following studies extending for nearly five years, approval was given in May, 1960 to a recommendation of the State Board of Examiners, that school-nurse-teachers be certificated. At the moment one level of certification is provided. Further work on a higher level of certificate will be undertaken. Work has also been undertaken to develop plans for the certification of school social workers and school guidance personnel.

In May, 1960, twelve special certificates for high school teachers of art, music, commerce, homemaking, industrial arts, and physical education were abolished by the State Board of Education, upon the recommendation of the State Board of Examiners, largely because these certificates had outlived their purpose and were seldom sought in recent years.

Consideration was also given to other problems of certification and related problems, including the improvement of teacher education, recruitment and selection processes, and improved internal management of the certification division.

Teacher Education

In December, 1958, the State Board of Education appointed a Director of Teacher Education and Certification, who reported for duty on February 1, 1959. A number of department studies have been completed which related to the duties and actions of the State Board of Examiners since its establishment in 1887; to the issuance of Letters of Authorization; to the improvement of teacher education; and to certification. A number of internal improvements have resulted in the use of microfilming permanent records and the adaptation of IBM procedures to school personnel reports. Other improvements are scheduled as budget and space allow.

Activities in Teacher Recruitment

Staff members of the Department have participated in teacher recruitment activities of the Committee on Teacher Education and Professional Standards 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 careers.

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 Drivers	Cafe- teria Managers	Cafe- teria Help
1958-59.....	152	948	332	1,258	1,089	356	1,102
1959-60.....	166	1,020	218	1,365	1,292	320	1,320

The work of these people in the school concerns the student's well-being, and, as such, is a necessary and integral part of the total school program.

Certificates Issued by Teachers Colleges

July 1, 1958 through June 30, 1960

	1958-59	1959-60
Adams State College.....	135	177
Colorado State College.....	1,332	1,312
Western State College.....	80	105
Total	1,547	1,594

Certificates Issued by First Class School Districts by Counties

County	1958-59	1959-60
Adams	2	2
Alamosa	2	1
Arapahoe	2	2
Boulder	2	1
Conejos	0	1
Custer	1	0
Denver	30	4
El Paso	8	5
Fremont	5	4
Lake	1	1
La Plata	1	1
Larimer	1	0
Las Animas	0	1
Mesa	3	5
Prowers	1	0
Pueblo	3	1
Rio Grande	0	1
Weld	2	0
	<hr/>	<hr/>
	64	30

CERTIFICATES ISSUED BY THE STATE DEPARTMENT OF EDUCATION

July 1, 1958 through June 30, 1960

Title of Certificate	1958-59	1959-60
Graduate Temporary Certificates.....	2,841	2,845
Graduate Life Certificates	570	647
Non-Renewable Temporary Certificates.....	294	261
Elementary Temporary Certificates.....	27	13
Elementary Life Certificates	2	1
Special Temporary Certificates.....	8	4
Special Life Certificates	1	0
Pre-Graduate Permits	38	26
Junior College Certificates	49	50

(Continued on Page 128)

**CERTIFICATES ISSUED BY THE STATE DEPARTMENT
OF EDUCATION**

July 1, 1958 through June 30, 1960

(Continued)

Title of Certificate	1958-59	1959-60
Standard Mentally Handicapped.....	20	33
Physically Handicapped	2	5
Visually Handicapped	1	1
Hard of Hearing.....	4	4
Speech	23	24
School Psychologist	17	11
Physical Education	1	
 Provisional Mentally Handicapped	 32	 34
Physically Handicapped	2	4
Visually Handicapped	2	2
Hard of Hearing	3	3
Speech	10	7
Industrial School ONLY.....	3	1
School-Nurse-Teacher		8
 Standard Superintendent	 31	 31
Elementary Principal	32	32
Secondary Principal	19	34
 Provisional Superintendent	 21	 30
Elementary Principal	10	18
Secondary Principal	21	28
 Evaluations (Administrative)		5
 Statements of Eligibility (Administrative).....	 43	 115
Renewals	354	365
Duplicates	78	79
Sub-Totals	4,559	4,721
Less, Duplicates	78	79
Totals	4,481	4,642

SECTION FOUR

FACTORS RELATING
TO THE OPERATION
OF COLORADO'S
PUBLIC SCHOOLS

... .. “... *leadership role
of State Department of
Education increasing...*”

THE UNIVERSITY OF THE STATE OF NEW YORK
THE STATE EDUCATION DEPARTMENT
THE STATE COLLEGE OF EDUCATION
ALBANY, N. Y.
1914

FACTORS RELATING TO THE OPERATION OF COLORADO'S PUBLIC SCHOOLS

BY
EDWARD S. HARRIS
State Department of Education

ALBANY, N. Y.:
THE UNIVERSITY OF THE STATE OF NEW YORK
THE STATE COLLEGE OF EDUCATION
1914

TWO-YEAR PERIOD SEES REDUCTION IN SCHOOL DISTRICTS

... .. " ... act
of 1957 established
procedural routine..."

The biennium covering school years 1958-59 and 1959-60 has seen sweeping changes in the pattern of Colorado's school districts. During that period, 49 counties have made successful use of "The School District Organization Act of 1957" and its 1959 dissolution and annexation amendment (H.B. 272) to reduce the total number of elementary and secondary school districts from the total of 900 on July 1, 1958 to 393 on July 1, 1960.

Only eight counties having more than three districts on July 1, 1957 have shown no decrease in the number of school districts. These eight counties, together with the number of districts each has, are:

* Bent	17
** Boulder	29
* Costilla	12
Crowley	9
* Montezuma	15
Morgan	14
Montrose	20
* Sedgwick	14
Total	130

* These counties have presented plans for district reorganization, but the plans were defeated at the polls.

** Boulder County was restrained by the courts from voting on its plan of reorganization. The restraint has been lifted.

These counties represent one-third of all the school districts now existing in the state.

The number of counties having only one school district with headquarters in their counties has more than doubled—from 7 to 18—and the number of counties having only two districts with headquarters in their boundaries has increased from 7 to 10.

**Counties with One District Having Headquarters
in those Counties**

July 1, 1958

- 1 Archuleta
- 2 Delta
- 3 Denver
- 4 Jefferson
- 5 Mineral
- 6 San Juan
- 7 Summit

July 1, 1960

- 1 Archuleta
- 2 Clear Creek
- 3 Custer
- 4 Delta
- 5 Denver
- 6 Dolores
- 7 Douglas
- 8 Eagle
- 9 Gilpin
- 10 Hinsdale
- 11 Jackson
- 12 Jefferson
- 13 Lake
- 14 Mineral
- 15 Moffat
- 16 Pitkin
- 17 San Juan
- 18 Summit

**Counties with Two Districts Having Headquarters
in those Counties**

July 1, 1958

- 1 Chaffee
- 2 Custer
- 3 Grand
- 4 Hinsdale
- 5 Ouray
- 6 Pitkin
- 7 Pueblo

July 1, 1960

- 1 Chaffee
- 2 Grand
- 3 Huerfano
- 4 Ouray
- 5 Park
- 6 Phillips
- 7 Pueblo
- 8 Rio Blanco
- 9 Teller
- 10 Yuma

Twenty-eight of Colorado's 63 counties have either one or two districts, and 43 reorganized counties of the state now have five or fewer school districts. The total number of school districts in these 43 counties is 90, while the remaining 20 counties have six or more districts per county and account for a combined total of 303 districts.

Unified Districts

A very important trend is noted during the biennium in that there is a large decrease in the number of school districts which have not offered a complete program of education grades K-12 or 1-12 within their own boundaries, while the number of "unified" districts, school districts which do provide a complete program of education K-12 or 1-12 within their own boundaries, has increased.

In Colorado the categories of districts offering less than a 1-12 program within their boundaries have been (1) county high school districts, (2) union high school districts, (3) elementary districts, and (4) non-operating districts.

On July 1, 1958, there were 20 County High School Districts and 16 Union High School Districts in the state. By July 1, 1960, these numbers had been reduced to seven county high school districts and four union high school districts. The county and union high school districts which have disappeared have all been replaced by unified school districts.

County High School Districts

July 1, 1958	July 1, 1960
1 Bent	1 Bent
2 Cheyenne	*2 Gunnison
3 Dolores	3 Las Animas
4 Douglas	4 Logan
5 Eagle	5 Montezuma
6 Garfield	6 Montrose
7 Gilpin	7 Sedgwick
8 Gunnison	
9 Huerfano	
10 Jackson	
11 Las Animas	
12 Logan	
13 Moffat	
14 Montezuma	
15 Montrose	
16 Phillips	
17 Rio Blanco	
18 Sedgwick	
19 Washington	
20 Yuma	

*Gunnison has a small fragment of its county high school left after reorganization of the major portion.

Counties Having Union High School Districts, and Number of Such Districts in Each County

July 1, 1958	July 1, 1960
1 Arapahoe 1	1 Garfield 2
2 Costilla 1	2 Arapahoe 1
3 Eagle 1	3 Costilla 1
4 Garfield 3	
5 Las Animas 1	
6 Lincoln 1	
7 Phillips 1	
8 Prowers 3	
9 Routt 3	
10 Yuma 1	
Total <u>16</u>	Total <u>4</u>

It is interesting to note that this pattern of unification has progressed to the point that 195 out of the 393 school districts in Colorado are now "unified." Further, the deadwood of Colorado's large number of non-operating districts is gradually being cleared away, being reduced from 215 on July 1, 1958, to 62 on July 1, 1960. Many of these 62 non-operating districts are really fragments of districts which are awaiting completion of reorganization efforts in their area for ultimate inclusion within unified districts.

A county-by-county analysis of the picture of unified, elementary, high school, and non-operating districts as of July 1, 1960 follows:

**Unified, Elementary, High School and Non-Operating
School Districts by County, July 1, 1960**

County	Unified	Elementary	High School	Non-Operating	Total
Adams	7	2	.....	.....	9
Alamosa	2	.....	.....	1	3
Arapahoe	6	4	1	.....	11
Archuleta	1	.....	.....	.....	1
Baca	5	.....	.....	.....	5
Bent	.....	8	1	8	17
Boulder	6	17	.....	6	29
Chaffee	2	.....	.....	.....	2
Cheyenne	3	.....	.....	.....	3
Clear Creek	1	.....	.....	.....	1
Conejos	5	4	.....	2	11
Costilla	1	10	1	.....	12
Crowley	3	2	.....	4	9
Custer	1	.....	.....	.....	1
Delta	1	.....	.....	.....	1
Denver	1	.....	.....	.....	1
Dolores	1	.....	.....	.....	1
Douglas	1	.....	.....	.....	1
Eagle	1	.....	.....	.....	1
Elbert	5	.....	.....	.....	5
El Paso	16	1	.....	.....	17
Fremont	3	4	.....	3	10
Garfield	3	5	2	6	16
Gilpin	1	.....	.....	.....	1
Grand	2	.....	.....	.....	2
Gunnison	1	.....	1	2	4
Hinsdale	1	.....	.....	.....	1
Huerfano	2	.....	.....	.....	2
Jackson	1	.....	.....	.....	1
Jefferson	1	.....	.....	.....	1
Kiowa	3	.....	.....	.....	3
Kit Carson	6	.....	.....	.....	6
Lake	1	.....	.....	.....	1
La Plata	3	.....	.....	.....	3
Larimer	3	.....	.....	.....	3
Las Animas	6	8	1	5	20
Lincoln	5	.....	.....	.....	5
Logan	3	8	1	3	15
Mesa	3	.....	.....	.....	3
Mineral	1	.....	.....	.....	1
Moffat	1	.....	.....	.....	1
Montezuma	2	9	1	3	15
Montrose	.....	16	1	3	20
Morgan	6	4	.....	4	14
Otero	6	5	.....	2	13
Ouray	2	.....	.....	.....	2
Park	2	.....	.....	.....	2
Phillips	2	.....	.....	.....	2
Pitkin	1	.....	.....	.....	1

County	Unified	Elementary	High School	Non-Operating	Total
Prowers	4	....	....	....	4
Pueblo	2	....	....	....	2
Rio Blanco	2	....	....	....	2
Rio Grande	3	....	....	....	3
Routt	3	....	....	....	3
Saguache	3	....	....	....	3
San Juan	1	....	....	....	1
San Miguel	3	....	....	3	6
Sedgwick	1	7	1	5	14
Summit	1	....	....	....	1
Teller	2	....	....	....	2
Washington	5	....	....	....	5
Weld	23	11	....	2	36
Yuma	2	....	....	....	2
Totals	<u>195</u>	<u>125</u>	<u>11</u>	<u>62</u>	<u>393</u>

Classification of School Districts

Another marked change is noted in the decrease of the number of third class school districts and the increase in number of first class school districts. There is also a decrease in the number of second class school districts.

Third Class School Districts

July 1, 1958	July 1, 1960
726	215

Second Class School Districts

July 1, 1958	July 1, 1960
79	41

First Class School Districts

July 1, 1958	July 1, 1960
59	137

Enrollment of School Districts

Most authorities agree that school districts should have enrollments of 1,000 or more children to justify an acceptable range of services at a reasonable cost per pupil. Although Colorado's geography has forced compromise on this point, with one-third of its counties having less than 1,000 children enrolled within their boundaries, much improvement in this picture is noted during the biennium. On June 30, 1957 the average school district in Colorado enrolled 366 pupils. On June 30, 1960 the average school district enrolled 953 children.

As of July 1, 1960, the median school district in Colorado enrolled 121 pupils. Only 5,818 pupils (1.5%) were enrolled in the 195 school districts smaller than the median. Of the 133 operating districts with pupil enrollment below the median, 121 (91%) are in counties having had little or no reorganization of school districts.

On the other hand, 91 districts in Colorado which enroll over 500 pupils account for 328,496 pupils (87.74% of the total number of pupils in the state). Fifty-four districts in 26 counties enroll over 1,000 each, and contain 80.68% of the state's total.

The following tables show how Colorado's school children are distributed among districts of various enrollments in the respective counties.

NUMBER OF CHILDREN PER ENROLLMENT INTERVAL BY COUNTY

Number of Pupils by Intervals

COUNTY	2-5	6-15	16-25	26-35	36-50	51-75	76-100	101-150	151-200	201-250	251-500	501-750	751-1,000	1,001-1,500	1,501-2,000	2,001-3,000	3,001-5,000	5,001-7,500	7,501-10,000	10,001-15,000	15,001-20,000	Over 20,000
Adams	110	187	237	305	....	....	....	....	4,828	3,497	6,725	7,969	....	....	....
Alamosa	185	....	....	....	....	....	....	2,028	....	....	....	....	....	....
Arapahoe	20	....	....	....	....	....	342	....	....	1,808	....	1,215	....	....	3,265	6,570	7,616	12,707	....	....
Archuleta	833	....	....	....	....	....	....	....	....	....
Baca	538	....	468	602	....	....	....	....	....	....	....	....	....	....
Bent	18	24	30	....	68	....	252	....	....	388	....	953	....	....	....	....	....	....	....	....	....
Boulder	22	44	34	166	133	247	262	....	242	421	669	....	1,229	1,573	....	3,039	6,036	....	....	....	....
Chaffee	460	....	....	1,202	....	....	....	....	....	....	....	....
Cheyenne	102	....	....	574	....	....	....	....	....	....	....	....	....	....	....
Clear Creek	619	....	....	....	....	....	....	....	....	....	....
Conejos	89	42	....	....	....	164	....	726	585	....	....	....	....	....	....	....	....	....	....
Costilla	45	....	155	52	....	226	....	203	630	....	872	....	....	....	....	....	....	....	....	....
Crowley	9	....	....	....	....	232	161	....	....	523	....	....	....	....	....	....	....	....	....	....
Custer	241	....	....	....	....	....	....	....	....	....	....	....	....
Delta	3,510	....	....	....	....	....
Denver	91,126
Dolores	536	....	....	....	....	....	....	....	....	....	....
Douglas	1,125	....	....	....	....	....	....	....	....
Eagle	1,019	....	....	....	....	....	....	....	....
Elbert	85	398	....	....	321	....	....	....	....	....	....	....	....	....	....	....
El Paso	7	....	....	41	66	179	346	....	201	320	....	966	....	5,192	4,945	....	....	....	....	17,471	....
Fremont	5	25	....	43	....	....	112	....	....	....	....	....	1,318	....	2,307	....	....	....	....	....	....
Garfield	13	37	....	59	....	130	310	245	....	591	....	....	1,563	....	....	....	....	....	....	....
Gilpin	110	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Grand	382	543	....	....	....	....	....	....	....	....	....	....
Gunnison	1,124	....	....	....	....	....	....	....	....
Hinsdale	30	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Huerfano	194	....	....	....	....	1,329	....	....	....	....	....	....	....	....
Jackson	397	....	....	....	....	....	....	....	....	....	....	....
Jefferson	29,238
Kiowa	172	....	....	....	426	....	....	....	....	....	....	....	....	....	....	....
Kit Carson	352	....	453	....	....	771	....	....	....	....	....	....	....	....	....
Lake	1,473	....	....	....	....	....	....	....	....
La Plata	384	....	833	....	....	....	3,287	....	....	....	....	....
Larimer	468	659	....	....	....	....	3,290	6,150	....	....	....	....

137

Las Animas	...	...	...	27	92	273	80	243	176	...	755	...	...	...	2,235	...	...	...	...
Lincoln	...	...	...	...	...	...	...	260	195	...	266	549	...	...	...	...	...	...	...
Logan	...	...	...	57	43	...	99	330	551	...	...	900	...	...	2,261	...	...	...	...
Mesa	...	...	...	...	...	...	92	...	...	...	377	...	...	...	...	...	...	10,696	...
Mineral	...	...	...	...	...	...	89	...	...	...	...	...	...	...	...	...	...	...	...
Moffat	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1,672	...	...	...	...
Montezuma	...	8	17	...	125	131	93	...	...	...	872	616	...	...	1,618	...	...	...	...
Montrose	2	...	25	26	100	313	86	...	151	...	646	652	966	1,426	...	...	...	...	...
Morgan	...	9	17	...	...	129	...	129	185	225	...	503	...	1,264	...	2,853	...	...	...	
Otero	...	6	18	...	47	67	77	...	...	227	721	610	...	...	1,740	2,734	...	...	...	
Ouray	...	...	...	...	...	...	...	130	...	...	262	...	...	...	...	...	...	...	...
Park	...	...	...	...	...	...	...	144	...	...	317	...	...	...	...	...	...	...	...
Phillips	...	...	...	...	...	...	...	...	...	...	489	712	...	...	...	...	...	...	...
Pitkin	...	...	...	...	...	...	...	...	...	...	399	...	...	...	...	...	...	...	...
Prowers	...	...	...	...	...	...	...	...	...	...	659	597	...	...	2,210	...	...	...	...
Pueblo	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	3,253	...	...	21,987
Rio Blanco	...	...	...	...	...	...	...	...	...	...	...	1,385	...	...	...	...	...	...	...
Rio Grande	...	...	...	...	...	...	...	...	...	...	468	...	830	1,364	...	...	...	...	...
Routt	...	...	...	...	...	...	...	...	...	...	697	745	...	...	...	...	...	...	...
Saguache	...	...	...	...	...	...	80	...	...	...	277	...	859	...	...	...	...	...	...
San Juan	...	...	...	...	...	...	...	...	...	220	...	...	...	...	...	...	...	...	...
San Miguel	...	...	...	...	...	...	...	...	158	210	335	...	...	...	...	...	...	...	...
Sedgwick	...	18	60	...	...	...	...	...	160	219	660	...	...	...	...	...	...	...	...
Summit	...	...	...	...	...	...	...	...	...	...	423	...	...	...	...	...	...	...	...
Teller	...	...	...	...	...	...	...	...	...	...	573	...	...	...	...	...	...	...	...
Washington	...	...	...	...	...	...	94	...	199	235	305	739	...	...	...	...	...	...	...
Weld	9	24	17	92	91	251	...	328	366	231	3,066	650	2,769	2,457	...	6,010	...	...	...	
Yuma	...	...	...	...	...	...	...	...	...	...	...	...	...	2,115	...	...	...	...	...
Totals	16	159	324	385	945	1,542	1,473	4,196	4,222	3,389	19,237	14,893	11,552	19,660	13,358	26,401	23,141	31,491	15,585	23,403	17,474	142,441	
Grand Total																							375,284

MINING IN COLORADO AND OTHER RELATED MATTERS

NUMBER OF SCHOOL DISTRICTS PER COUNTY DISTRIBUTED BY ENROLLMENT INTERVALS

Number of Pupils by Intervals

County	0	2-5	6-15	16-25	26-35	36-50	51-75	76-100	101-150	151-200	201-250	251-500	501-750	751-1,000	1,001-1,500	1,501-2,000	2,001-3,000	3,001-5,000	5,001-7,500	7,501-10,000	10,001-15,000	15,001-20,000	Over 20,000	Total Districts	
Adams									1	1	1						2	1	1	1					9
Alamosa	1									1							1								3
Arapahoe				1									3					1	1	1	1				11
Archuleta												1	1	1											1
Baca										3		1	1												5
Bent	8		2	1	1		1		2			1		1											17
Boulder	6		2	2	1	4	2	3	2		1	1	1		1	1		1	1						29
Chaffee												1			1										2
Cheyenne									1			2			1										3
Clear Creek													1												1
Conejos	2				3	1				1		2	1	1											11
Costilla				2		4	1		2			2													12
Crowley	4		1						2	1			1												9
Custer											1														1
Delta																		1							1
Denver																								1	1
Dolores													1												1
Douglas															1										1
Eagle															1										1
Elbert								1	3			1													5
El Paso			1			1	1	2	3		2			1		3	2						1		17
Fremont	3	1	2			1			1						1		1								10
Garfield	6		1	2			1		1	2	1		1			1									16
Gilpin									1																1
Grand												1	1												2
Gunnison	3														1										4
Hinsdale					1																				1
Huerfano										1															2
Jackson												1													1
Jefferson																							1		1

Kiowa							2				1											3	
Kit Carson								3		2			1									6	
Lake														1								1	
La Plata													1		1							3	
Larimer												1						1	1			3	
Las Animas	5				1	2	4	1	2	1		2	1				1					20	
Lincoln									3			1	1									5	
Logan	3				2	1		1	4	2				1			1					15	
Mesa								1				1								1		3	
Mineral								1														1	
Moffat																	1					1	
Montezuma	3		1	1		3	2	1				2	1			1						15	
Montrose	3	1		1	1	2	5	1		1		2	1	1	1							20	
Morgan	4		1	1		2			1	1		1	1		1		1					14	
Otero	2		1	1		1	1	1		1		2	1			1	1					13	
Ouray									1		1											2	
Park								1			1											2	
Phillips											1	1										2	
Pitkin											1											1	
Prowers											2	1				1						4	
Pueblo																1					1	2	
Rio Blanco												2										2	
Rio Grande											1		1	1								3	
Routt											2	1										3	
Saguache							1				1	1										3	
San Juan											1											1	
San Miguel	3								1	1	1											6	
Sedgwick	5		2	3					1	1	2											14	
Summit											1											1	
Teller											2											2	
Washington							1		1	1	1	1										5	
Weld	2	2	3	1	3	2	4	1	1	2	1	8	1	3	1			1				36	
Yuma														2								2	
Totals	63	4	17	16	13	22	24	18	35	22	17	51	25	12	15	8	11	7	5	3	1	3	393

NUMBER OF SCHOOL DISTRICTS BY CLASS OF DISTRICTS:

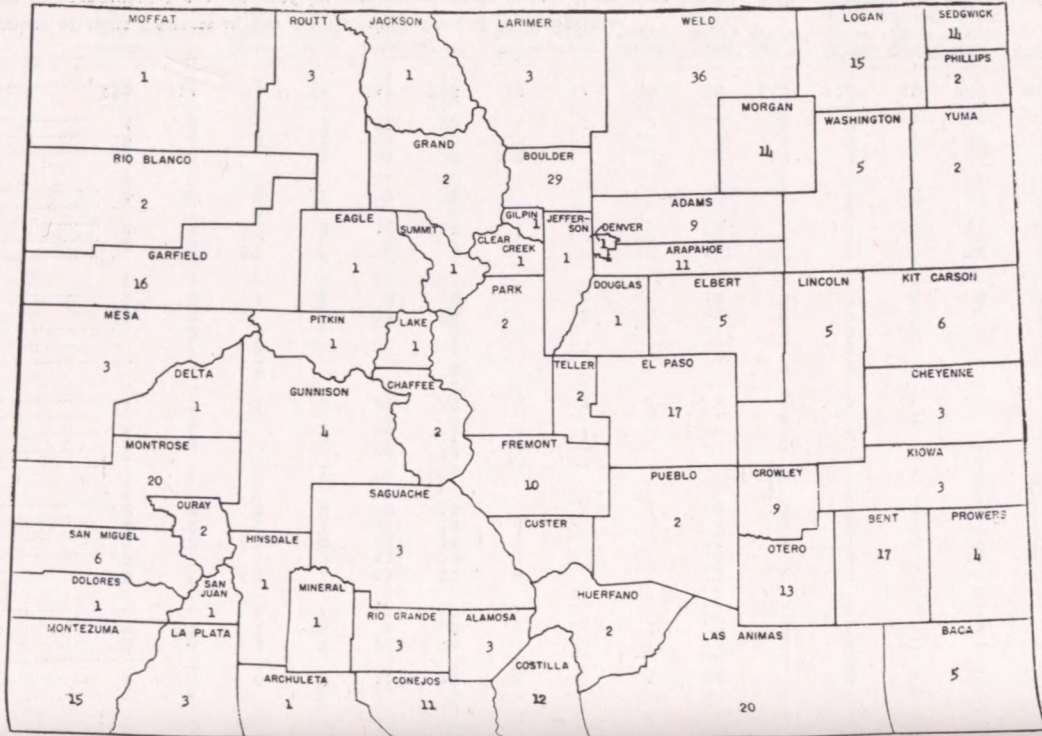
County	1958-59 SCHOOL YEAR									1959-60 SCHOOL YEAR								
	Non-Operating Dists.	Joint Dists.	First Class Dists.	Second Class Dists.	Third Class Dists.	Total	County High School	Union High School	Junior College	Non-Operating Dists.	Joint Dists.	First Class Dists.	Second Class Dists.	Third Class Dists.	Total	County High School	Union High School	Junior College
Adams	6	4	6	---	14	20	---	---	---	8	7	1	1	9	---	---	---	
Alamosa	1	6	2	---	1	3	---	---	---	1	6	2	1	3	---	---	---	
Arapahoe	3	5	6	1	11	18	---	1	---	5	8	1	1	10	---	1	---	
Archuleta	---	3	---	1	---	1	---	---	---	3	---	1	---	1	---	---	---	
Baca	8	---	---	2	25	27	---	---	---	---	5	---	---	5	---	---	---	
Bent	8	1	1	---	15	16	1	---	---	8	1	1	---	15	16	1	---	
Boulder	6	3	3	3	23	29	---	---	---	6	2	4	2	23	29	---	---	
Chaffee	---	---	2	---	---	2	---	---	---	1	2	---	---	2	---	---	---	
Cheyenne	---	---	---	1	5	6	1	---	---	---	3	---	---	3	---	---	---	
Clear Creek	1	---	---	1	6	7	---	---	---	---	1	---	---	1	---	---	---	
Conejos	4	3	1	3	13	17	---	---	---	2	4	2	2	7	11	---	---	
Costilla	---	---	---	2	9	11	---	1	---	---	---	2	9	11	---	1	---	
Crowley	4	1	---	3	6	9	---	---	---	4	2	---	3	6	9	---	---	
Custer	---	---	---	1	1	2	---	---	---	1	---	1	---	1	---	---	---	
Delta	---	1	1	---	---	1	---	---	---	1	1	---	---	1	---	---	---	
Denver	---	---	1	---	---	1	---	---	---	---	1	---	---	1	---	---	---	
Dolores	3	1	---	1	7	8	1	---	---	---	1	---	---	1	---	---	---	
Douglas	---	1	1	---	---	1	---	---	---	1	1	---	---	1	---	---	---	
Eagle	2	4	---	1	12	13	1	1	---	2	1	---	---	1	---	---	---	
Elbert	3	6	---	1	7	8	---	---	---	6	---	1	4	5	---	---	---	
El Paso	2	6	6	2	14	22	---	---	---	6	7	1	9	17	---	---	---	
Fremont	8	1	2	---	21	23	---	---	---	3	3	2	---	8	10	---	---	
Garfield	11	6	1	1	20	22	1	3	---	6	3	1	1	12	14	---	2	
Gilpin	3	1	---	---	6	6	1	---	---	---	1	---	---	1	---	---	---	
Grand	---	1	2	---	---	2	---	---	---	1	2	---	---	2	---	---	---	
Gunnison	13	1	---	1	20	21	1	---	---	13	1	---	1	20	21	1	---	
Hinsdale	1	1	---	---	2	2	---	---	---	1	1	---	---	2	---	---	---	
Huerfano	14	---	1	1	23	25	1	---	---	---	---	2	---	2	---	---	---	
Jackson	2	---	---	---	6	6	1	---	---	---	---	1	---	1	---	---	---	
Jefferson	---	---	1	---	---	1	---	---	---	---	1	---	---	1	---	---	---	
Kiowa	3	---	---	1	9	10	---	---	---	---	1	---	2	3	---	---	---	
Kit Carson	4	4	---	2	13	15	---	---	---	3	---	1	4	6	---	---	---	
Lake	---	2	1	---	---	1	---	---	---	---	1	---	---	1	---	---	---	
La Plata	5	2	2	1	12	15	---	---	---	1	3	3	---	3	---	---	---	
Larimer	4	3	2	3	28	31	---	---	---	---	---	---	---	3	---	---	---	

Las Animas	4	.....	6	2	11	19	1	.....	1	4	.....	6	1	12	19	1	.....	1
Lincoln	.....	1	5	.....	1	6	.....	.....	.....	4	.....	5	.....	.....	5	.....	.....	.....
Logan	4	1	1	2	21	24	1	.....	1	3	2	4	2	8	14	1	.....	1
Mesa	.....	2	1	1	1	3	.....	.....	1	.....	2	1	1	1	3	.....	.....	1
Mineral	.....	.....	.....	.....	1	1	.....	.....	.....	.....	.....	.....	.....	1	1	.....	.....	.....
Moffat	9	.....	1	.....	21	22	1	.....	.....	.....	.....	1	.....	.....	1	.....	.....	.....
Montezuma	3	.....	1	2	11	14	1	.....	.....	3	.....	3	.....	11	14	1	.....	.....
Montrose	3	3	1	3	15	19	1	.....	.....	3	4	1	3	15	19	1	.....	.....
Morgan	4	2	2	1	11	14	.....	.....	.....	4	3	2	1	11	14	.....	.....	.....
Otero	2	2	2	4	9	15	.....	.....	1	2	2	2	4	7	13	.....	.....	1
Ouray	.....	1	.....	1	1	2	.....	.....	.....	2	.....	1	1	2	.....	.....	.....	.....
Park	7	.....	.....	.....	14	14	.....	.....	.....	.....	.....	1	.....	1	2	.....	.....	.....
Phillips	3	6	.....	2	9	11	1	1	.....	.....	2	2	.....	.....	2	.....	.....	.....
Pitkin	.....	2	.....	1	1	2	.....	.....	.....	.....	1	.....	1	.....	1	.....	.....	.....
Prowers	11	1	1	3	28	32	.....	3	1	.....	1	4	.....	.....	4	.....	.....	1
Pueblo	.....	2	2	.....	.....	2	.....	.....	1	.....	2	2	.....	.....	2	.....	.....	1
Rio Blanco	.....	.....	2	.....	.....	2	.....	.....	.....	.....	.....	2	.....	.....	2	.....	.....	.....
Rio Grande	.....	2	3	.....	.....	3	.....	.....	.....	.....	2	3	.....	.....	3	.....	.....	.....
Routt	16	2	.....	2	24	26	.....	3	.....	.....	2	3	.....	.....	3	.....	.....	.....
Saguache	1	2	1	1	3	5	.....	.....	.....	2	2	2	.....	4	6	.....	.....	.....
San Juan	.....	.....	.....	1	.....	1	.....	.....	.....	.....	.....	.....	1	.....	1	.....	.....	.....
San Miguel	2	2	.....	.....	7	7	.....	.....	.....	3	1	1	.....	5	6	.....	.....	.....
Sedgwick	4	4	.....	2	10	12	1	.....	.....	5	1	.....	2	11	13	1	.....	.....
Summit	.....	1	1	.....	.....	1	.....	.....	.....	.....	1	1	.....	.....	1	.....	.....	.....
Teller	4	.....	1	.....	7	8	.....	.....	.....	.....	.....	2	.....	.....	2	.....	.....	.....
Washington	10	3	.....	1	27	28	1	.....	.....	.....	2	4	.....	1	5	.....	.....	.....
Weld	15	5	3	11	64	78	.....	.....	.....	2	9	6	7	23	36	.....	.....	.....
Yuma	4	5	.....	2	23	25	1	1	.....	.....	5	2	.....	.....	2	.....	.....	.....
TOTALS	225	114	76	75	647	798	18	14	6	76	115	126	42	236	404	7	4	6

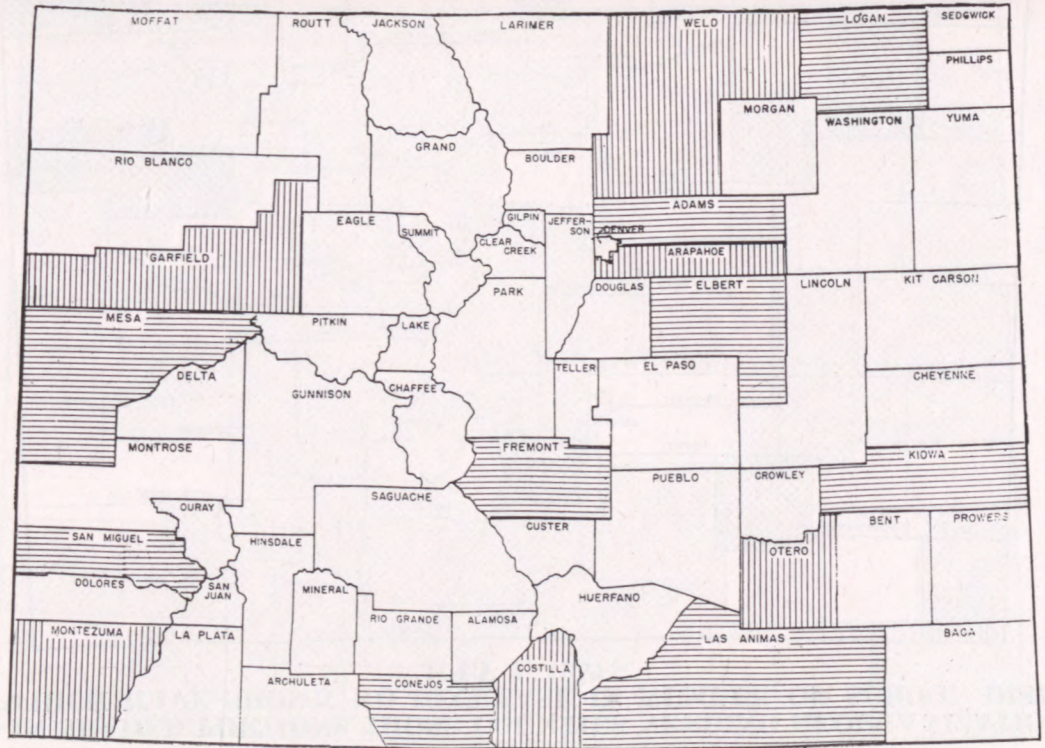
Includes total number of joint districts in the county, regardless of headquarters.

Districts in process of reorganizing are reported by component parts unless they have become body corporate by June 30 of year reported.

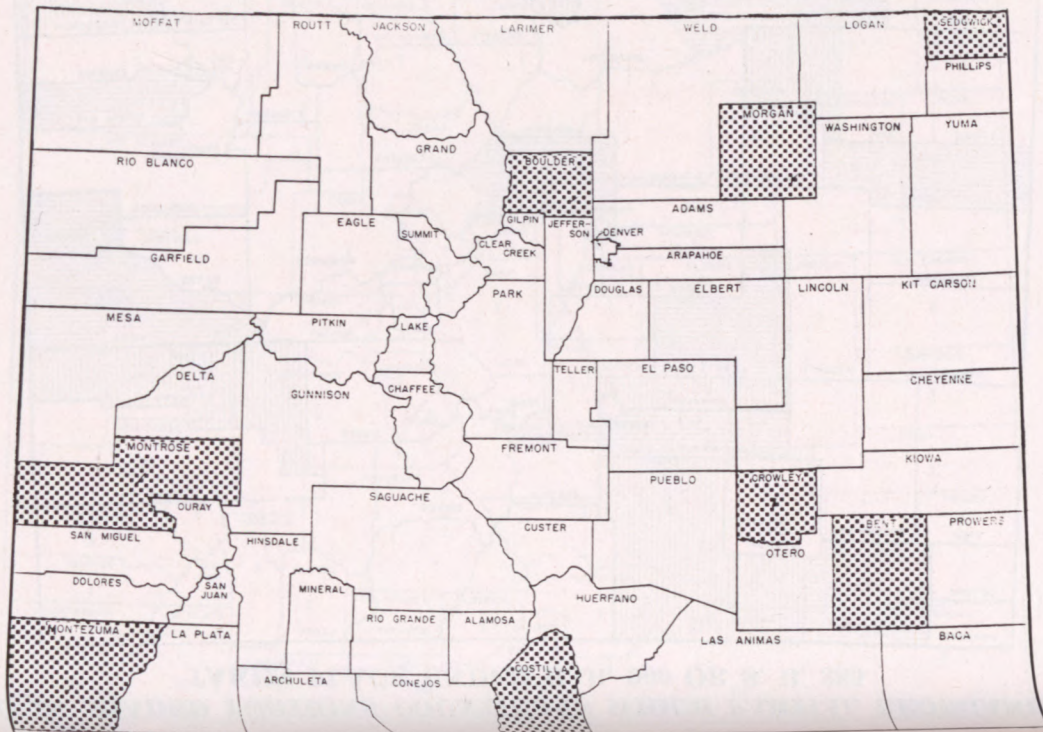
MAP SHOWING NUMBER OF SCHOOL DISTRICTS IN EACH COUNTY, JULY 1, 1960



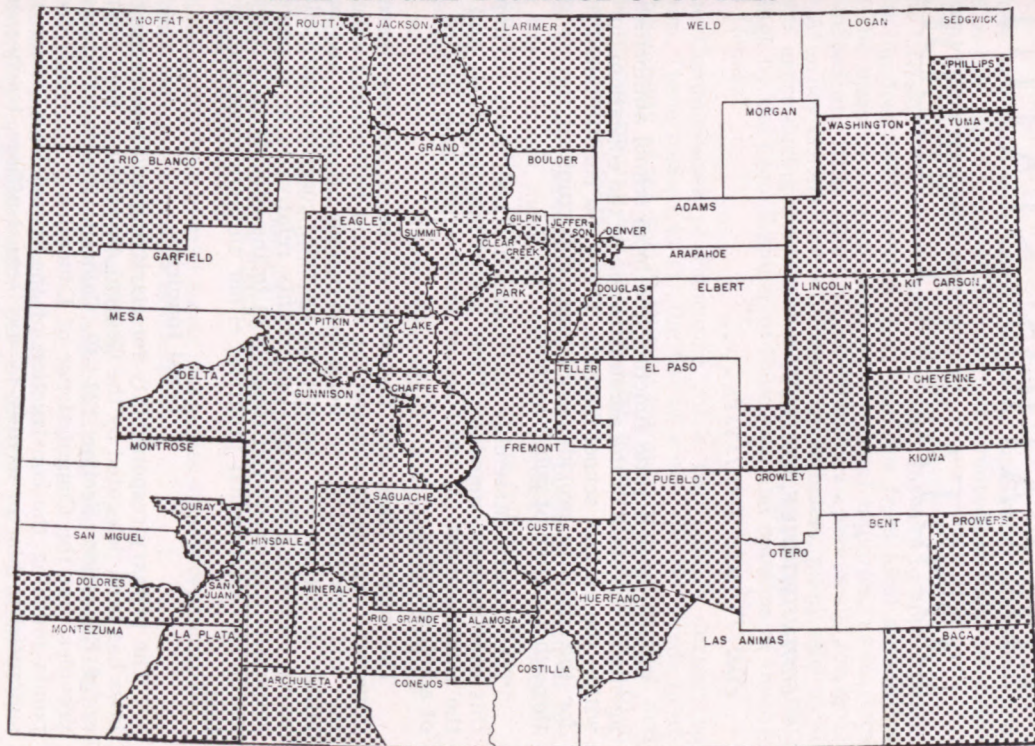
MAP SHOWING IN SHADED PORTIONS COUNTIES IN WHICH PARTIAL REORGANIZATIONS HAVE TAKEN PLACE UNDER H. B. 900 OR S. B. 385



MAP SHOWING IN SHADED PORTIONS THOSE COUNTIES NEEDING REORGANIZATION OF SCHOOL DISTRICTS WHICH HAVE SHOWN NO DECREASE IN NUMBER OF SCHOOL DISTRICTS SINCE JULY 1, 1957



MAP SHOWING IN SHADED PORTIONS THOSE COUNTIES IN COLORADO WHICH HAVE FOR ALL PRACTICAL PURPOSES COMPLETED REORGANIZATION UNDER TERMS OF S. B. 385, H. B. 900, OR ARE SINGLE DISTRICT COUNTIES



INTERPRETATIONS OF EDUCATION STATUTES CONSTANTLY NEEDED

... .. " ... *state
commissioner, counsel
contribute analyses...*"

Education is a state function and local school authorities act as agents of the state in the administration of the educational programs within the various school districts. There is a constitutional mandate for the state to provide educational opportunities for its children through a system of public schools.

The General Assembly has enacted school laws to implement this constitutional mandate. These school laws establish, and permit the establishment of, local school units which have limited powers of administration.

The school laws, and the court decisions relating thereto, are important relative to shaping the structural pattern of public education and determining the metes and bounds of powers and responsibilities of the various persons and agencies concerned with education as an on-going enterprise. Uncertainty relative to legal powers and responsibilities results in roadblocks to the educational program and continuous educational progress, either through indecision or litigation.

Legal Inquiries

The primary responsibility for clarifying and interpreting school laws has been delegated by the General Assembly to the Commissioner of Education. Section 123-1-10, Colorado Revised Statutes, 1953, 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 correct and final until set aside by a court of competent jurisdiction, or by subsequent legislation; and said decisions, correspondence and instructions may be communicated to the columns of any regularly published periodical that is devoted to the interest of education."

The primary function of the Division of Legal Services is to advise and assist the Commissioner of Education in his responsibility for deciding all points touching the construction of the school laws.

particularly those numerous decisions that do not necessarily have statewide implications. However, the Attorney General is legal counsel and adviser to the State Board of Education and the Department of Education.

In *Watts v. People of School District No. 47, 105 Colo. 544*, the Supreme Court of Colorado said that ". . . by constantly recurring piecemeal legislative amendments . . . (the statutes have) . . . developed a certain degree of ambiguity and even repugnancy. . . ." (Parenthetical Insert Supplied).

There are numerous conflicting and ambiguous statutory provisions in the school laws which result in hundreds of legal inquiries from local authorities each year.

The Division of Legal Services provided answers to approximately eight hundred (800) written legal inquiries from local authorities during the biennium. In answering these legal inquiries, more than two hundred and fifty (250) copies of opinions previously rendered by the Attorney General were utilized. Nevertheless, many new legal problems arose during the biennium. The more significant necessitated rulings by the Commissioner of Education and opinions of the Attorney General.

The Commissioner of Education made two rulings during the biennium. These related to (1) the use of school district funds to attack the validity of the School District Organization Act of 1957, and (2) the procedures for electing the first board of education within newly organized school districts.

The Attorney General rendered thirty opinions on school law during the biennium, most of these at the request of the Commissioner of Education. These opinions related to the following matters:

- School bus insurance
- Religious instruction
- Term of office for county school planning committee members
- Teacher tenure
- Safety patrols
- Property assessments and tax levies
- School district dissolution and annexation
- Jurisdiction of the county superintendent of schools
- Registration for school district organization elections
- Bonded indebtedness
- Division of school district funds and assets upon reorganization
- Vacancies on local boards of education
- Expenditure of bond proceeds
- Limitations on borrowing money
- Testing children in private schools under the National Defense Education Act
- Liability insurance for school personnel
- Contracts for governmental services between school districts
- Director districts in junior college districts
- Teacher retirement benefits
- Grants-in-aid to students attending private schools
- Eligibility of junior college districts to participate in the Public School Foundation Act
- Purchase and lease of real property by school districts
- School district organization plans
- Contractual obligations of newly organized school districts.

Litigation

There were numerous attempts during the biennium to create legal roadblocks to the progress of school district organization by litigation in the courts. Most of the legal actions were unsuccessful since the courts invalidated only two plans of school district organization out of the thirteen cases filed.

Legal actions were filed to attack the validity of school district organization in the following counties: Adams, Alamosa, Boulder, Fremont, Lake, Larimer, Las Animas, Otero, Washington, Weld and Yuma. Eight of these actions were dismissed by the trial courts, one of which remained pending on writ of error in the Supreme Court.

Of the other five cases, the trial courts invalidated school district organization in Adams and Boulder Counties and upheld the validity of school district organization in Larimer, Washington, and Yuma Counties. The staff of the Division of Legal Services performed liaison services with the Attorney General concerning these cases, assisted in the preparation of legal defenses and, in some instances, served as Special Assistant Attorney General in defending the educational agencies and officers.

It is significant to note that in none of these cases have the courts held the provisions of the School District Organization Act of 1957 to be contrary in any way to the state constitution.

Supreme Court Decisions

The Supreme Court of Colorado decided several cases during the biennium, which decision affected the personnel and educational programs of school districts. The decisions were as follows:

Teacher Tenure. A teacher does not attain tenure status in a school district until after having been employed on a full-time basis continuously for three full years and having been re-employed for the fourth year. *Marzee v. School District No. 2*, 349 P. 2d. 699;—Colo.—.

Department of Education Employees. Certain employees of the Department are officers and teachers within the meaning of Section 13, Article XII, Colorado Constitution, as exempt from Civil Service and, therefore, properly classified by the State Board of Education. *Board of Education of State of Colorado v. Spurlin*, 349 P. 2d. 357;—Colo.—.

School District Expenditures. Taxpayers have standing to question the legality of expenditures of public funds and to maintain proceedings in the nature of *quo warranto* to determine whether the Colorado High School Activities Association unlawfully holds or exercises a franchise. *People v. Colorado High School Activities Association*, 349 P. 2d. 381;—Colo.—.

Bond Elections. Although Section 123-11-10, C.R.S. 1953, provides that the ballots of a bond election are to be counted and canvassed in the same manner as those for the election of school directors, this is not equivalent to saying that the county court shall have jurisdiction of bond elections, especially when viewed in connection with the express provisions of Section 123-11-12 relating to the jurisdiction of the county court in school director election contests. *Nicholson v. Stewart*, 351 P. 2d. 461;—Colo.—.

High School Activities. A franchise is involved in a situation where public school districts voluntarily join together to perform jointly a public function through a public or quasi-public body that is operating independently of statutory authority. *People v. Colorado High School Activities Association*, 349 P. 2d. 381. —Colo—.

Legal Publications

Section 123-1-7(13), Colorado Revised Statutes, 1953, provides that the Commissioner of Education "... shall have the laws relating to the public schools printed and ... shall supply school officers, school libraries and state libraries, and other interested individuals with a copy." Under the direction of the Commissioner of Education, the Division of Legal Services performs numerous services preliminary to the printing, including those related to compilation, formats, authentication and editing.

During the biennium, the Division of Legal Services prepared the following materials for publication: (1) *School Laws of Colorado 1959*, (2) *School Laws of Colorado, 1960*, (3) *School District Organization Act of 1957*, (4) *Public School Foundation Act (Revised)*, and (5) *Legal Calendar for Colorado School Boards, 1959*.

The Way Ahead

It has been asserted, on occasions, that the purpose of legislation is to repress the activities of school officers and agencies. A careful review of the development of law reveals that this viewpoint is not sound. Rather than being formulated, enacted, and enforced to restrict the activities of school officers and agencies, the laws make it possible for such officers and agencies to exercise more discretion in the administration of the educational program—an essential to educational progress.

The school officers and agencies of Colorado are repressed at almost every corner by school laws which are obsolete, antiquated, and outmoded, many of the statutes having been enacted prior to the turn of the century or shortly thereafter.

Piecemeal amendments have resulted in numerous ambiguities and conflicting provisions. The number of legal problems which confront school officers and agencies continues to increase.

The need for a complete revision of the school laws of Colorado is apparent. A major step toward this goal was made by the Forty-second General Assembly in 1959.

House Bill No. 210, Chapter 209, Session Laws of Colorado, 1959, authorized the formation of a Legislative Council Committee to study teacher certification in the State. The committee concluded that the present statutes pertaining to teacher certification are obsolete, antiquated, and outmoded, and these statutes also contain ambiguities and conflicting provisions.

After numerous hearings, the committee requested the staff of the Division of Legal Services to draft proposed legislation based on the committee's findings with instructions to clarify existing ambiguities and eliminate numerous conflicting statutory provisions.

The committee will report its findings and recommendations to the Forty-Third General Assembly on or before January 10, 1961. The committee's recommendations will undoubtedly embody a complete revision of the existing statutes which relate to teacher certification.

Encouragement should be forthcoming for the formation of additional legislative committees to study the school laws of Colorado and to make recommendations for major revisions which would clarify the duties and responsibilities of school officers and facilitate the operation of the educational program.

15

STATE'S LEADERSHIP HELPS TO IMPROVE DISTRICT SCHOOLS

... " ... corps
of specialists offers
latest in techniques ..."

State departments of education will play increasingly important roles in the future as the American public becomes aware of the need to improve the quality of their educational programs. This increased leadership and importance of state department operations will not do violence to the desire for local control of education. It will in fact strengthen local control by helping people in local communities to operate effective educational programs and by helping to assure an acceptable level of quality which will prevent others from having to step in and take control.

The State Department of Education, working through policy established by the State Board of Education, provides both leadership and service to local school districts in addition to carrying out its statutory supervisory responsibilities. The specialists employed by the State Department of Education are in a position to know what is going on around the state, as well as major developments in other states. They share this knowledge with interested persons on the local level and attempt to get them involved in experimentation and improvement. State Department personnel also stimulate local citizens and school people to re-examine their procedures and help them to improve the schools.

An increasingly important role of the State Department of Education is that of helping to develop and administer programs of federal support for education. An example of this is the current National Defense Education Act which was enacted by the federal government and is administered by the State Department of Education.

This program is designed to aid in the early identification of gifted youngsters and to help to see that they receive the benefits they should from their schooling. It is also intended to improve the instructional programs in science, mathematics and modern foreign languages. A third part of the program dealing with the public schools is designed to improve record keeping on the local level and the collection, processing and dissemination of information at the state level. Without the help of the State Department of Education, the effectiveness of programs such as the NDEA would be seriously impaired.

The personnel of the State Department of Education is not concerned that they may become engaged in empire building or in feeling that bigness is necessarily goodness. The services provided by the Department must find acceptance at the local level or they will not be continued. The case for increased or expanded services must be largely made by the clientele, the people who profit from the services. If this is not true, the expansion does not take place.

The State Department of Education, in carrying out the policies of the State Board of Education, is a representative of the people of Colorado in their desire to improve public education in the state.

16

SCHOOLS OPERATION SEEN AS 'BUSINESS' OF MAJOR STATURE

... .. " ... many
schools operating
with 'manager unit'..."

School business management is that phase of school administration having responsibility for the management of the business affairs of the school district. It generally embraces the functions of budgeting and accounting, purchasing, operation and maintenance, transportation, and cafeteria management. These combined functions are usually assigned to the superintendent of schools as part of his responsibility to the board of education. The duties may be further delegated to a business official, known variously as a business manager, director of business services, or assistant superintendent in charge of business services. As such, the school business official is directly responsible to the superintendent of schools. This is known as the unit plan of organization and is the generally accepted plan in Colorado school systems.

Chief Business Official Basically an Educator

The general feeling among educators is that the chief business official is basically an educator with broad training and education. He should hold a high standard type of certificate like all other administrators of the staff. In addition a business background on the executive level is highly desirable.

Several of the large districts employ a full-time secretary of the board. In most cases, he performs all of the business management functions, reporting to the board through the superintendent. However, in at least two cases, he performs only the fiscal functions leaving the others to specialized personnel under the superintendent or assistant superintendent.

The majority of larger public school systems in Colorado employ a business manager or assistant superintendent in charge of business services. This official supervises the functions of budgeting and accounting, purchasing, operation and maintenance, transportation, and cafeteria management. The position is new in a number of school districts, having been added during the past two years.

In practically all cases, Colorado school business officials are professional educators. Most of them have a business background in addition to professional education and experience. Some are recruited from among business education teachers in high schools. Others are seasoned educators who have become specialists in school business management as a result of their own efforts.

Consultive Service Rendered

The State Department of Education renders consultive service in all phases of school business management. Several full-time staff members provide consultive and supervisory service. Assistance is provided through the Division of School Finance, especially by the Section for Budgeting and Accounting Procedures. Advisory service on school plants and transportation and school lunch management is provided by the staff of other divisions established for this purpose. The joint efforts of staff members of these divisions have done much to provide the leadership for the rapid growth of school business management for the public schools of Colorado during the past two years.

Budgeting and Accounting Practices

In addition to business managers and assistant superintendents, administrative assistants in charge of accounting have been added to the business management staff in several school districts. In many cases machine accounting was installed for the first time. This made it possible in such schools to expand the basic accounting code in sufficient detail to meet the actual needs.

A number of school districts designed budgets with graphic illustrations for presentation to the public. Budget meetings to discuss the proposed budgets were given greater publicity and considerable effort was made to explain the budget to the public. The "budget message" was expanded to point out the salient features of the educational plan. Emphasis was on educational benefit with the best utilization of the educational dollar.

The biennium marked the completion and publication by the State Department of Education of *The Accounting Cycle*, the official public school budgeting and accounting guide for Colorado schools.

The guide was designed for both large and small schools. Its many illustrations have been particularly helpful to those not too familiar with school accounting. It has been utilized by the schools themselves, students, accountants, and college teachers.

Following the publication of *Financial Accounting for School Activities* by the U. S. Office of Education, a state committee was organized to give direction to standardized practices in school activity accounting. The educational advantages to the school student are being given major consideration. Requiring proper budgeting, correct purchasing procedures, and standardized accounting will provide an excellent educational experience for students, as well as insure the protection of public monies.

Budgeting and accounting practices will continue to improve in Colorado. Educational planning is resolved in the budget and budgeting must set the standard for rapidly changing and growing educational planning.

Purchasing Practices Improve

The school business official in Colorado generally finds purchasing a major responsibility. A few of the larger districts employ a purchasing agent or administrative assistant to perform this function under the business official. The vast majority of business officials, however, must perform this purchasing function without assistance.

It can be said, without reservation, that the business official must know what and how to purchase. He must know education as well as product standards. The acquisition of real estate and the decision on the selection of supplies and equipment must be related to the consideration of the actual educational needs.

Because of the many scattered school districts throughout Colorado, transportation and warehousing have prevented an extension of cooperative buying. The most successful attempt at cooperative buying among school districts in Colorado has perhaps been that of the Rocky Mountain School Study Council. Among its other projects, the council, composed of school districts in the Denver metropolitan area, has for the past several years engaged in cooperative purchasing. Joint bids are invited on a variety of items such as paper supplies, pianos, electric light bulbs, projection bulbs, files, and cabinets. Standards are studied carefully and the saving in dollars has been tremendous.

Operation and Maintenance Training

The most poorly trained school employee in the school district is often the custodian. In small school districts especially, the custodian has had little or no training. Mechanization throughout school buildings has, of necessity, required the services of an experienced building engineer.

The rapid growth in size of school districts in Colorado during the past two years has made it possible and necessary for many districts to employ a trained person to manage the operation and maintenance program. This individual, working under the direction of the business official, has organized training programs for its operation and maintenance personnel—particularly custodians. This has, in many districts, led to the establishment of career positions in this category. In addition, some of the colleges have offered short institutes to prepare school operations personnel.

A one-week training institute for operational employees (custodians) of schools, sponsored by the Colorado State College, has provided an outstanding training program for many years and had its usual fine attendance during the past two years. It is conducted during the month of June and is open to all operational employees in Colorado public schools. The school district normally pays tuition, room, and board. It is possible to attend for three successive years, the first being training in housekeeping functions and latter years in progressively more complex mechanical procedures. Staff of the institute includes outstanding school personnel and tradesmen from Colorado institutions. Some of these are provided from the staff of the Denver Public Schools.

More districts than ever before employ their own maintenance personnel. These include painters, carpenters, mechanics, and others. A well-planned work program scheduled throughout the school year keeps these persons occupied full time. They are specialists, and as a team provide all necessary maintenance.

Broad Training Program

The training program in school business management has been broad. Through the facilities of the University of Colorado, graduate courses in public school fund accounting and school plants taught by members of the State Department of Education staff have been added to the university curriculum. It is anticipated considerable expansion of this training and education program will continue in the future.

Workshops of the School Lunch Division have given on-the-job training to hundreds of school lunch employees throughout the state of Colorado. There have been workshops for school bus drivers and conferences on site acquisition and school plant planning.

The Colorado Association of School Business Officials has provided two meetings per year relative to problems of school business officials. Practical in nature, the meetings are attended by chief school business officials, as well as school accountants, custodians, purchasing agents, and other related staff members.

Liaison has been provided with the Association of School Business Officials of the United States and Canada. A staff member of the Department of Education has participated as a discussion leader at both annual meetings of this association. This has facilitated the exchange of ideas on procedures on a national scale.

Concerted efforts to achieve efficient school business management have resulted in the improvement of its several functions. The functions applicable to business management are continually being studied and coordinated. The benefits which have been effected through central management of school business affairs have illustrated that this is the most practical and efficient method of operation.

DISTRICTS IN STATE URGED TO CONSTRUCT FUNCTIONAL SCHOOLS

.. . . . "....adequate
buildings create proper
teaching-learning area..."

School buildings, the grounds, and the installed equipment play an important role in the success of a school district's efforts to provide effective educational experiences for the children and youth. In this sense, the function of school plant facilities is to create the environment most advantageous to the teaching-learning activities carried on in the program of instruction. Accomplishing this functional relationship between plant facilities and program effectiveness requires that new buildings be carefully planned in terms of realistic educational goals and that older buildings be evaluated for renovation or replacement in the same terms.

The Department of Education, through its Division of School Plant and Transportation Services, assists local school districts in planning and conducting studies of local school building needs. The director of School Plant Services also works with practicing architects to aid them in understanding modern educational practices and programs in order that they may be incorporated into school building designs.

During the past biennium, 1958-60, comprehensive studies of local programs of education have been carried out by the staff of the Department of Education in an effort to assist school districts to define educational goals by which realistic building needs could be established. Surveys completed or in progress during the period were made in La Plata County, Moffat County, Huerfano County, Clear Creek County, Summit County, Gunnison County, and Phillips County.

As in past years, the problem of financing necessary school construction and renovation has been made difficult because of the lack of funds. With the exception of funds available from federal sources, school construction costs are financed primarily through the sale of bonds against the assessed valuation of the district. The same property is also taxed for capital improvements for municipal, county, and special agencies.

As of January 1, 1956, the total bonded indebtedness of state and local agencies in Colorado was \$350,458,162, of which \$158,563,850 was for school district bonds. By January 1, 1960, total bonded indebtedness of state and local agencies had increased to \$514,407,436, of which \$200,134,950 was for school bonds. Although total state indebt-

edness showed an increase of 18 percent during this four-year period, school bonded indebtedness had increased by 29 percent.

Estimates of the need for new and improved school plant facilities indicate that approximately 1,200 classrooms should have been provided in the state during the school year 1959-60 to replace obsolete buildings and to meet the needs of rapidly increasing school enrollments. Only 800 classrooms were constructed. For the next five years the annual requirement for new and improved space is estimated to be 1,350. With the mounting burden of bonded indebtedness upon local property, it seems unlikely that the necessary classroom spaces will be available.

18

BUS TRANSPORTATION NOW BIG FACTOR IN SCHOOL ATTENDANCE

... .. " ... state
participates in cost
of pupil hauling ... "

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 at public expense. In 1929 legislative action made it possible for school 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 in the district.

The costs arising from the service were considered to be 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 in excess of 12 million miles at a total cost to local school districts of two and one-half million dollars. In the year ending June 30, 1958, over 14 million bus miles were traveled in transporting 76,770 children to and from school at a local cost of over three million dollars. During this period state assistance to local districts more than doubled.

During the year ending June 30, 1959, approximately 2,000 bus drivers traveled in excess of 14 million miles transporting 87,336 school children between home and school. The cost of the program to the local districts was approximately \$4,600,000 with nearly \$1,300,000 of the cost reimbursed through the state assistance program.

The State Department of Education provides leadership services

in planning and equipping school transportation programs. In August, 1958, the first annual School Bus Drivers Institute was held under the joint sponsorship of the State Department of Education and the Highway Safety Council. Approximately 500 bus drivers attended. In October, 1959, the second annual Bus Drivers Institute was held in two sections—Grand Junction and Denver—the dates and places of meeting corresponding to those of the Colorado Education Association meetings.

The primary point of view expressed in the three bus driver institutes has been safety of the children. While much of the emphasis was upon equipment, there has been a great increase of interest in bus driving as a career field in school employment. Excellent cooperation from the Colorado State Patrol and the Motor Vehicle Division, Department of Revenue, has greatly increased the effectiveness of safety training in the operation of school bus transportation throughout the state.

Also, during the school year 1958-59, a special committee of state and local school officials studied and made recommendations concerning the revision of the Colorado school bus regulations. In August of 1959, the revised regulations were adopted by the State Board of Education and were published and distributed to all local school districts.

19

STATE DEPARTMENT WORKS CLOSELY WITH MANY UNITS

... .. “... lay
and professional groups
plan cooperatively...”

Under our decentralized system of public school administration, the schools are “everybody’s business” and a host of citizens’ groups, educators’ organizations, and governmental agencies are actively engaged in promoting improved educational programs. The State Department of Education, perhaps more than any other agency of state government, is called upon to work closely with a wide variety of related agencies and organizations. This widespread interest and effort in behalf of our public schools assures that our educational system will continue to be the servant rather than the master of the people.

During the biennium, hundreds of local citizens have continued to serve on the county school planning committees established by Senate Bill 385 in 1957 for the purpose of developing proposals for improved school district organization within the counties. Also, many local boards of education have continued to have the interested support and assistance of citizens' advisory committees composed of a representative cross-section of the community's population. It is indeed heartening when the Department of Education is called upon to assist these local citizens' groups in studying problems related to the improvement of public education.

The continued interest and support of statewide citizens' organizations also have been very evident. The Colorado Congress of Parents and Teachers continues to urge local interest in school problems, as well as developing and promoting a statewide program of needed educational improvements.

The study and recommendations of the 1960 White House Conference on Children and Youth have been of particular significance in terms of citizen interest in education. Nearly 4,000 Colorado citizens had the opportunity to review our state's provision for the health, welfare, and education of our children and youth and to make recommendations for needed changes. The Department of Education was particularly pleased to be asked to provide consultative assistance and office space to the state committee. The recommendations contained in the committee's final report to the governor warrant close attention and further implementation by all Colorado public officials and agencies concerned with the education of our youth.

Locally elected school officials are becoming more aware of their role in developing and improving the state's total educational program. Through the Colorado Association of School Boards, local school board members are making their voice heard in all aspects of the development of statewide policy for public education.

Professional educators also have sustained their efforts to improve educational programs through their statewide organizations. The Colorado Education Association, with its several affiliated organizations, and the Colorado Federation of Teachers have continued to support programs of statewide scope and importance to the public school system, as well as promoting programs designed to improve the working conditions and economic status of the teaching profession.

Recent years also have witnessed an increased interest in educational problems on the part of a variety of governmental agencies other than the Department of Education. In particular, the legislative branch of state government has given concentrated study to a number of educational problems through its interim Legislative Council and specially created committees. The Legislative Council has studied problems related to school finance, school district organization, and teacher certification and has made recommendations which subsequently have been enacted into law. Special legislative committees have been created to study such problems as education beyond the high school, scholastic endeavor, and the administration of state school lands.

Many other state agencies such as the state supported colleges and universities, Board of Standards for Child Care, Highway Safety Council, Colorado Surplus Property Agency, Colorado Civil Defense Agency, and many others frequently call upon the Department of

Education for assistance in matters that affect their relationships with the public schools.

There exist, also, those non-governmental agencies composed of member schools or school districts which, in a voluntary manner, attempt to establish acceptable standards for the operation of the school program. Particularly noteworthy in this respect are the continuing efforts of the North Central Association of Colleges and Secondary Schools and the Colorado High School Activities Association to effect a common standard of quality in the conduct of both the academic program and interscholastic activities.

In a variety of ways, as functioning members of committees and associations, or through liaison contacts, the Department of Education attempts to coordinate the efforts of this great host of related agencies and organizations and to channel their energies into concerted programs for the improvement of public education in Colorado.

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SECTION FIVE

FINANCING
COLORADO'S
SCHOOLS

... .. “...adequate
school funds are a
constant problem...”

SECTION FIVE

FINANCING
COLORADO'S
SCHOOLS

...
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BASIS OF SUPPORT FOR COLORADO'S PUBLIC SCHOOLS

... .. ".... *public*
schools in Colorado financed
on the foundation principle...."

The Constitution of Colorado provides for the General Assembly to establish and maintain a uniform system of free public schools throughout the state, where all residents of the state between the ages of six and twenty-one years may be educated gratuitously.

The number of youth of Colorado who have made use of this opportunity for the past ten years, in the elementary and secondary public schools, is reflected by the enrollment on the last day of the school year. Comparison is made with the 1950 and 1960 population census.

Year	Enrollment	Percent of Population Enrolled	Population Census
1949-50.....	217,020	16.38	1,325,089
1950-51.....	227,231	.....	.....
1951-52.....	233,367	.....	.....
1952-53.....	252,326	.....	.....
1953-54.....	271,760	.....	.....
1954-55.....	276,572	.....	.....
1955-56.....	293,897	.....	.....
1956-57.....	310,889	.....	.....
1957-58.....	328,713	.....	.....
1958-59.....	345,828	.....	.....
1959-60.....	363,100*	20.70	1,753,947
Increase for the Period.....	67.3%		32.36%

*Estimate.

It is important to observe that only 16.38% of the 1950 population was in the public schools, as compared with 20.70% of the 1960 population. Although the population has increased only 32.36% for the period, the school enrollment has increased 67.3%.

The money necessary to pay for the current expenses and to provide buildings and facilities for these pupils has likewise increased.

The use of the money may be considered in three general categories:

First: Expenses for current operations, which cover the very large and important items of teacher salaries and instructional supplies; administration of the school program; operation and maintenance of the school plant; and transportation of the pupils to and from school.

Second: Current expenditures for payment 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 the purchase of sites and equipment.

TOTAL COST OF PUBLIC SCHOOL PROGRAM

(Exclusive of Junior Colleges)

1949-50 through 1959-60

School Year	Current Operation	Debt Service	Capital Outlay	Total
1949-50.....	\$ 41,709,653	\$ 5,276,010	\$ 13,288,843	\$ 60,274,506
1950-51.....	44,527,585	5,407,373	13,777,316	63,712,274
1951-52.....	49,422,570	5,604,637	16,453,283	71,480,490
1952-53.....	58,062,292	7,090,322	20,685,860	85,838,474
1953-54.....	65,743,665	9,724,994	24,554,473	100,023,132
1954-55.....	72,892,268	10,998,176	28,389,376	112,279,820
1955-56.....	82,241,384	12,606,231	36,687,508	131,535,123
1956-57.....	92,709,916	14,191,064	28,424,932	135,325,912
1957-58.....	104,901,820	13,587,831	34,001,317	152,490,968
1958-59.....	117,652,065	14,967,688	42,854,932	175,474,685
1959-60*.....	131,400,000	16,600,000	40,000,000	188,000,000

*Estimate.

To pay these costs, the General Assembly has made provision for the school districts to make tax levies upon the assessed valuation of the school districts. These tax levies are specified for the Special Fund, Teacher-Retirement Fund, Capital Outlay Building Fund, and Bond and Interest Fund.

Provision is made for school districts to obtain non-revenue receipts by vote upon bond issues for school buildings. The bond issues extend over a period of ten to twenty-five years for repayment.

Provision has also been made for a uniform county-wide twelve mill levy for schools, as a county equalization participation measure.

The sources of money described represent the major portion of school receipts. Since the revenue results from the assessed valuation of property, there is a great disparity of county ability per pupil, which is in the ratio of about fifteen to one.

In recognition of the disparity of ability of counties to raise sufficient money from a property tax, the state has provided a Minimum Equalization Program for current expenses. This permits state sources of revenue, which are derived from other than property tax, to be shared in the equalization process.

In addition, the state has made provisions for direct grants in aid and appropriations for special services.

Several federal laws make sources of revenue available to the public schools.

The following tables represent the pattern of the sources of revenue. Because the sources during the school year and the calendar year overlap, the table does not represent the actual receipts within the school year.

PUBLIC SCHOOL SYSTEM SOURCES OF MONEY

Sources of Money for School Districts, 1958-1959

Revenue:

Federal

American Printing House for Blind (Credit).....	\$	1,639
Federal Flood Control		9,311
Federal Forests		106,105
Federal Lands Materials.....		2,876
Federal Mineral Lease (County Level).....		306,589
Johnson O'Malley (Indians).....		56,593
NDEA, Title III.....		.....
NDEA, Title V—Guidance.....		.....
NDEA, Title V—Testing.....		.....
Public Law 874.....		3,299,006
Public Law 815.....		2,733,567
School Lunch		780,497
School Milk		509,583
Surplus Food (Values).....		1,176,981
Sub-Marginal Lands		26,812
Migratory Bird Conservation (Wild Life Refuge).....		2,374
Vocational Education		
Smith Hughes		53,170
George Barden, Title I and II.....		137,378
George Barden, Title III.....		30,431

State

\$ 9,232,912

Appropriation, State Public School Fund (Excludes Junior Colleges)	\$	21,373,000
Appropriation, Public School Transportation Fund.....		1,300,000
Appropriation, Physically and Mentally Handicapped Children		424,000
Appropriation, Vocational Education (Excludes Junior College)		120,519
Federal Mineral Lease (State Public School Fund)....		3,082,897
Public School Income Fund (Earnings).....		3,216,383
Reimbursement, Title III, NDEA.....		.....
School District Organization.....		13,945
Teacher Emeritus		471,734

30,002,478

County

Property Tax	\$	24,862,058
Specific Ownership Tax.....		4,116,015
Other Revenue		202,246

\$ 29,180,319

School Districts

Property Tax	\$	76,380,991
Delinquent Taxes and Penalties.....		708,983
Tuition from Patrons.....		304,677
Transportation Fees, Patrons.....		24,425
Other District Revenues.....		2,804,319
School Lunch Auxiliary Enterprise, Food Sales.....		5,970,555

\$ 86,193,950

Total Revenue Resources..... \$154,609,659

Non-Revenue:

School Districts

Sale of Bonds.....	\$	23,999,256
Loans		449,323
Sale of Property.....		244,352
Insurance and Sales Tax Adjustment.....		471,763

\$ 25,164,694

Total Non-Revenue Resources..... \$ 25,164,694

Specific Purpose Grants

Foundations

Ford Foundation, Small High Schools Project.....	\$	29,165
Kellogg Foundation, CPEA.....		320
	\$	29,485

Total Specific Purpose Grants..... \$ 29,485

TOTAL RESOURCES OF PUBLIC SCHOOLS!..... \$179,803,838

*There may be other sources, such as from the Surplus Property Agency and Student Activity Accounts. The table represents a pattern of resources (not actual receipts relative to the school year 1958-59).

Sources of Money for State Department of Education Administration
1958-1959

Federal			
Vocational Education	\$	83,046	
NDEA, Title III		19,907	
NDEA, Title V—Supervision, Guidance, and Counseling		3,492	
NDEA, Title X		12,161	
	\$	<u>118,606</u>	
State			
Office of Commissioner	\$	492,406	
Teacher Certification		15,067	
Conservation (Game and Fish Department)		7,500	
School District Organization		29,309	
Title III, NDEA		5,148	
Title V, NDEA—Supervision, Guidance, and Counseling		29,410	
Title X, NDEA		9,438	
Vocational Education (Appropriation)		105,552	
Vocational Education (Cash Fund)		9,485	
	\$	<u>703,315</u>	
Foundations			
Ford Foundation, Small High School Project	\$	17,912	
Kellogg Foundation, CPEA		5,863	
	\$	<u>23,775</u>	
Total Sources for State Department of Education			\$ <u><u>845,696</u></u>

Services Administered by the State Department of Education
1958-1959

Federal			
Community Library Services	\$	74,826	
Migrant Education Study		12,080	
Vocational Education			
Smith Hughes			
Colorado State University		9,500	
Mesa Junior College		214	
George Barden			
Colorado State University		18,647	
Colorado State College		120	
Junior Colleges		51,069	
	\$	<u>166,456</u>	
State			
Higher Learning Emeritus Retirement Fund	\$	166,000	
Vocational Education			
Colorado State University		1,000	
Junior Colleges		23,384	
	\$	<u>190,384</u>	
Foundations			
Migrant Child Foundation, Pleasantville, N. Y.	\$	<u>1,500</u>	
Total Services Administered			\$ <u><u>358,340</u></u>

PUBLIC SCHOOL SYSTEM SOURCES OF MONEY

Sources of Money for School Districts, 1959-1960

Revenue:

Federal

American Printing House for Blind (Credit).....	\$ 1,823
Federal Flood Control.....	7,467
Federal Forests.....	96,140
Federal Lands Materials.....	3,559
Federal Mineral Lease (County Level).....	309,780
Johnson O'Malley (Indians).....	78,445
NDEA, Title III.....	461,749
NDEA, Title V—Guidance.....	101,600
NDEA, Title V—Testing.....	13,535
Public Law 874.....	4,715,758
Public Law 815.....	1,453,573
School Lunch.....	770,252
School Milk.....	592,587
Surplus Food (Values).....	1,620,659
Sub-Marginal Lands.....	27,425
Migratory Bird Conservation (Wild Life Refuge).....	1,242
Vocational Education	
Smith Hughes.....	52,928
George Barden, Title I and II.....	112,395
George Barden, Title III.....	47,556

\$10,468,473

State

Appropriation, State Public School Fund (Excludes Junior Colleges).....	\$23,325,400
Appropriation, Public School Transportation Fund.....	1,360,000
Appropriation, Physically and Mentally Handicapped Children.....	475,000
Appropriation, Vocational Education (Excludes Junior Colleges).....	136,231
Federal Mineral Lease (State Public School Fund).....	2,630,750
Public School Income Fund (Earnings).....	3,115,736
Reimbursement, Title III, NDEA.....	12,918
School District Organization.....	15,118
Teacher Emeritus.....	488,604

\$31,559,757

County

Property Tax.....	\$25,578,217
Specific Ownership Tax.....	4,490,972
Other Revenue.....	226,253

\$30,295,442

School Districts

Property Tax.....	\$85,160,160
Delinquent Taxes and Penalties.....	869,510
Tuition from Patrons.....	315,831
Transportation Fees, Patrons.....	388,453
Other District Revenues.....	3,453,164
School Lunch Auxiliary Enterprise, Food Sales.....	6,855,292

\$97,042,410

Total Revenue Resources..... \$169,366,082

Non-Revenue:

School Districts

Sale of Bonds.....	\$21,105,796
Loans.....	985,061
Sale of Property.....	334,794
Insurance and Sales Tax Adjustment.....	523,941

\$22,949,592

Total Non-Revenue Resources..... \$ 22,949,592

Specific Purpose Grants

Foundations

Ford Foundation, Small High Schools Project.....	\$ 38,024
Kellogg Foundation, CPEA.....	376

Total Specific Purpose Grants.....\$ 38,400

\$ 38,400

TOTAL RESOURCES OF PUBLIC SCHOOLS*..... \$192,354,074

* There may be other sources, such as from the Surplus Property Agency and Student Activity Accounts. The table represents a pattern of resources (not actual receipts relative to the school year 1959-60).

**Sources of Money for State Department of Education Administration
1959-1960**

Federal	
Vocational Education	\$ 86,218
NDEA, Title III.....	34,264
NDEA, Title V—Supervision, Guidance, and Counseling..	39,847
NDEA, Title X.....	33,321
	<hr/>
	\$ 193,650
State	
Office of Commissioner.....	\$ 522,141
Teacher Certification	16,428
Conservation (Game and Fish Department).....	7,500
School District Organization.....	23,595
Title III, NDEA.....	36,358
Title V, NDEA—Supervision, Guidance, and Counseling..	32,248
Title X, NDEA.....	30,846
Vocational Education (Appropriation).....	109,014
Vocational Education (Cash Fund).....	5,627
	<hr/>
	\$ 783,757
Foundations	
Ford Foundation, Small High Schools Project.....	\$ 22,562
Kellogg Foundation, CPEA.....	3,813
	<hr/>
	\$ 26,375
Total Sources for State Department of Education.....	<u>\$ 1,003,782</u>

**Services Administered by the State Department of Education
1959-1960**

Federal	
Community Library Services.....	\$ 88,084
Migrant Education Study.....	10,252
Adams State College.....	2,458
Vocational Education	
Smith Hughes	
Colorado State University.....	9,500
Northeastern Junior College.....	399
George Barden	
Colorado State University.....	28,948
Junior Colleges	85,407
	<hr/>
	\$ 225,048
State	
Higher Learning Emeritus Retirement Fund.....	\$ 171,066
Vocational Education	
Colorado State University.....	7,914
Colorado State College.....	117
	<hr/>
	\$ 179,097
Total for Services Administered.....	<u>\$ 404,145</u>

Details of the use of this public school money, as well as the percentage relationship, are shown in the following tables:

COLORADO PUBLIC SCHOOL EXPENDITURES

School Year 1958-1959

Administration	Expenditures	Percent of Current Exp.	
		Inc. Trans.	Exc. Trans.
Salaries	\$ 3,343,734	2.832	2.946
Contracted Services	140,172	.119	.123
Other Expenses	652,450	.552	.575
Total Administration	\$ 4,136,356	3.503	3.644
Instruction			
Salaries:			
Principals	\$ 4,524,445	3.832	3.987
Consultants and Supervisors.....	1,795,358	1.520	1.582
Teachers	68,276,794	57.828	60.160
Other Instructional Staff.....	1,075,106	.910	.947
Secretarial and Clerical.....	2,149,200	1.820	1.894
Other Salaries for Instruction	72,117	.061	.064
Textbooks	1,351,576	1.145	1.191
School Library and Audio-Visual	793,353	.673	.699
Teaching Supplies	1,981,602	1.679	1.746
Other Expenses	563,380	.477	.496
Total Instructional Cost.....	\$ 82,582,931	69.945	72.766
Attendance Services			
Salaries	\$ 290,770	.247	.256
Other Expenses	12,225	.010	.011
Total Attendance Services....	\$ 302,995	.257	.267
Health Services			
Salaries	\$ 723,837	.613	.638
Other Expenses	116,111	.098	.102
Total Health Services.....	\$ 839,948	.711	.740
Operation of Plant and Equipment			
Salaries	\$ 6,257,465	5.300	5.514
Contracted Services	57,304	.049	.050
Heat for Buildings.....	1,614,400	1.367	1.422
Utilities, Except Heat.....	1,886,025	1.597	1.662
Supplies, Except Utilities.....	684,965	.580	.604
Other Expenses	108,058	.092	.095
Total Operation of Plant and Equipment	\$ 10,608,217	8.985	9.347
Maintenance of Plant and Equipment			
Salaries	\$ 1,665,849	1.411	1.468
Contracted Services	824,036	.698	.726
Replacement of Equipment.....	1,083,704	.918	.955
Other Expenses	953,896	.808	.840
Total Maintenance of Plant and Equipment	\$ 4,527,485	3.835	3.989
Fixed Charges			
Employee Retirement, Special Fund	\$ 3,913,763	3.315	3.449
Employee Retirement, Teacher Retirement Fund	3,061,706	2.593	2.698
Insurance and Judgments.....	1,153,086	.977	1.016
Rent	270,528	.229	.238
Interest	35,202	.030	.031
Treasurers' Commissions, ALL Funds	861,240	.729	.759
Other Fixed Charges, ALL Funds	104,730	.089	.092
Total Fixed Charges.....	\$ 9,400,255	7.962	8.283

School Year 1958-1959

(Continued)

Administration	Expenditures	Percent of Current Exp. Inc. Trans.	Exc. Trans.
Food Services			
Salaries	\$ 251,141	.213	.221
Other Expenses	105,568	.089	.093
Deficit of Separate Fund.....	51,352	.044	.046
Total Food Services.....	\$ 408,061	.346	.360
Student Body Activities			
Salaries	\$ 47,870	.040	.043
Other Expenses	188,414	.160	.166
Deficit of Separate Fund.....	33,253	.028	.029
Total Student Body Activi- ties	\$ 269,567	.228	.235
Community Services			
Recreation	\$ 315,129	.267	.278
Civic Activities	86,902	.074	.076
Public Library	2,931	.002	.002
Welfare Activities	10,916	.009	.010
Total Community Services....	\$ 415,878	.352	.366
Total Current Expenses, Exclu- sive of Transportation.....	\$113,491,693		100.000
Pupil Transportation Services			
Salaries	\$ 1,767,300	1.497	
Contracted Services	922,064	.781	
Replacement of Vehicles.....	652,640	.553	
Transportation Insurance	103,992	.088	
Payments in Lieu of Transporta- tion	95,708	.081	
Other Expenses	1,034,546	.876	
Total Pupil Transportation Services	\$ 4,576,250	3.876	
Total Current Expenses, Includ- ing Transportation Services....	\$118,067,943		100.000
Capital Outlay			
Special Fund:			
Sites	\$ 809,237		
Buildings	1,854,663		
Equipment	2,015,988		
Capital Outlay Fund			
Sites	\$ 1,417,746		
Buildings	33,946,133		
Equipment	1,557,968		
Capital Reserve Building Fund			
Sites	\$ 116,371		
Buildings	898,195		
Equipment	238,631		
Total Capital Outlay.....	\$ 42,854,932		
Debt Service			
Special Fund:			
Principal of Debt, or overdraft..\$	398,709		
Interest on Debt.....	4,534		
Paid Into Sinking Fund.....	27,549		
To School Housing Authority..	27,305		
Other Debt Service.....	26,902		
Bond and Interest Fund			
Principal of Debt.....	\$ 9,138,014		
Interest on Debt.....	4,901,151		
Other Debt Service.....	378,512		
Capital Outlay Fund			
Principal of Debt.....	\$ 40,599		
Interest on Debt.....	17,036		
Other Debt Service.....	6,977		
Capital Reserve Building Fund			
Principal of Debt.....	\$ 400		
Interest on Debt.....			
Total Debt Service.....	\$ 14,967,688		
TOTAL EXPENDITURES	\$175,890,563		

Junior Colleges are not included in this study.
SOURCE: District Secretaries' Annual Reports for 1958-59 . . . Division of Re-
search and Statistics.

COUNTY AND LOCAL SUPPORT FOR EDUCATION

... .. “... *local*
property taxes are basis
of local school support...”

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 1958 was \$3,282,086,098; for 1959, it was \$3,422,957,409—representing an increase of 4.29 percent over 1958. 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 capital reserve building 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 1958 school district tax levies amounted to \$80,615,378; and for the tax year 1959, the district tax levies were \$90,454,661—showing an increase of 12.20 percent.

*Budgets prepared by local district boards are not subject to the approval of, or revision by, other locally elected officials or bodies. The budgets are subject to the limitations established by the laws enacted by the legislature, or approval of increases by majority vote of the taxpaying electors.

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. The distribution of these revenues to the districts is in proportion to the values of their classroom units under the equalization program.

These revenues are collected by the county treasurer and credited to the county public school fund. At the end of each month the revenues are apportioned to the eligible school districts and are credited to the special fund of such districts. The apportionments are made by the county treasurer from proportions certified by the State Board of Education. For the tax year 1958, county tax levies for schools amounted to \$24,305,959; and for the tax year 1959 the county school levies were \$24,761,425—representing an increase of 1.87 per cent. This low rate was partially caused by the absorption of 7.5 mills of the county levy into the district levy of Jefferson County for 1959.

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.

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 Percent 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

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 reg-

*The Colorado Tax Commission has authority to approve a higher limit, but only in an emergency, up to the emergency limit.

istration 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.

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.

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. Warrants may be issued to the full amount of the appropriations for 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. Under publicized declaration of emergency, warrants as a temporary loan may be issued in excess of the appropriation, not to exceed such amount as can be raised by a two mill levy on the assessed valuation of the taxable property within the limits of the school district.

STATE SUPPORT FOR EDUCATION

... .. " ... state
support given to
many special programs ... "

To understand Colorado state support for schools, it is necessary to understand the sources of state money, the methods by 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, 1960, amounted to \$24,714,541 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 \$1,030,603 in 1959-60.

Public School Fund

June 30, 1960

Cash	\$ 92,782.45
School District Bonds.....	12,166,897.72
County and Municipal Bonds.....	9,429,432.45
U. S. Bonds.....	2,410,000.00
Farm Loans	13,745.96
U. S. Insured Loans.....	354,229.84
Foreclosed Permanent Fund Lands.....	247,453.20
	<hr/>
	\$24,714,541.68

The net income from this fund, including interest on investments and royalties on lands, available from the State Public School Fund was \$3,216,383 in 1958-59 and \$3,115,736 in 1959-60. 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 or Revenues. 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 into 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, from 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 \$21,800,000 in the 1958-59 school year and \$23,800,000 in the 1959-60 school year. The accompanying table on “State Money Available for Distribution Under State Aid Programs” 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.

Distribution of state aid funds during the biennium is shown in the following table:

DISTRIBUTION OF STATE AID FUNDS

1958-59 and 1959-60

Distribution	1958-59	1959-60
Junior College Payments.....	\$ 426,300	\$ 474,600
Emergency Payments	200,182	95,373
Minimum Equalization Program.....	24,289,157	25,870,987
Direct Grant (Ag.D.A.).....	3,208,263	3,123,857
Transportation Payments	1,300,000	1,360,000
Special Education	424,000	475,000
Vocational Education	143,904	145,615
	\$29,991,806	\$31,545,432

Details describing the distribution for 1959-60 follow:

General Purpose Direct Grant. Classifications of this category are: (1) State Public School Fund—Aggregate Days Attendance (Ag.D.A.) and, (2) State Public School Fund—Junior College Distribution.

**STATE MONEY AVAILABLE FOR DISTRIBUTION UNDER STATE AID PROGRAMS
1950 to 1960**

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Year	Vocational Education Appropriation	Special Education Appropriation	Reserve for General County School Funds Appropriation	State School Equalization Fund Appropriation	Public School Income Fund	State Public School Fund Appropriation	U. S. Mineral Leasing Receipts	Public School Transportation Fund Appropriation	Total
1949-50.....	\$ 91,002	\$ 42,500	\$ 2,150,000	\$ 6,975,000	\$ 950,729	.....	.....	.....	\$10,209,231
1950-51.....	86,211	42,500	2,150,000	6,975,000	1,082,272	.....	.....	.....	10,335,983
1951-52.....	95,411	42,500	2,150,000	7,850,000	1,234,667	.....	.....	.....	11,372,587
1952-53.....	99,297	75,000	.....	.....	2,300,806	\$12,500,000	.....	.....	14,975,103
1953-54.....	96,584	200,000	.....	.....	2,398,137	11,725,000	\$ 958,539	.....	15,378,260
1954-55.....	93,784	204,656	.....	.....	2,833,872	11,500,000	1,046,447	.....	15,678,759
1955-56.....	127,315	400,000	.....	.....	3,145,957	14,000,000	2,321,301	.....	19,994,573
1956-57.....	128,101	400,000	.....	.....	3,473,609	15,750,000	3,045,365	\$ 686,444	23,483,519
1957-58.....	143,809	400,000	.....	.....	3,181,889	20,550,000	3,485,374	1,300,000	29,061,072
1958-59.....	143,904	424,000	.....	.....	3,208,263	21,800,000	3,082,897	1,300,000	29,959,064
1959-60.....	145,615	475,000	.....	.....	3,123,857	23,800,000	2,630,750	1,360,000	31,535,222

**STATE PUBLIC SCHOOL FUND
AGGREGATE DAYS ATTENDANCE DISTRIBUTION**

(123-26-7 CRS '53, Supplement 1957, As Amended.)

(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 172 days; 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, or less, for the Foundation Program. Participation is available to all public school districts except Junior College districts. No district mill levy is required.

(2) **DISTRIBUTION PLAN.** \$3,123,856.63. 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, 1960 the money available for 1959-60 was apportioned to 56,428,390 aggregate days of attendance during the 1958-59 school year in the amount of 5.53596621 cents per Ag.D.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**

(123-26-16 CRS '53, Supplement 1957.)

(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.** \$474,600. 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.

General Purpose Equalization. The two classifications of this category are: (1) State Public School Fund—Equalization Distribution and, (2) State Public School Fund—Emergency Distribution.

**STATE PUBLIC SCHOOL FUND
MINIMUM EQUALIZATION DISTRIBUTION**

(123-26-12 CRS '53, Supplement 1957, As Amended.)

(First Established 1952.)

(1) **REQUIREMENTS FOR PARTICIPATION.** The same requirements as for the Aggregate Days of Attendance Distribution described above.

(2) **DISTRIBUTION PLAN.** \$25,870,987. The State Board of Education allocates to local school districts the deficiency, if any, between (a) the value of classroom units to which the district is entitled by calculations and, (b) the amount raised by a 12-mill levy upon the county, apportioned among the districts in proportion to their total classroom unit values. Under (a) the calculations provided classroom units which averaged 81 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 (b) the obligation of the state is met by prorated payments to the extent that the funds available permit. The proration factor for 1959-60 was 81.4869856 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 first 15 A.D.A., one additional classroom unit for each of the next three 20 A.D.A., and one additional classroom unit for each additional 25 A.D.A. 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. There were 265.7 such units applicable to 54 school districts during 1959-60.

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. There were 161.9 such units applicable to 56 districts during 1959-60.

(3) **PURPOSE OR USE OF THE FUND.** The same as given in (3) above.

**STATE PUBLIC SCHOOL FUND
EMERGENCY DISTRIBUTION**

(123-26-13 CRS '53, Supplement 1957.)

(First Established 1952.)

(1) **REQUIREMENTS FOR PARTICIPATION.** The same requirements as for the Aggregate Days of Attendance Distribution described above.

(2) **DISTRIBUTION PLAN.** \$95,372.78. 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 (a) financial emergencies caused by act of God, (b) sudden increases in enrollment, (c) temporary enrollments, (d) efforts of the district to provide sufficient funds for its own use, and (e) standards of education maintained by the district.

Any balance remaining in the State Public School Fund on May 31 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, and (3) Vocational Education.

PUBLIC SCHOOL TRANSPORTATION FUND

(123-10-58 CRS '53, Supplement 1957, As Amended.)

(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 their 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.** \$1,360,000. 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 per 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 1959-60, the proration factor was 81.8819723 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 HANDICAPPED CHILDREN

(123-22, 1-17, CRS '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 possess the ability to learn.

An excess cost must prevail, defined as that part of the cost of providing special programs which exceeds the cost of providing regular classroom programs for the education of normal children.

(2) **DISTRIBUTION PLAN.** \$475,000. 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 is 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 is limited to 100 percent of the base.
- c. Reimbursement for physically handicapped is 200 percent of the base.
- d. Reimbursement is limited to total actual excess cost in the district.

(3) **PURPOSE OR USE OF THE FUND.** Payments are in effect reimbursements of expenditures for the special purposes.

VOCATIONAL EDUCATION

(145-1, 1-8, CRS '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.** \$145,615. 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 1958-59		State Aid 1959-60		Basis of Distribution	Number of Districts Receiving Aid	
	Amount	Percent	Amount	Percent		1958-59	1959-60
Total	\$29,991,806	100	\$31,545,432	100			
General-purpose Direct Grant.....	\$ 3,634,563	12.12	\$ 3,598,457	11.41			
1. State Public School Fund							
Aggregate Days of Attendance, Distribu- tion (Curr. Exp., K-12).....	(3,208,263)	(10.70)	(3,123,857)	(9.90)	Aggregate Days of Attendance	615	457
2. State Public School Fund							
Junior College Distribution.....	(426,300)	(1.42)	(474,600)	(1.51)	\$1,050 for Each 7 Full-time Students Enrolled	6	6
General-purpose Equalization	\$24,489,339	81.65	\$25,966,360	82.31			
3. State Public School Fund							
Equalization Distribution	(24,289,157)	(80.98)	(25,870,987)	(82.01)	Classroom Unit Values, Minus County Share	559	421
(Includes Additional CRU Excess of 7%)					.....	85	54
(Includes Additional CRU Small Centers)					.....	50	56
4. State Public School Fund							
Emergency Distribution	(200,182)	(.67)	(95,373)	(.30)	Temporary Enrollment and Fi- nancial Emergencies	14	10
Special-purpose Direct Grant.....	\$ 1,867,904	6.23	\$ 1,980,615	6.28			
5. Public School Transportation Fund							
Distribution	(1,300,000)	(4.33)	(1,360,000)	(4.31)	Miles, Pupil Days, and Board	321	260
6. Education of Physically and Mentally Handi- capped Children	(424,000)	(1.42)	(475,000)	(1.51)	Excess Cost	87	81
7. Vocational Education	(143,904)	(.48)	(145,615)	(.46)	Reimbursement	88	52
					Total Districts in State.....	854	598
					Districts not operating school	244	151

DISTRIBUTION OF STATE SCHOOL AID TO COUNTIES

SCHOOL YEAR 1958-59

County	Ag.D.A. Distribution	Classroom Unit Program Distribution	Supplemental Support	Junior Colleges	Transportation Distribution	Special Education	Vocational Education	Total
Adams	\$ 208,944.59	\$ 2,291,091.70	\$ 57,350.00	.....	\$ 70,383.25	\$ 28,575.25	\$ 5,985.00	\$ 2,662,329.79
Alamosa	21,562.47	225,640.39	.....	.....	7,518.46	1,661.92	1,495.00	257,878.24
Arapahoe	211,125.34	2,152,090.26	25,000.00	.....	46,275.37	29,314.83	5,580.00	2,469,385.80
Archuleta	6,419.15	79,999.01	.....	.....	6,345.82	.....	495.00	93,258.98
Baca	15,743.96	112,229.59	.....	.....	29,707.74	374.40	.....	158,055.69
Bent	17,165.33	148,871.79	.....	.....	10,170.77	1,981.52	495.00	178,684.41
Boulder	116,900.39	893,892.00	1,000.00	.....	12,415.15	9,980.06	495.00	1,034,682.60
Chaffee	15,707.98	126,372.78	.....	.....	1,919.00	600.28	495.00	145,095.04
Cheyenne	6,258.86	.....	.....	.....	26,144.77	.....	.....	32,403.63
Clear Creek	5,859.52	54,890.11	.....	.....	1,721.33	296.76	.....	62,767.72
Conejos	25,079.70	341,939.75	.....	.....	14,795.59	675.52	1,485.00	383,975.56
Costilla	13,834.50	199,036.48	23,900.00	.....	12,835.26	.....	2,000.00	251,606.24
Crowley	9,934.64	110,165.32	6,246.21	.....	9,143.42	589.20	520.48	136,599.27
Custer	2,724.07	27,547.98	.....	.....	5,618.60	.....	.....	35,890.65
Delta	33,642.79	398,688.73	.....	.....	31,216.42	919.33	495.00	464,962.27
Denver	741,950.69	1,661,532.98	.....	.....	.....	202,486.94	39,042.59	2,645,013.20
Dolores	5,403.01	63,060.62	.....	.....	4,857.71	.....	.....	73,321.34
Douglas	10,657.95	69,461.53	.....	.....	17,837.46	.....	.....	97,956.94
Eagle	10,415.46	90,592.85	.....	.....	8,585.99	234.80	.....	109,829.10
Elbert	8,176.61	41,796.67	.....	.....	23,219.54	419.43	.....	73,612.25
El Paso	234,372.32	2,563,033.15	.....	.....	59,401.06	9,835.90	2,895.00	2,869,537.43
Fremont	35,210.15	348,911.41	.....	.....	15,231.73	3,465.26	2,765.00	405,583.55
Garfield	26,090.83	194,650.01	.....	.....	16,460.23	1,526.18	990.00	239,717.25
Gilpin	1,394.23	4,785.27	.....	.....	1,538.93	.....	.....	7,718.43
Grand	9,121.24	74,322.77	.....	.....	7,318.44	.....	.....	90,762.45
Gunnison	10,828.77	98,204.31	.....	.....	1,743.82	89.43	495.00	111,361.33
Hinsdale	61.58	.....	.....	.....	.....	.....	.....	61.58
Huerfano	14,428.19	156,347.80	.....	.....	11,221.61	479.80	.....	182,477.40
Jackson	4,223.40	.....	.....	.....	.....	.....	495.00	4,718.40
Jefferson	230,630.39	2,164,368.10	.....	.....	104,406.86	32,613.94	9,200.00	2,541,219.29

22,081.00
147,321.05

Kiowa	5,813.88				16,267.12			22,081.00
Kit Carson	14,753.12	93,421.96			37,950.97		1,195.00	147,321.05
Lake	17,715.60				2,355.52	1,708.47	500.00	22,279.59
La Plata	42,189.43	328,622.53	3,123.50		22,138.18	271.78	1,962.08	398,307.50
Larimer	91,655.60	679,575.51			34,415.73	6,587.33	5,065.00	817,299.17
Las Animas	47,882.44	573,482.09		\$ 65,100.00	46,220.11	124.89	10,509.62	743,319.15
Lincoln	12,571.83	51,252.61			31,484.41	630.26	495.00	96,434.11
Logan	43,243.97	133,792.26		44,100.00	34,923.92	2,911.48	4,967.00	263,938.63
Mesa	109,317.80	1,026,299.58	45,654.87	107,100.00	64,023.03	8,339.53	8,185.44	1,368,920.25
Mineral	1,031.05	3,717.66			705.25			5,453.96
Moffat	14,958.39	94,822.47			12,419.94	863.77	495.00	123,559.57
Montezuma	35,711.75	477,668.97			26,818.18		495.00	540,693.90
Montrose	42,429.74	440,739.90			27,620.72	535.76	2,090.00	513,416.12
Morgan	49,569.77	230,332.03	3,872.53		34,875.49	562.44	1,485.00	320,697.26
Otero	59,217.32	646,175.29	14,724.42	34,650.00	25,547.78	1,144.04	2,675.00	784,133.85
Ouray	4,511.32	43,967.90			3,533.93			52,013.15
Park	3,255.77				4,323.64			7,579.41
Phillips	11,352.18	43,035.00			18,412.59		495.00	73,294.77
Pitkin	4,063.62				6,208.53		700.00	10,972.15
Prowers	31,732.56	318,334.90	3,350.00	17,850.00	15,900.53	1,685.15	1,485.00	390,338.14
Pueblo	227,035.38	2,221,302.83		157,500.00	40,916.92	59,708.66	13,969.25	2,720,433.04
Rio Blanco	12,946.99				8,012.06	200.00	1,091.90	22,250.95
Rio Grande	26,418.60	265,530.89			18,646.16		1,485.00	312,080.65
Routt	15,124.65	84,708.30			12,605.51	200.00	1,485.00	114,123.46
Saguache	11,043.19	112,419.21			13,412.81		495.00	137,370.21
San Juan	1,983.56	23,496.92					495.00	25,975.48
San Miguel	6,509.86	59,664.64			6,657.30			72,831.80
Sedgwick	10,756.66	59,893.35			9,155.92		495.00	80,300.93
Summit	3,468.41	29,195.94			1,407.69		1,000.00	35,072.04
Teller	5,708.70	64,708.09			4,352.62			74,769.41
Washington	15,295.48				32,302.15		995.00	48,592.63
Weld	153,996.46	1,317,558.40	15,960.11		87,160.96	11,981.96	3,181.35	1,589,839.24
Yuma	21,130.06	171,914.31			41,190.00	400.00	990.00	235,624.37
TOTALS	\$ 3,208,263.25	\$24,289,156.90	\$200,181.64	\$426,300.00	\$1,300,000.00	\$424,000.00	\$143,904.71	\$29,991,806.50

Books 23.73

DISTRIBUTION OF STATE SCHOOL AID TO COUNTIES

SCHOOL YEAR 1959-60

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County	Ag.D.A. Distribution	Classroom Unit Program Distribution	Supplemental Support	Junior Colleges	Transportation Distribution	Special Education	Vocational Education	Total
Adams	\$ 222,294.01	\$ 2,737,157.93	-----	-----	\$ 67,948.00	\$ 40,520.85	\$ 3,921.72	\$ 3,071,842.51
Alamosa	20,218.04	234,481.07	-----	-----	9,717.24	561.53	1,288.28	266,266.16
Arapahoe	212,940.44	2,425,446.78	-----	-----	50,476.80	31,418.23	2,370.00	2,722,652.25
Archuleta	6,816.66	79,397.41	-----	-----	8,393.61	-----	-----	94,607.68
Baca	14,340.89	98,258.16	-----	-----	27,734.80	-----	-----	140,333.85
Bent	16,113.34	152,588.06	-----	-----	10,358.82	2,215.94	-----	181,276.16
Boulder	116,342.65	974,835.01	\$ 1,000.00	-----	14,358.78	13,300.82	5,189.65	1,125,026.91
Chaffee	14,614.87	131,313.25	-----	-----	6,589.35	250.00	-----	152,767.47
Cheyenne	6,091.25	-----	-----	-----	27,774.71	-----	-----	33,865.96
Clear Creek	5,477.06	57,494.77	-----	-----	1,751.47	739.77	-----	65,463.07
Conejos	24,094.88	351,393.38	-----	-----	15,825.04	281.69	585.00	392,179.99
Costilla	12,580.51	205,463.58	40,845.16	-----	12,399.35	-----	2,200.00	273,488.60
Crowley	9,494.04	112,312.96	1,695.20	-----	9,438.29	1,126.13	-----	134,066.62
Custer	2,404.91	19,721.68	-----	-----	5,490.47	-----	-----	27,617.06
Delta	31,832.03	401,606.65	-----	-----	32,599.02	1,945.60	624.20	468,607.50
Denver	711,504.96	1,930,602.18	-----	-----	-----	203,271.19	60,652.51	2,906,030.84
Dolores	5,211.08	64,651.37	-----	-----	4,845.12	-----	-----	74,707.57
Douglas	10,500.07	76,539.93	-----	-----	19,561.06	546.61	-----	107,147.67
Eagle	9,689.24	95,707.69	-----	-----	8,221.78	-----	-----	113,618.71
Elbert	7,750.77	46,039.86	-----	-----	21,635.95	-----	585.00	76,011.58
El Paso	243,697.22	2,783,608.64	-----	-----	59,499.57	13,815.70	11,958.85	3,112,579.98
Fremont	33,845.96	357,444.15	15,000.00	-----	15,919.24	5,398.55	-----	427,607.90
Garfield	23,981.83	201,286.27	-----	-----	15,915.87	-----	585.00	241,768.97
Gilpin	1,204.95	4,086.72	-----	-----	812.02	-----	-----	6,103.69
Grand	8,272.73	72,767.63	-----	-----	11,483.79	386.66	-----	92,910.81
Gunnison	10,076.99	94,658.94	-----	-----	1,742.97	1,831.66	-----	108,310.56
Hinsdale	241.89	-----	-----	-----	-----	-----	-----	241.89
Huerfano	13,278.87	146,720.19	-----	-----	11,237.75	248.52	700.00	172,185.33
Jackson	4,141.40	-----	-----	-----	-----	-----	646.40	4,787.80
Jefferson	230,066.37	2,362,010.02	-----	-----	122,200.85	52,885.66	13,716.27	2,780,879.17

16,006.87

7,005.82

21,407.27
128,425.59

185

Kiowa	5,310.40				16,096.87			21,407.27
Kit Carson	14,061.58	75,756.58			37,311.61		1,295.82	128,425.59
Lake	12,815.32				3,539.59	2,459.36	3,185.00	21,999.27
La Plata	40,884.69	346,167.59			24,700.68	749.92	2,615.00	415,117.88
Larimer	87,191.25	673,058.15			33,788.81	10,269.93	1,170.00	805,478.14
Las Animas	43,256.10	539,871.55		\$ 67,200.00	42,548.62	250.00	3,184.92	696,311.19
Lincoln	11,651.44	38,896.17			33,734.03	690.46	585.00	85,557.10
Logan	40,680.71	141,914.46		50,400.00	35,922.24	2,282.30		271,199.71
Mesa	102,309.89	1,009,148.06	5,192.44	117,600.00	64,279.38	14,688.14	2,971.66	1,316,189.57
Mineral	803.60	4,382.24			644.66			5,830.50
Moffat	14,600.31	82,648.18			13,336.65			110,585.14
Montezuma	34,776.33	451,225.04			31,411.50		585.00	517,997.87
Montrose	40,177.69	449,857.34			28,784.79	220.61		519,040.43
Morgan	48,576.94	225,208.05	4,737.72		39,778.30	494.35	585.00	319,380.36
Otero	55,649.30	658,409.20	7,381.09	46,200.00	24,523.92	1,459.96	3,122.56	796,746.03
Ouray	3,999.79	47,320.04			3,164.84			54,484.67
Park	3,376.47	2,641.53			5,077.55			11,095.55
Phillips	10,458.77	40,066.36			17,395.97			67,921.10
Pitkin	4,129.83				6,219.38			10,349.21
Prowers	30,394.12	345,892.33	14,250.00	27,930.00	16,145.46	1,962.46	1,348.58	437,922.95
Pueblo	217,425.76	2,319,784.37		165,270.00	40,191.86	57,055.07	11,872.96	2,811,600.02
Rio Blanco	12,158.81				9,344.20			21,503.01
Rio Grande	25,561.52	278,487.47			20,819.83	100.28		324,969.10
Routt	14,225.83	53,079.02			13,049.46		585.00	80,939.31
Saguache	10,872.39	122,530.23			14,172.33	195.20	585.00	148,355.15
San Juan	1,592.61	21,130.21					678.20	23,401.02
San Miguel	6,287.09	48,640.62			7,778.10			62,705.81
Sedgwick	10,088.83	60,424.06			8,682.06	372.41		79,567.36
Summit	3,701.62	18,625.96			3,679.16		1,200.00	27,206.74
Teller	5,548.06	69,165.83			4,728.88			79,442.77
Washington	14,741.79				37,303.83	141.79	853.43	53,040.84
Weld	147,317.13	1,352,399.14	5,271.17		84,691.49	10,479.13	4,169.30	1,604,327.36
Yuma	20,110.75	176,663.52			43,222.23	325.80		240,322.30
						Books 57.72		57.72
TOTAL	\$ 3,123,856.63	\$25,870,987.58	\$ 95,372.78	\$474,600.00	\$ 1,360,000.00	\$475,000.00	\$145,615.31	\$31,545,432.30

FEDERAL SUPPORT FOR STATE PUBLIC SCHOOLS

... .. ".... amount
and kind of Federal
support grows...."

Shared Revenues

The schools in some Colorado counties benefit from various shared revenues. These are payments received by counties as their share of revenues derived by the federal government from federally owned property in such counties. There is considerable discretion left to the county commissioners as to the percentages allocated to schools as opposed to roads as shown in the following tables for 1958-59 and 1959-60. There are six such programs, the largest being federal mineral leasing under which 51 counties were paid \$1,008,335 in 1959-60, of which \$309,599 was distributed to schools. The forest reserve of \$427,766 was distributed in 42 counties in 1959-60. Of this amount \$96,140 was made available to schools. The federal land materials act represented payments of \$11,508.61 to counties, of which \$3,559.60 went to schools. The total allocation to schools of \$409,299.54 represents approximately 30 percent of the amount of shared revenues paid to the counties.

Flood control money contributed \$9,956.62 to Arapahoe and Bent counties of which \$7,467.47 by law was apportioned to schools. Both the sub-marginal land payments and the wild life refuge payments are made directly to counties and the records received by the state or not identifiable. It is estimated that the former program resulted in approximately \$21,000 for public schools in eastern Colorado and the wild life refuge provided gave an estimated \$1,200 to public schools in two counties in Colorado.

A portion of the federal mineral lease money is also made available to the state Public School Fund.

**MONEY MADE AVAILABLE TO SCHOOLS FROM FEDERAL
FOREST AND MINERAL LEASE RECEIPTS AS REPORTED
BY COUNTY SUPERINTENDENTS**

School Year 1958-59

County	Forest Reserve Payment to Counties November 1958	Percent to Schools	Amount Apportioned to Schools	U. S. Mineral Lease Payment to Counties September 1958	Percent to Schools	Amount Apportioned to Schools
Adams				\$ 133.77	100	\$ 133.77
Alamosa	\$ 594.90	25	\$ 148.72	79.50	75	59.61
Arapahoe				16,082.00	25	4,020.50
Archuleta	14,176.15	5	708.85	7,484.50	40	2,993.80
Baca						
Bent				7,985.57	25	1,996.39
Boulder	4,134.57	5	206.73	111.44	25	27.86
Chaffee	2,851.48	15	427.72	230.93	25	57.74
Cheyenne						
Clear Creek	5,063.59	10	506.36			
Conejos	6,192.12	95	5,882.51	307.75	75	230.81
Costilla				476.56	50	238.28
Crowley						
Custer	1,072.66	50	536.33			
Delta	2,602.83	5	130.14	12,378.91	25	3,094.73
Denver						
Dolores	11,461.70	40	4,584.68	24,704.80	40.44	9,990.48
Douglas	1,575.01	5	78.75	9.87	25	2.47
Eagle	11,985.84	5	599.29	6,716.55	25	1,679.14
Elbert				319.37	50	159.69
El Paso	1,141.79	10	114.18	343.56	25	85.89
Fremont	609.96		30.50	143.37	50	71.68
Garfield	11,271.61	50	5,635.80	68,483.82	50	34,241.91
Gilpin	1,210.49	50	605.25			
Grand	17,000.04	50	8,500.02	14,918.99	75	11,189.24
Gunnison	16,047.06	50	8,023.53	14,933.90	25	3,733.48
Hinsdale	14,005.35	36	5,041.93			
Huerfano	888.26	25	223.27	3,313.74	25	828.43
Jackson	15,927.72	50	7,963.86	107,507.44	37.2	40,000.00
Jefferson	1,331.97	10	133.20	130.00	25	32.50
Kiowa				2,086.01	50	1,043.00
Kit Carson				372.31	50	186.15
Lake	939.12	5	46.96			
La Plata	13,167.20	25	3,291.80	10,834.16	25	2,708.54
Larimer	18,947.99	5	947.40	322.06	50	161.03
Las Animas	197.16	5	9.86	29,437.68	25	7,359.42
Lincoln				621.24	25	155.31
Logan				1,843.06	50	921.53
Mesa	14,711.07	25	3,677.77	57,076.43	25	14,269.13
Mineral	13,443.24	25	3,360.81	580.12	25	145.03
Moffat	1,857.81	100	1,857.81	200,000.00	25	50,000.00
Montezuma	8,996.45	50	4,498.23	38,112.91	25	9,528.23
Montrose	12,436.56	50	6,218.28	25,657.50	50	12,828.75
Morgan				11,683.62	50	5,841.81
Otero				4,607.38	50	2,303.69
Ouray	5,096.81	30	1,529.04	653.62	25	163.40
Park	7,436.90	50	3,718.45	1,508.50	75	1,131.38
Phillips				355.00	50	177.50
Pitkin	9,373.35	36.248	3,397.71	1,927.37	25	481.84
Prowers				4,754.43	50	2,377.22
Pueblo	187.62	50	93.81	2,494.37	50	1,247.18
Rio Blanco	10,288.49	90	9,259.64	200,000.00	25	50,000.00
Rio Grande	6,011.25	5	300.56			
Routt	27,162.66	5	1,358.13	28,956.83	25	7,239.21
Saguache	17,369.89	25	4,342.47	1,091.87	25	272.97
San Juan	6,119.49	25	1,529.87			
San Miguel	7,170.91	50	3,585.46	33,053.15	50	16,526.38
Sedgwick				92.13	50	46.06
Summit	8,135.55	25	2,033.80			
Teller	1,287.32	75	965.49			
Washington				1,812.37	50	906.19
Weld				2,607.37	50	1,303.68
Yuma				3,195.75	75	2,396.82
TOTALS	\$331,481.94		\$106,105.06	\$952,533.58		\$306,589.85

**MONEY MADE AVAILABLE TO SCHOOLS FROM FEDERAL
LANDS MATERIALS RECEIPTS AS REPORTED BY
COUNTY SUPERINTENDENTS**

School Year 1958-59

County	Federal Lands Materials Act October, 1958	Percent to Schools	Amount Apportioned to Schools
Adams	.....	.....	.....
Alamosa	.....	.....	.....
Arapahoe	.....	.....	.....
Archuleta	553.80	5	\$ 27.69
Baca	5.90	.....	none
Bent	16.00	25	4.00
Boulder	.....	.....	.....
Chaffee	.....	.....	.....
Cheyenne	.....	.....	.....
Clear Creek	9.24	10	.92
Conejos	69.90	95	66.40
Costilla	.....	.....	.....
Crowley	.....	.....	.....
Custer	39.89	100	39.89
Delta	3.88	.....	none
Denver	.....	.....	.....
Dolores	23.80	40	9.52
Douglas	.....	.....	.....
Eagle	16.96	5	.85
Elbert	.....	.....	.....
El Paso	.....	.....	.....
Fremont	159.94	50	79.97
Garfield	495.78	5	24.79
Gilpin	3.96	50	1.98
Grand	197.20	75	147.90
Gunnison	2,561.32	25	640.33
Hinsdale	.....	.....	.....
Huerfano	4.81	.....	none
Jackson	330.46	50	165.23
Jefferson	.....	.....	.....
Kiowa	.....	.....	.....
Kit Carson	.....	.....	.....
Lake	.....	.....	.....
La Plata	1,435.38	25	358.85
Larimer	666.15	50	333.08
Las Animas	.....	.....	.....
Lincoln	43.71	25	10.93
Logan	.....	.....	.....
Mesa	24.84	25	6.21
Mineral	.....	.....	.....
Moffat	94.80	100	94.80
Montezuma	57.60	50	28.80
Montrose	290.32	50	145.16
Morgan	.....	.....	.....
Otero	.....	.....	.....
Ouray	125.70	50	62.85
Park	29.26	75	21.94
Phillips	.....	.....	.....
Pitkin	402.60	5	20.13
Prowers	.....	.....	.....
Pueblo	.....	.....	.....
Rio Blanco	703.70	50	351.85
Rio Grande	19.20	5	.96
Routt	66.20	5	3.31
Saguache	259.20	25	64.80
San Juan	.....	.....	.....
San Miguel	66.16	50	33.08
Sedgwick	.....	.....	.....
Summit	49.10	100	49.10
Teller	107.88	75	80.91
Washington	.....	.....	.....
Weld	.....	.....	.....
Yuma	.....	.....	.....
TOTALS	\$ 8,934.64	.....	\$ 2,876.23

**MONEY MADE AVAILABLE TO SCHOOLS FROM FEDERAL
FOREST AND MINERAL LEASE RECEIPTS AS REPORTED
BY COUNTY SUPERINTENDENTS**

School Year 1959-60

County	Forest Reserve Payment to Counties November 1959	Percent to Schools	Amount Apportioned to Schools	U. S. Mineral Lease Payment to Counties November 1959	Percent to Schools	Amount Apportioned to Schools
Adams				\$ 100.00	100	\$ 100.00
Alamosa	\$ 728.23	5	\$ 36.41	4,532.50	25	1,133.12
Arapahoe				9,949.07	25	2,487.27
Archuleta	25,928.48	5	1,296.45	8,192.32	40	3,276.93
Baca				8,964.56	25	2,241.14
Bent				75.50	25	18.88
Boulder	4,412.71	5	220.64			
Chaffee	2,492.73	15	373.90			
Cheyenne				245.75	25	61.43
Clear Creek	6,863.68	5	343.18			
Conejos	7,643.85	20	1,528.77	1,336.25	25	334.06
Costilla				643.56	50	321.78
Crowley						
Custer	937.71	50	468.85			
Delta	3,923.08	5	196.15	15,397.38	25	3,849.25
Denver						
Dolores	21,212.06	16½	3,500.00	20,513.08	43.9	9,000.00
Douglas	1,861.62	5	93.08	19.87	25	4.97
Eagle	13,144.53	5	657.23	3,024.75	25	756.19
Elbert				362.87	100	362.87
El Paso	1,341.55	10	134.16	336.13	25	84.03
Fremont	533.22	5	26.66	125.44	50	62.72
Garfield	12,139.65	5	606.98	64,233.73	45	28,905.18
Gilpin	1,430.83	50	715.42			
Grand	22,387.18	95	21,267.82	8,979.37	50	4,489.69
Gunnison	22,952.04	25	5,738.01	32,121.52	25	8,030.38
Hinsdale	20,925.73	5	1,046.29			
Huerfano	776.50	5	38.83	7,503.06	25	1,875.77
Jackson	15,642.66	50	7,821.33	124,193.02	32.207	40,000.00
Jefferson	1,607.51	10	160.75	188.75	25	47.19
Kiowa				2,225.91	50	1,112.96
Kit Carson				370.50	50	185.25
Lake	820.97	5	41.05			
La Plata	24,368.42	5	1,218.42	9,733.11	5	486.66
Larimer	20,195.78	5	1,009.78	335.82	50	167.91
Las Animas	172.35	5	5.62	21,721.91	25	5,430.48
Lincoln				332.94	25	83.24
Logan				1,802.43	50	901.21
Mesa	18,033.00	25	4,508.25	66,011.13	25	16,502.78
Mineral	19,509.01	5	975.45	390.50	25	97.63
Moffat	1,826.60	100	1,826.60	200,000.00	25	50,000.00
Montezuma	16,619.37	50	8,309.68	35,167.54	25	8,791.88
Montrose	13,911.85	50	6,955.93	34,506.64	50	17,253.32
Morgan				10,173.41	50	5,086.70
Otero				5,515.63	50	2,757.82
Ouray	5,676.17	10	567.61	258.38	75	193.78
Park	8,728.50	50	4,364.25	5,298.07	75	3,973.55
Phillips				340.00	50	170.00
Pitkin	10,277.01	5	513.85	7,137.24	25	1,784.31
Prowers				2,856.76	50	1,428.38
Pueblo	164.02	50	82.01	1,080.32	50	540.16
Rio Blanco	10,663.63	25	2,665.91	208,648.48	25	52,162.13
Rio Grande	7,464.18	5	373.21	945.12	5	228.39
Routt	26,662.07	5	1,333.10	27,280.29	25	6,820.07
Saguache	22,316.24	25	5,579.06	8,637.37	25	2,159.34
San Juan	10,893.41	15	1,634.01			
San Miguel	7,986.03	50	3,993.02	39,925.71	50	19,962.86
Sedgwick				7.37	50	3.69
Summit	11,061.16	25	2,765.29			
Teller	1,530.41	75	1,147.81			
Washington				1,298.13	50	649.06
Weld				2,273.11	50	1,136.50
Yuma				3,023.12	75	2,267.34
TOTALS	\$427,765.73		\$ 96,140.82	\$1,008,335.42		\$309,780.25

**MONEY MADE AVAILABLE TO SCHOOLS FROM FEDERAL
LAND MATERIALS RECEIPTS AS REPORTED BY
COUNTY SUPERINTENDENTS**

School Year 1959-60

County	Federal Land Materials Payments to Counties November, 1959	Percent to Schools	Amount Apportioned to Schools
Adams .....	.....	.....	.....
Alamosa .....	.....	.....	.....
Arapahoe .....	.....	.....	.....
Archuleta	\$ 918.11	25	\$ 229.53
Baca .....	.....	.....	.....
Bent .....	.....	.....	.....
Boulder	149.92	25	37.48
Chaffee .....	.....	.....	.....
Cheyenne .....	.....	.....	.....
Clear Creek	8.40	5	.44
Conejos	47.39	20	9.48
Costilla .....	.....	.....	.....
Crowley .....	.....	.....	.....
Custer	55.09	50	27.54
Delta	108.32	5	5.42
Denver .....	.....	.....	.....
Dolores	739.29	40	295.72
Douglas .....	.....	.....	.....
Eagle	99.46	5	4.97
Elbert .....	.....	.....	.....
El Paso .....	.....	.....	.....
Fremont	347.91	50	173.96
Garfield	601.66	5	30.08
Gilpin .....	.....	.....	.....
Grand	334.96	95	318.21
Gunnison	2,099.22	25	524.81
Hinsdale	274.42	5	13.72
Huerfano .....	.....	.....	.....
Jackson	72.11	50	36.06
Jefferson .....	.....	.....	.....
Kiowa .....	.....	.....	.....
Kit Carson .....	.....	.....	.....
Lake .....	.....	.....	.....
La Plata	1,334.06	5	66.70
Larimer	501.72	50	250.86
Las Animas	9.60	5	.48
Lincoln	235.24	25	58.81
Logan .....	.....	.....	.....
Mesa	155.38	25	38.84
Mineral .....	.....	.....	.....
Moffatt	206.60	100	206.60
Montezuma	95.42	50	47.71
Montrose	542.68	100	542.68
Morgan .....	.....	.....	.....
Otero .....	.....	.....	.....
Ouray	112.76	50	56.38
Park	21.50	75	16.13
Phillips .....	.....	.....	.....
Pitkin	832.00	5	41.10
Prowers .....	.....	.....	.....
Pueblo .....	.....	.....	.....
Rio Blanco	536.95	25	134.24
Rio Grande .....	.....	.....	.....
Routt	243.67	5	12.18
Saguache	178.18	25	44.54
San Juan .....	.....	.....	.....
San Miguel	568.84	50	284.42
Sedgwick .....	.....	.....	.....
Summit	1.80	100	1.80
Teller	42.95	75	32.21
Washington	33.00	50	16.50
Weld .....	.....	.....	.....
Yuma .....	.....	.....	.....
TOTALS	\$ 11,508.61	.....	\$ 3,559.60

FEDERAL SUPPORT

Grants-in-Aid

P.L. 874 and P.L. 815

The 1960 year marked the tenth anniversary of Public Laws 874 and 815. These are basically laws recognizing the responsibilities on the part of the federal government to assist local school districts with the education of children attracted to a community because of federal activities in these areas. These laws make available to school districts money which would normally come from the property tax base if the activity was under private ownership.

The purpose of Public Law 874, as amended, is to provide financial assistance for those local educational agencies upon which the United States has placed financial burdens determined under the formulae of the act by reason of the fact that:

1. The revenues available to such agencies from local sources have been reduced as the result of the acquisition of real property by the United States;
2. Such agencies provide education for pupils residing on federal property with a parent either employed or federal property or on active duty in the uniformed services;
3. Such agencies provide education for pupils residing on federal property;
4. Such agencies provide education for pupils whose parents are employed federal property; or
5. There has been an increase in the number of pupils in average daily attendance as a direct result of the activities of the United States.

In order to qualify under P.L. 874 an applicant district must have 3 percent of the current year's average daily attendance related to pupils whose parents either live on or work on federal property as defined. However, an average daily attendance of ten is the minimum case that is eligible under the law. Where a school district exceeds 30,000 in average daily attendance, the minimum requirement for eligibility is increased to 6 percent in average daily attendance and 20 students in average daily attendance. At present, School District No. 1, Denver County, is the only Colorado school district affected by this regulation.

In 1951, the first year of P.L. 874, 29 districts received \$638,563. During the 1959-60 school year 70 districts received \$4,715,758.66. As district organization makes greater impact, there will be a tendency toward fewer cases, but of a larger number of pupils being federally connected. To date district reorganization has had a tendency to create eligibility because more attention has been given to this by the district and because in several instances minimum requirements excluded some very small districts that after reorganization became eligible as a group.

Included among the eligible school districts are practically all of the larger ones in Colorado. During the school year 1959 districts having 71.3 percent of the state's average daily attendance were affected by P.L. 874 payments.

The average per pupil payment in Colorado in 1959 was \$248.74. The rate for each district is based upon the current cost of comparable districts within its own state as of two years previous.

Starting in the year 1959 applicants under the Johnson-O'Malley program were required to file under P.L. 874 as a prerequisite to collecting from the latter program.

Public Law 815, like its companion measure P.L. 874, was enacted in September 1950 in order to provide financial assistance to public schools in federally affected areas. But where P.L. 874 funds are provided to school districts for maintenance and operation purposes, P.L. 815 money must be used for the construction of minimum school facilities and/or purchase of initial equipment.

For assistance with buildings costs, a district must have a 5 percent increase in the application year over a base year two years preceding, and this must be at least 20 more students in average daily membership than the base year.

Because of the base year qualification under P.L. 815 there are gradually fewer cases in Colorado. Such installations as the Air Force Academy, Fort Carson, Fitzsimons Army Hospital, Rocky Flats, Atomic Energy Commission and others have more or less stabilized. The amounts of money under this program may continue to decrease unless new activity causes building stress in different areas. This is entirely possible with the missile site activity; the increased number employed at the Glenn L. Martin plant; the Civil Aeronautic Authority expansion in Longmont and the forecasted expansion of Fort Carson and the defense command at Colorado Springs.

Since fiscal year 1951, Colorado has received funds for projects when completed that will have constructed in excess of 750 classrooms. During 1958-59, thirteen school districts in seven counties received P.L. 815 payments totaling \$2,733,567 and in the 1959-60 school year 12 districts in seven counties received \$1,453,573.45. Approximately eighteen million dollars have been expended in Colorado under P.L. 815.

The state per pupil cost of constructing minimum facilities is derived from data compiled by the State Department of Education from costs of constructing elementary and secondary schools in the state during the previous year. Thus, a project approved in fiscal year 1959 was based on Colorado's per-pupil construction cost for 1958. The state per-pupil construction cost for 1960 was \$1240.

**Summary of Net Entitlements P.L. 874
Fiscal Years 1951 through 1960**

1951.....	\$ 638,563
1952.....	1,246,900
1953.....	1,469,400
1954.....	1,629,170
1955.....	1,716,239
1956.....	2,153,768
1957.....	2,701,452
1958.....	3,154,493
1959.....	4,254,597
1960.....	4,715,759

**Summary of Average Rate of Payments Under P.L. 874
Fiscal Years 1951-1959 as of Oct., 2, 1959**

1951.....	\$ 168.13
1952.....	167.51
1953.....	187.12
1954.....	196.35
1955.....	208.54
1956.....	213.85
1957.....	215.72
1958.....	226.94
1959.....	248.74

**Summary of Projects Approved, Classrooms Provided and Pupils
Housed Under P.L. 815 Fiscal Years 1951-1959 as of Oct. 2, 1959**

Projects Approved	67
Classrooms Provided	743
Number of Pupils Housed	20,804

**Summary of P.L. 815 Rates of Payment per ADA in Colorado
Fiscal Years 1951-1960**

1951.....	\$ 1,110
1952.....	1,230
1953.....	1,100
1954.....	1,100
1955.....	1,100
1956.....	1,100
1957.....	1,200
1958.....	1,230
1959.....	1,120
1960.....	1,240

FEDERAL SUPPORT
Johnson-O'Malley Funds

This program is for the education of Indian children enrolled in public schools. Although a school district must first apply under P.L. 874 in order to qualify for Johnson-O'Malley funds, there were three districts that made application to Bureau of Indian Affairs, Department of Interior, for aid.

Initial Contracts with the Department of the Interior

	1958-59	1959-60
Cortez No. 1	\$ 22,682	\$ 26,319
C.H.S., Cortez	1,145	720
Ignacio	84,686	51,406
	\$108,513	\$ 78,445

P. L. 815 and 874 Payments
From July 1, 1958 to June 30, 1959

County	District	P. L. 874	P. L. 815
Adams	1. Mapleton-Retreat	\$ 10,645.40	.....
	12. Thornton	7,897.00	.....
	14. Adams City	48,143.82	\$ 2,824.00
	24. Sable	13,962.13	.....
	27. Brighton	12,918.53	.....
	50. Westminster	29,630.00	.....
	Total	\$ 123,196.88	\$ 2,824.00
Arapahoe	1. Englewood	\$ 37,012.01	.....
	5. Cherry Creek	17,936.40	\$ 93,960.00
	6. Littleton	33,237.50	.....
	16. College View	2,159.58	.....
	28-J. Aurora	77,853.57	335,084.00
	62. Altura	4,419.52	.....
	75. Fort Logan	11,675.85	38,965.00
	Sheridan Union H.S.	6,339.00	.....
	Total	\$ 190,633.43	\$ 468,009.00
Archuleta	50-J. Pagosa Springs	\$ 12,347.74	.....
	Total	\$ 12,347.74	.....
Bent	1. Las Animas	\$ 41,731.19	.....
	6. Rixey	1,174.60	.....
	Bent C.H.S.	14,497.62	.....
	Total	\$ 57,403.41	.....
Boulder	3. Boulder	\$ 64,141.00	.....
	FC-5. Fairview	25,762.63	\$ 56,160.00
	17. Longmont	13,688.51	.....
	29. Louisville	7,038.13	.....
	43. Broomfield	7,124.98	21,060.00
	47. Lyons	1,079.26	.....
	52. Lafayette	3,447.00	.....
	Total	\$ 122,281.51	\$ 77,220.00
Clear Creek	5. Idaho Springs	\$ 3,038.80	.....
	Total	\$ 3,038.80	.....
Crowley	1. Crowley	\$ 2,453.07	.....
	7. Olney Springs	1,901.02	.....
	12. Ordway	4,393.90	.....
	25. Sugar City	4,513.14	.....
	Total	\$ 13,261.13	.....

P. L. 815 and 874 Payments
From July 1, 1958 to June 30, 1959

(Continued)

County	District	P. L. 874	P. L. 815
Denver	1. Denver	\$ 767,335.38	.....
	Total	\$ 767,335.38	.....
Dolores	4. Dove Creek	\$ 8,577.33	.....
	5. Cahone	1,041.25	.....
	Dolores C.H.S.	7,449.82	.....
	Total	\$ 17,068.40	.....
El Paso	2. Harrison	\$ 57,681.88	.....
	3. Widefield	109,232.90	\$ 58,742.00
	8. Fountain	284,610.64	47,604.05
	11. Colorado Springs	578,565.05	681,552.00
	12. Cheyenne Mountain	43,788.85	.....
	14. Manitou Springs	24,401.15	.....
	20. Air Force Academy.....	97,816.41	1,376,459.00
	38. Monument	12,497.02	.....
	43. Cascade	1,682.00	.....
	Total	\$ 1,210,275.90	\$ 2,164,357.05
Fremont	1. Canon City	\$ 11,486.39	.....
	2. Florence	4,237.36	.....
	50. Penrose	1,255.12	.....
	Total	\$ 16,978.87	.....
Grand	U.H.S. (1956-1957)	\$ 1,424.14	.....
	1. W. Grand-Kremmling	5,226.74	.....
	2. E. Grand	4,107.41	.....
	Total	\$ 10,758.29	.....
Huerfano	4. Walsenburg	\$ 4,456.71	.....
	Total	\$ 4,456.71	.....
Jefferson	R-1. Jefferson	\$ 252,825.88	.....
	Total	\$ 252,825.88	.....
La Plata	10-J. Bayfield	\$ 4,626.92	\$ 17,860.00
	Total	\$ 4,626.92	\$ 17,860.00
Larimer	2. Loveland	\$ 8,453.15	.....
	30. Estes Park	17,188.48	.....
	64. Cache La Poudre.....	4,732.43	.....
	Total	\$ 30,374.06	.....
Mesa	50. Collbran	\$ 9,909.40	\$ 3,013.00
	51. Grand Junction	40,069.31	.....
	Total	\$ 49,978.71	\$ 3,013.00
Montezuma	4. Dolores	\$ 3,967.00	.....
	6. Mancos	7,066.46	.....
	27. Towaoc	547.62	.....
	C-1. Cortez	60,437.81	.....
	C.H.	6,203.00	.....
	Total	\$ 78,221.89	.....

P. L. 815 and 874 Payments
From July 1, 1958 to June 30, 1959

(Continued)

County	District	P. L. 874	P. L. 815
Montrose	18. Nucla	\$ 2,712.42	.....
	Total	\$ 2,712.42	.....
Otero	J-3. Manzanola	\$ 6,585.32	.....
	4. Rocky Ford	10,492.89	.....
	J-26. Fowler	10,416.38	.....
	Total	\$ 27,494.59	.....
Park	2. Bordenville	\$ 10,562.82	.....
	Total	\$ 10,562.82	.....
Pitkin	1. Aspen	\$ 2,373.73	.....
	Total	\$ 2,373.73	.....
Pueblo	60. Pueblo	\$ 224,849.33	.....
	70. Pueblo Rural	52,975.14	.....
	Total	\$ 277,824.47	.....
San Miguel	18. Egnar	\$ 4,462.14	\$ 284.29
	17-J. Norwood	1,682.29	.....
	Total	\$ 6,144.43	\$ 284.29
Teller	12. Woodland Park	\$ 6,830.55	.....
	Total	\$ 6,830.55	.....
	Grand Total	\$ 3,299,006.92	\$ 2,733,567.34

P. L. 815 and 874 Payments
From July 1, 1959 to June 30, 1960

County	District	P. L. 874	P. L. 815
Adams	1. Mapleton-Retreat	\$ 22,927.00	.....
	12. Thornton	2,945.00	.....
	14. Adams City	51,515.00	\$ 14,122.00
	24. Sable	6,244.87	.....
	27. Brighton	4,832.00	.....
	50. Westminster	42,964.52	.....
	Total	\$ 131,428.39	\$ 14,122.00
Arapahoe	1. Englewood	\$ 7,764.00	.....
	5. Cherry Creek	26,512.00	\$ 169,695.00
	6. Littleton	49,134.00	.....
	16. College View	805.17	.....
	23. Petersburg	1,252.00	.....
	28-J. Aurora	628,824.70	31,488.00
	62. Altura	387.00	.....
	75. Fort Logan	3,259.00	30,064.95
Sheridan Union H.S.	2,322.25	.....
Total	\$ 720,260.12	\$ 231,247.95	
Bent	1. Las Animas	\$ 42,680.00	.....
	6. Rixey	4,281.00	.....
	7. Melonfield	2,174.00	.....
	Bent C.H.S.	22,244.00	.....
Total	\$ 71,379.00	.....
Boulder	3. Boulder	\$ 28,528.00	.....
	FC-5. Fairview	37,834.00	\$ 26,208.00
	17. Longmont	16,018.00	.....
	29. Louisville	7,960.00	.....
	43. Broomfield	8,878.90	20,664.00
	52. Lafayette	4,119.00	.....
Total	\$ 103,337.90	\$ 46,872.00	
Clear Creek	5. Idaho Springs	\$ 239.19	.....
	Total	\$ 239.19	.....

P. L. 815 and 874 Payments
From July 1, 1959 to June 30, 1960
(Continued)

County	District	P. L. 874	P. L. 815
Crowley	1. Crowley	\$ 1,055.00	.....
	7. Olney Springs	1,991.00	.....
	12. Ordway	4,889.00	.....
	25. Sugar City	5,981.53	.....
	Total	\$ 13,916.53	.....
Denver	1. Denver	\$ 1,378,103.02	.....
	Total	\$ 1,378,103.02	.....
Dolores	4. Dove Creek	\$ 5,947.00	.....
	Dolores C.H.S.	6,834.00	.....
	Total	\$ 12,781.00	.....
Elbert	C-1. Elizabeth	\$ 3,900.00	.....
	Total	\$ 3,900.00	.....
El Paso	2. Harrison	\$ 62,382.47	.....
	3. Widefield	101,379.29	\$ 160,776.00
	8. Fountain	403,246.00	.....
	11. Colorado Springs	598,977.00	463,713.00
	12. Cheyenne Mountain	52,847.00	.....
	14. Manitou Springs	20,128.07	.....
	20. Air Force Academy	317,086.00	403,899.50
	38. Monument	15,814.32	.....
	23-J. Peyton	2,286.00	.....
	49. Falcon	1,308.00	.....
Total	\$ 1,575,454.16	\$ 1,028,388.50	
Fremont	2. Florence	\$ 7,083.00	.....
	50. Penrose	191.00	.....
	Total	\$ 7,274.00	.....
Garfield	2. Rifle	\$ 368.00	.....
	Total	\$ 368.00	.....
Grand	1. W. Grand-Kremmling	\$ 4,368.00	.....
	Total	\$ 4,368.00	.....
Huerfano	4. Walsenburg	\$ 6,563.00	.....
	Total	\$ 6,563.00	.....
Jefferson	R-1. Lakewood	\$ 419.53	.....
	Total	\$ 419.53	.....
La Plata	10-J. Bayfield	\$ 6,108.00	\$ 4,778.00
	11-J. Ignacio	103,686.00	.....
	Total	\$ 109,794.00	\$ 4,778.00
Larimer	2. Loveland	\$ 10,691.00	.....
	30. Estes Park	21,058.79	.....
	53. Livermore	1,728.44	.....
	64. Cache La Poudre	425.00	.....
	Total	\$ 33,903.23	.....
Mesa	50. Collbran	\$ 12,623.00	\$ 24,107.00
	Total	\$ 12,623.00	\$ 24,107.00

P. L. 815 and 874 Payments
From July 1, 1959 to June 30, 1960

(Continued)

County	District	P. L. 874	P. L. 815
Montezuma	C-1. Cortez	\$ 52,036.00	\$ 104,058.00
	4. Dolores	2,980.80	.....
	6. Mancos	15,181.00	.....
	Cortez C.H.S.	8,039.00	.....
	Total	\$ 78,236.80	\$ 104,058.00
Otero	3-J. Manzanola	\$ 7,563.00	.....
	4. Rocky Ford	13,954.00	.....
	J-26. Fowler	13,028.00	.....
	Total	\$ 34,545.00	.....
Pueblo	60. Pueblo	\$ 354,117.00	.....
	70. Pueblo Rural	51,503.90	.....
	Total	\$ 405,620.90	.....
San Miguel	18. Egnar	\$ 7,455.00	.....
	Total	\$ 7,455.00	.....
Teller	12. Woodland Park	\$ 2,944.90	.....
	Total	\$ 2,944.90	.....
Weld	12. Keenesburg	\$ 844.00	.....
	Total	\$ 844.00	.....
Grand Total		\$ 4,715,758.66	\$ 1,453,573.45

FEDERAL SUPPORT

The following monies were received and administered by the Vocational Education Department:

1. Fiscal Year 1958-59 Vocational Grant-in-Aid for Smith-Hughes and George Barden Title I and II.....\$282,981.04
2. Fiscal Year 1958-59 Vocational Grant-in-Aid for George-Barden Title III (N.D.E.A. Title VIII)..... 31,084.00
3. Fiscal Year 1959-60 Vocational Grant-in-Aid for Smith-Hughes and George Barden Titles I and II..... 280,600.72
4. Fiscal Year 1959-60 Vocational Grant-in-Aid for George-Barden Title III (N.D.E.A. Title VIII)..... 73,900.57

FEDERAL SUPPORT

American Printing House for the Blind

This represents a credit allocation assigned through a federal grant calculated on the basis of the number of legally blind children attending school in Colorado:

1958-59	1959-60
\$1,639.73	\$1,823.44

FEDERAL SUPPORT

School Lunch and Special Milk Program

The following amounts of money were received and expended for school lunch and the special milk program:

	1958-59	1959-60
Special Milk	\$509,583.33	\$592,587.69
School Lunch	780,497.00	770,252.00

FEDERAL SUPPORT

National Defense Education Act

This represents amount available to the State for administration and distribution to school districts:

	1958-59	1959-60
Title III	\$517,613.00	\$579,909.00
Title V	70,843.00	115,750.01
Title X	12,232.00	35,000.00

FEDERAL SUPPORT

Migrant Education Grants

The U. S. Office of Education made grants for a Migrant Education Study to the Colorado State Department of Education under provisions of Public Law 351:

	1958-59	1959-60
	\$13,375.00	\$13,000.00

Narrative description of the several programs of federal support tabulated above are found elsewhere in this Biennial Report.

The purpose of including the amounts of the above federal programs is to record in one place the extent of federal support for education in Colorado.

SECTION SIX

ENROLLMENTS
AT COLLEGES
AND UNIVERSITIES
CONSTANTLY ON
THE INCREASE

.. . . . “...demands for
education beyond the
high school grow...”

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NEW AREAS PROBE OPPORTUNITIES FOR JUNIOR COLLEGES

... .. "....schools
conveniently located in
home areas favored..."

The Division of Junior College Education was activated as a separate division in the Office of Instructional Service in the State Department of Education in 1957. Prior to that time, the major responsibilities in this area were carried on jointly with the Division of Adult Education.

In January 1959, the divisions in the Office of Instructional Services were reconstituted. At this time, the Division of Education Beyond the High School was created encompassing Junior College Education, Adult Education, and Colleges and Universities as sections in this division.

The Junior College Act, 123-23, CRS 1953, was amended in a number of ways by the General Assembly in 1957 and again in 1959. The purpose of the 1957 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 completely included or excluded.

The 1959 amendments were directed toward changing the method of election of junior college committee members. The junior colleges have always elected the committee members by an unusual method, that of having them selected by the boards of trustees of the public school districts in the junior college district. As a result of growing pressure in some areas of the state for public elections of these committee members, the election law was amended. Unfortunately, the amendment had some flaws and this section will be considered for further amendment by the 1961 General Assembly.

For many years, the proposed areas for organization as a junior college district were required to have a minimum school census of 3,500 and a minimum assessed valuation of \$20 million. Experience has shown in Colorado that these minima are not realistic. The Leg-

islative Committee on Education Beyond the High School is recommending to the 43rd General Assembly that these minima be sharply increased to \$60 million assessed valuation and a 12th grade enrollment of 400 students. Such a change in criteria would preclude the establishment of financially weak junior college districts.

In 1959, the 42nd General Assembly amended the Public School Foundation Act, increasing the state grant per classroom unit of 7 full-time equivalent students from \$1,050 to \$2,100. This increased grant was for one year only and must be reconsidered by the 43rd General Assembly.

The Legislative Committee on Education Beyond the High School over the past two years has thoroughly considered the role of the public junior college in the total picture of education in Colorado. Considerable emphasis has been given to the philosophy that the junior colleges can best serve the community-oriented role of providing desirable education for many of our high school graduates, particularly in the technical vocational fields. Recognizing this role, the Legislative Committee has formulated several recommendations to the 43rd General Assembly designed to strengthen and clarify the role of the junior colleges. Some of these recommendations will be:

1. A method by which the junior colleges may charge back to the county of residence of its out-of-district students some portion of the cost of such students now borne by the local taxpayers.
2. A continued state support at the higher level established by the last General Assembly.
3. Statutory encouragement of six new districts in the more populous areas of the state.

During this biennium, the western halves of Rio Blanco county and Garfield county annexed to Mesa county almost doubling the assessed valuation of Mesa Junior College District. It is contemplated that a second campus will be operated at Rangely, Colorado and construction is now under way on that campus. A community committee has been studying the feasibility of a junior college district in the Colorado Springs area and a district has been approved by the State Board of Education for an area consisting principally of El Paso and Teller counties. This has not yet come to a vote of the people. Meetings have been held by interested lay committees to consider new districts in the metropolitan area of Jefferson county, Adams county, and the Larimer-Boulder-Weld county area. A proposed district in western Arapahoe county was carried to a vote of the people during this biennium and lost sharply. The growing need for more facilities for our increasing student population, particularly in the technical-vocational curricula, and increasing encouragement from the General Assembly should cause new junior college districts to be more seriously considered in the years to come.

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 social, 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.

The Section of Junior College Education 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 is 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 should 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 legally approved and has state recognition. 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 procedure were developed cooperatively during the last 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. Forms for personnel reporting have been completed during the current biennium.

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.

For almost three years the Legislative Committee on Education Beyond the High School has continued a thorough study of all types of education available to our high school graduates. Many of these studies have been incorporated into recommendations for the 43rd General Assembly. The public junior colleges have been accepted by the Legislative Committee as a real and valuable factor in the complete array of opportunities available to our high school graduates; it is now being studied and will require further action on the part of the General Assembly to determine the relative sharing of costs of these institutions between the state and the local taxing district. While this sharing has been fairly well defined in maintenance and

**COLORADO PUBLIC JUNIOR COLLEGE FULL TIME EQUIVALENT
INSTRUCTIONAL AND NON-INSTRUCTIONAL STAFF PERSONNEL
SCHOOL YEAR 1958-59**

Staff personnel	Lamar	Mesa	North- eastern	Otero	Pueblo	Trinidad	Total
Instructional personnel							
Instruction	9.5	40.1	19.5	19.0	63.6	29.0	180.7
Student services	2.0	2.9	2.0	0.5	3.0	2.0	12.4
General administration	1.0	3.0	2.0	1.5	2.0	2.0	11.5
Library service	1.0	3.0	1.0	1.0	1.0	1.0	8.0
Total	13.5	49.0	24.5	22.0	69.6	34.0	212.6
Non-instructional personnel							
Operation and maintenance	1.0	7.0	3.5	4.0	11.5	3.0	30.0
Secretarial and clerical	2.0	6.5	1.5	4.0	8.0	4.5	26.5
Health and infirmary	0.0	0.5	0.0	0.0	0.0	0.0	0.5
Total	3.0	14.0	5.0	8.0	19.5	7.5	57.0
Total staff personnel	16.5	63.0	29.5	30.0	89.1	41.5	269.6

Data from "Annual Personnel Report to the County Superintendent of Schools," 1958-59.

**COLORADO PUBLIC JUNIOR COLLEGE FULL TIME EQUIVALENT
INSTRUCTIONAL AND NON-INSTRUCTIONAL STAFF PERSONNEL
SCHOOL YEAR 1959-60**

Staff personnel	Lamar	Mesa	North- eastern	Otero	Pueblo	Trinidad	Total '59-'60	Total '58-'59
Instructional personnel								
Instruction	16.0	38.5	18.3	23.0	80.5	30.0	206.3	180.7
Student services	1.0	3.5	3.0	1.0	3.0	2.0	13.5	12.4
General administration	1.0	3.0	2.0	2.0	2.0	1.0	11.0	11.5
Library service	1.0	3.5	1.3	1.0	1.0	1.0	8.8	8.0
Total	19.0	48.5	24.6	27.0	86.5	34.0	239.6	212.6
Non-instructional personnel								
Operation and maintenance	2.0	5.0	4.5	4.0	11.5	3.0	30.0	30.0
Secretarial and clerical	3.0	6.0	4.0	6.0	8.8	5.0	32.8	26.5
Health and infirmary	0.0	0.5	0.0	0.0	0.0	0.0	0.5	0.5
Total	5.0	11.5	8.5	10.0	20.3	8.0	63.3	57.0
Total staff personnel	24.0	60.0	33.1	37.0	106.8	42.0	302.9	269.6

Data from "Annual Personnel Report to the County Superintendent of Schools," 1959-60.

**COLORADO PUBLIC JUNIOR COLLEGE ENROLLMENT
DAY AND EVENING PROGRAMS, BY SEX
SCHOOL YEAR 1958-59**

	North-						
	Lamar	Mesa	eastern	Otero	Pueblo	Trinidad	Total
Day program							
Fall quarter							
Men	114	525	221	212	708	238	2,018
Women	69	238	75	90	300	117	889
Total	183	763	296	302	1,008	355	2,907
Winter quarter							
Men	121	485	208	195	630	208	1,847
Women	56	212	80	79	266	123	816
Total	177	697	288	274	896	331	2,663
Spring quarter							
Men	109	423	169	175	562	203	1,641
Women	52	193	83	74	251	106	759
Total	161	616	252	249	813	309	2,400
Evening program							
Fall quarter							
Men	28	122	168	34	548	430	1,330
Women	83	451	173	101	543	517	1,868
Total	111	573	341	135	1,091	947	3,198
Winter quarter							
Men	46	142	188	92	564	202	1,234
Women	84	254	225	113	442	183	1,301
Total	130	396	413	205	1,006	385	2,535
Spring quarter							
Men	38	66	0	95	433	404	1,036
Women	46	106	0	93	361	260	866
Total	84	172	0	188	794	664	1,902

Data from "Annual Personnel Report to the County Superintendent of Schools," 1958-59.

**COLORADO PUBLIC JUNIOR COLLEGE ENROLLMENT
DAY AND EVENING PROGRAMS, BY SEX
SCHOOL YEAR 1959-60**

	Lamar	Mesa	North- eastern	Otero	Pueblo	Trinidad	Total
Day program							
Fall quarter							
Men	175	534	228	229	711	310	2,187
Women	71	241	88	101	306	110	917
Total	246	775	316	330	1,017	420	3,104
Winter quarter							
Men	145	503	206	195	659	276	1,984
Women	68	222	80	82	279	105	836
Total	213	725	286	277	938	381	2,820
Spring quarter							
Men	128	461	182	156	586	253	1,766
Women	55	225	71	74	266	102	793
Total	183	686	253	230	852	355	2,559
Evening program							
Fall quarter							
Men	37	63	180	98	482	169	1,029
Women	41	333	203	140	524	236	1,477
Total	78	396	383	238	1,006	405	2,506
Winter quarter							
Men	46	166	224	156	523	138	1,253
Women	36	277	208	186	425	177	1,309
Total	82	443	432	342	948	315	2,562
Spring quarter							
Men	47	100	0	24	424	980	1,575
Women	26	225	0	33	346	316	946
Total	73	325	0	57	770	1,296	2,521

Data from "Annual Personnel Report to the County Superintendent of Schools," 1959-60.

operation costs, the same is not true for the state aid for capital outlay for these institutions. It has been increasingly felt by many members of the legislature that the flexibility of a 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.

COLORADO HAS FINE ROSTER OF HIGHER EDUCATION UNITS

... .. ".... current
survey analyzes trends
for future years...."

Educational opportunity beyond the high school level in Colorado is afforded by the six state supported four-year colleges and universities, one two-year state supported college, six public junior colleges and six private and endowed colleges and universities.

In January 1958, the Colorado General Assembly passed House Joint Resolution No. 6 directing the appointment of the Legislative Committee to initiate a comprehensive study of the whole field of education beyond the high school in Colorado. This committee was continued by House Joint Resolution in 1959 and 1960. The problems facing higher education are far too complex to be solved by a "one-shot" study and report. The authors of House Joint Resolution No. 6 (1958) are to be commended for their understanding and vision in providing for a continuing study.

The chief purpose of the legislative study are to examine present institutional planning for meeting future needs of education beyond the 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.

As long as three years ago the Colorado General Assembly recognized that careful thought must be given to statewide planning

for higher education. In 1956, a Legislative Council sub-committee on 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:

- What will be the demand for post-high school education?
- Who should go to college, and where?
- 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 motivated 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?

Answers to these and other problems and issues must be obtained if the state is to meet current demands for a more diversified and higher caliber of education for its youth.

The Proposed Study

The Legislative Committee on Education Beyond the High School has 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?

Some of the decisions which have grown out of three years of study will take the form of recommendations to the 1961 General Assembly are as follows:

1. Every person regardless of race or economic circumstance, should have access to education beyond the high school if he wants it and demonstrates he can benefit from it. It means that alternative

educational opportunities should be available which are directly related to the needs and abilities of those who desire and can profit from various types of post-high school educational training.

2. Each institution must strive for excellence in those areas which it is best qualified to offer. Through planned diversity—community colleges with their vocational, technical and adult education programs as well as senior colleges and universities—and greater emphasis upon excellence at all levels, the tradition of quality and excellence can be maintained.

3. The four-year state supported colleges and universities should begin in the fall of 1961 to select their entering freshmen from the upper two-thirds of the high school graduating class who are recommended for college by the high school principal and who have completed a minimum of 16 selected secondary school units. The public junior colleges will continue to select first-time entering freshmen from all high school graduates.

4. Studies of means of predicting college success in general and specialized curriculums should be initiated and the governing boards of higher education institutions should continue to upgrade admission requirements on the basis of these investigations.

5. The out-of-state enrollments in Colorado institutions should be decreased by artificial means until the total enrollment of out-of-state students is 20 percent or less of total enrollment.

6. Tuition charges for resident students at state institutions should continue to be between 10 and 20 percent of the full cost of educating the student. Tuition charges for out-of-state undergraduate students should be between 60 and 90 percent of the cost of educating the student.

7. The Association of State Supported Institutions of Higher Education in Colorado should be given a "trial period" in which to demonstrate the feasibility of a voluntary coordinating system for higher education in Colorado.

8. The high schools, the junior colleges, the state colleges, and the state universities should cooperate with the State Department of Education in studying the state-wide testing programs needed for supplying the essential data for counseling students concerning their continuation in education beyond the high school.

9. The fullest and wisest expansion of existing public senior colleges and universities facilities should be made prior to the establishment of new senior colleges campuses in Colorado. Concerted attention should be given to more efficient utilization of existing classrooms before undertaking the construction of additional classrooms.

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 on a partisan basis at the general election, 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.

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

1959	24,213
1958	23,113
1957	21,801
1956	20,710
1955	18,860
1954	16,725

Source: Legislative Committee on Education Beyond the High School.

The colleges in this state have served a dual role, as educational centers for persons native to Colorado, and also for increasing number of students from other states:

ENROLLMENT IN COLORADO'S SEVEN STATE-SUPPORTED COLLEGES

	Year	TOTAL ON-CAMPUS ENROLLMENT		
		Colorado residents	Out-of-State residents	Total enrollment
University of Colorado, Boulder	1959	5,736	4,748	10,484
	1958	5,654	4,703	10,357
	1957	5,692	4,671	10,363
	1956	5,445	4,399	9,844
	1955	4,781	4,270	9,051
Colorado State University, Fort Collins	1959	4,363	1,614	5,977
	1958	4,061	1,532	5,593
	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	1959	426	654	1,080
	1958	412	680	1,092
	1957	439	688	1,127
	1956	458	704	1,162
	1955	396	668	1,064
Colorado State College, Greeley	1959	2,901	1,101	4,002
	1958	2,654	1,098	3,752
	1957	2,243	868	3,111
	1956	2,202	769	2,971
	1955	1,969	727	2,696

Adams State College, Alamosa	1959	905	261	1,166
	1958	719	190	909
	1957	586	115	701
	1956	514	98	612
	1955	451	62	513
Western State College, Gunnison	1959	852	251	1,103
	1958	862	189	1,051
	1957	765	162	927
	1956	751	133	884
	1955	744	88	832
Fort Lewis A & M College, Durango	1959	293	108	401
	1958	225	134	359
	1957	187	103	290
	1956	174	67	241
	1955	149	50	199

Source: Legislative Committee on Education Beyond the High School.

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 INSTITUTIONS FOR SELECTED YEARS, 1940-1941 THROUGH 1958-1959

Years	State Colleges	Private Colleges	Junior Colleges	Total Enrollments*
1959-1960	24,213	9,445	4,059	37,717
1958-1959	23,113	8,984	3,820	35,917
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
1942-1942	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.

Sources: State Planning Commission, 1940-1957.

Legislative Committee Beyond the High School, 1958-1960.

ADULT LEARNING PROMOTED IN MANY AREAS OF STATE

.. . . . “...question
of finances handicaps
fullest expansion...”

An increasingly greater number of public school districts in Colorado have recognized the significance and importance of their adult education programs by employing or assigning increased administrative and supervisory personnel to its initiation and development. Each year, more local public school districts have seen fit to implement their concern for the education of their adults by budgeting as a line item limited funds for administrative and supervisory and, in a few instances, for part or all of the instructional costs of programs of adult education.

Adult education is rapidly becoming of significance educationally with elementary, secondary, and higher education as a fourth dimension of education essential to assure an informed and responsible citizenry. Within the State Department, the State Board of Education built the leadership role in Adult Education into a full-time responsibility. With the loss of certain personnel and a decrease in budget appropriations, the leadership role in adult education has been lessened to a half-time responsibility.

State funds for Adult Education as a part of the school foundation program would greatly assist the local districts to speed and implement programs. A similar type of state aid in other states indicates that this would provide for better understanding of public education on the whole by 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.

A recent study completed in the adult education section indicates that seven out of every eight first class school boards in Colorado have in some way recognized adult education as a responsibility of the district. At least, six in eight of the second class districts recognize some such responsibility and seven in ten third class district

boards have recognized this responsibility. Six out of ten first class districts replying to the study now provides some kind of adult education program. A third of the second class districts replying have some program while only one in eight of the third class districts have any program.

In response to a check list of factors pertaining to successful programs in adult education, the various kinds of districts agreed in large number that one factor leads all of the others in restricting the development of adult education programs. Eighty-one percent of the districts felt that limited finances was the most restricting factor. Surprisingly, a smaller percentage of the second and third class districts ranked this factor of limited finances so high.

The next highest limiting factor and rated such by only the second and third class districts was the limited number of resource people in the community who might be used as teachers without unduly overloading existing faculty.

In almost seven of ten school districts of all sizes it was felt that the physical school facilities could be adequately and efficiently used for this extension of their use. Only a small percentage of the districts viewed travel and weather conditions as a serious factor and only the third class districts saw any real deterrent in the lack of school law specifics on the subject. In other words, a large number of the districts are meeting the problem without any great support for their actions in the school law. Only three districts out of every ten reporting felt that their school boards' acceptance of the responsibility for adult education would constitute a deterring factor.

SECTION SEVEN

RESEARCH PROJECTS
AND STATISTICAL
DATA FOR
COLORADO'S
SCHOOLS

... .. “... *Colorado*
leads nation in several
research and demonstration
efforts...”

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RESEARCH PROJECTS
AND STATISTICAL
DATA FOR
COLORADO'S
SCHOOLS

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EDUCATIONAL RESEARCH ACTIVITIES IN COLORADO

... .. "... local
schools, Department of
Education, U. S. Office
of Education, and Ford
Foundation cooperate
in research..."

Although state departments of education have no doubt long recognized their responsibility for encouraging and coordinating educational research, the establishment of research units within departments to take central responsibility for these activities has been a comparatively recent development. The first use of the word research in the title of a department unit appears to have been in 1918 in Massachusetts. Prior to 1930, 15 states had used the term "research" in one or more unit titles. Today 32 states (including Puerto Rico) have established one or more positions, giving part or full time to research. Of these 32, nine have five or more research positions in the department.

In Colorado the first use of the word research in the title of a department staff member was in 1945, when there existed a director of research and finance. The Division of Research was officially established as a separate unit with its own director in 1956 although the work of the Division was almost entirely statistical in nature. On February 11, 1959 a reorganization of units within the Department resulted in the creation of a Division of Research and Statistics.

Beginning in about 1955 or 1956, a concern for the need for and value of increased and improved educational research began to find general expression on the part of educational leaders and various educational groups in Colorado. As representatives of institutions of higher education, school administrators, school boards, teachers, and the Department of Education considered this matter, there developed agreement that some kind of cooperative research council should be organized. In September, 1959 a committee representing institutions of higher education, school administrators, and school boards met with the State Board of Education to propose that an educational research council be established in Colorado, that the Department of Education take the leadership in establishing the council and serve as its official home, and that the activities of the Department's Division of Research and Statistics be expanded to assist in furthering state-wide educational research effort. The Board agreed to give the matter full consideration. By April, 1960 a proposal had been drafted calling for the establishment of a Colorado Council on Educational Research to be "an official organization, the members of which will be appointed by the State Board of Education to serve as an advisory committee to the State Department of Education on matters relating to educational research." It was recommended that appointments to the Council be made from a list of persons nominated by agencies, institutions, and professional organizations interested in educational research including all the institutions of higher learning, all legitimate professional groups, certain school districts, and appropriate state agencies. It was further recommended that the Council assist, among other things, in: (1) the stimulation of needed research by appropriate agencies, (2) the coordination of planning and research efforts among research agencies, (3) the development of appropriate research standards, (4) the collection and dissemination of educational research information, and (5) the promotion of the understanding of valid research findings and their application to educational practice. At the April, 1960 meeting of the State Board of Education, the Board agreed to appoint members to the Council upon the receipt of nominations from groups planning to participate.

As the 1958-60 biennial period ended, then, there was emerging a definite structure for state-wide leadership in the stimulation, coordination, and improvement of educational research. Properly developed and properly supported financially, the structure gave promise of assisting in the identification of urgent educational problems at all levels and in all areas of education and of making it possible for those desirous and able, to contribute to the solution of those problems in an efficient and coordinated manner. In addition, there was promise of an attack on the long standing but little touched problem of delay on the part of educational practitioners in using existing valid research findings.

Department Sponsored Projects

General. The principal research role of the Department of Education is one of leadership, through which the various appropriate groups and individuals in the state are stimulated to study the areas

where investigation is most urgently needed. This role is also one of coordination, the furnishing of consulting service, and in fact, facilitating the conduct of good educational research however and wherever possible.

Although the primary responsibility of the Department is to encourage and assist with research actually conducted in other settings, there have been and will continue to be instances in which problems are most appropriately dealt with at the Department level. In this case, Department units and staff members are directly involved in the conduct of the research activity, whatever its form may be, from planning to reporting. Two important examples of this are very briefly described in the following paragraphs.

Migrant Education Research Project. A three-year project, dealing with the study of problems in the education of migrant children, and partially supported by a grant of \$36,100 from the Cooperative Research Program of the U. S. Office of Education, is scheduled to end December 31, 1960. The study has: (1) brought to light significant information about the educational and social status of the children and their parents, (2) shown that Colorado is the home base of many migrant children who are seriously retarded in scholastic and social achievement, and (3) conducted the first census of migrant children in the state.

The project has facilitated the growth and improvement of Colorado migrant summer schools, and the final report of the study will include recommendations for the structure of a system designed to bring improved educational opportunity to all migrant children in Colorado.

Small High Schools Project. The Rocky Mountain Area Project for Small High Schools is a four-year program (1957-61) initiated by the Department with grants from the Fund for the Advancement of Education and the Ford Foundation. It is designed to help teachers in necessarily existent small high schools to develop more effective use of their time and to explore patterns of organization for such schools. A small school is defined as having two-hundred or fewer enrollments in the upper four grades.

Techniques employed include multiple class teaching (one teacher simultaneously conducting two or more related courses for separate credit in one classroom), the use of supervised and enriched correspondence course, shared seminar programs for capable students, techniques of intra-class grouping, the use of audio tape, full courses on film, and expanded use of local area resources. The Department has provided coordination through general administration, consultation, annual week long workshops, and shorter in-service improvement activities. At present, twenty-four high schools participate in the Project.

Examples of Studies and Experimentation by Other Agencies

General. Although relatively small in quantity when compared with research in other fields, educational research and experimenta-

tion in Colorado is increasing. Some examples of research and experimentation by other agencies are described very briefly in the following paragraphs.

Denver Research on the Context of Instructional Television. In February, 1960 the Denver Public Schools, in cooperation with the Stanford University Institute for Communication Research, initiated a four-year study designed to determine the best context in which to use television for greatest effectiveness in teaching. The research is supported by a substantial grant of money from the U. S. Office of Education under the provisions of Title VII of the National Defense Education Act of 1958.

Principal objectives of the study will be to determine (1) the television, class room, home, and pupil variables which provide for the most effective foreign language instruction by television, and (2) the combinations of activities and facilities that produce the most effective situations for learning a foreign language by television.

Spanish instruction in the fifth and sixth grades was chosen as the specific field of study (1) because of the shortage of classroom teachers qualified to teach the subject and (2) because, since it is a fairly recent addition to the curriculum, it has not been frozen to a set pattern by years of use.

The assumption of this proposal is that the strategic question concerning instructional television is not whether it can be used, or how to make programs, but rather how to build it into the total teaching situation. The proposal calls for the study of the whole teaching situation of which television is a part, systematically varying as many of the elements as possible; trying to see where television fits into the pattern, and what combinations of activities and facilities can be put together to move a little closer to the classroom of the future.

Extensive experimentation is planned in the use of some of the electronic aids which will undoubtedly be found in the classrooms of the future. Dual-channel tape recorders will be used in the research. One of the aspects of this project which has attracted much national interest has been the plan to use "teaching machines" as a part of the learning experience.

University of Colorado Junior High School Study. Early in 1960 the Bureau of Educational Research and Service of the School of Education at the University of Colorado initiated a study of the social and academic articulation program of junior high schools in Colorado. Included is a study of special provisions for academically superior students. The research will continue through 1963.

Since the junior high school has often been the basis of time-consuming and inconclusive arguments and has sometimes been labeled the stepchild of American education, this study seems particularly needed. It will seek to analyze the junior high school programs and set forth the facts about what exists before dealing with the question of what should be.

Jefferson County School District R-1 Staff Utilization Study. An experimental study of the utilization of the staff in education was conducted by the Jefferson County Public Schools with the cooperation of the Ford Foundation's Fund for Advancement of Education, the National Association of Secondary School Principals, and the School of Education of the University of Denver. The project, extending from 1957 to 1960, consisted of three main phases. During the first phase, which was a study of the effects of class size on the achievement of pupils in several school subjects, it was determined that the size of the class did not in itself make any significant difference.

The underlying purpose of the investigation during the second year was to determine the effects of team teaching and schedule modification on the educational progress of students in the secondary schools. The third phase of the research was an extension in breadth and depth of the second phase and concerned itself with the areas of schedule modification, various kinds of organization for team teaching, team guidance, non-graded English, placement of pupils, use of material and personnel resources, independent study by students, attitudes of pupils and teachers and adaptability of teachers. Findings showed that team teaching and schedule modification produce as good or better results as do regular procedures and provide better for varied pertinent learning experiences.

In general, results of the experiments were encouraging and gave considerable impetus for further research.

Colorado State College School Entrance Age Study. Early in 1959 a study of school entrance age of pupils was initiated by School District Number 70 in Pueblo County in cooperation with the Educational Planning Service of Colorado State College. The study was an outgrowth of a discussion of school problems by school administrators of the Central Arkansas Valley Area of the Colorado Cooperative Program in Educational Administration.

The study, which is an effort to determine the existing relations between school success and such variables as entrance age, social and economic background, sex, and pupil intelligence, was expanded during the 1959-60 school year to include the La Junta and Fort Morgan school systems, in addition to Pueblo 70. Plans were being made by Colorado State College to continue it on a statewide basis during 1960-61.

Results of the second year of study seemed to be generally consistent with what was learned during the first year, when the study group drew the following implications:

1. If children who are less than 68 months old at the time they enter school wait a year, their chances for success will improve. According to this study, children of that age with low I.Q.'s are almost certain to have difficulty. If they wait a year, four out of ten will do average or better in school. Eighty percent of very young children with average I.Q.'s will have difficulty, but if they wait a year, only 20 percent will do below average work. To a lesser degree, this is probably true of children who are slightly older than 68 months, but at this time, it is not possible to say what effect an added year of age would have on older children.

2. With the aid of an intelligence test or reading readiness test and the information the school has on the children enrolled, school personnel can make fairly reliable predictions of success for children with varying levels of ability, age, and social and economic background. These predictions should be useful in grouping children and determining promotion or retention. More important, however, it suggests a more flexible system of grade placement, such as an ungraded elementary school.

28

IMPROVING STATISTICAL SERVICES

... .. "... *Title X*
Section 1009, N.D.E.A. proves
major stimulus to statistical
services..."

Title X, NDEA

General. Section 1009 of Title X of the National Defense Act of 1958 provides for assistance to the states "to improve and strengthen the adequacy and reliability of educational statistics provided by States and local reports and records and the methods and techniques for collecting and processing educational data and disseminating information about the condition and progress of education in the states."

Purposes of the section are: (1) improving the collection, analysis and reporting of statistical data supplied by local educational units, (2) the development of accounting and reporting manuals to serve as guides for local educational units, (3) the conduct of conferences and training for personnel of local educational units and of periodic reviews and evaluation of the program for records and reports, (4) improving methods for obtaining from other state agencies within the state, educational data not collected by the state educational agency, or (5) expediting the processing and reporting of statistical data through the installation and operation of mechanical equipment.

Federal payments with respect to any program of a state educational agency under Section 1009 may be made: (1) only to the extent it is a new program or an addition to or an expansion of an existing program, and (2) only if the approved state plan includes such program. Colorado's original Title X Plan was approved March 16, 1959 and a subsequent amendment was approved June 22, 1959.

In brief, the Colorado Title X Plan is directed toward reaching the optimum point in ease, speed, and accuracy in collecting, processing, analyzing, and disseminating needed educational information.

Revisions in Data Collecting, Processing, and Disseminating. In May, 1959 the State Board of Education authorized the transfer of statistical duties in the State Department of Education from the Division of School Finance to the reorganized Division of Research and Statistics. This was done as a procedure for implementing the provisions of the Title X program in Colorado. Under this plan of reorganization, all data collection and the receiving and processing of reports to the State Department of Education, unless otherwise specially provided for, will be the responsibility of the Division of Research and Statistics. By the end of the biennium, most of the required statistical staff had been hired and the new plan was well under way.

Although pointed directly toward the improvement of statistical services in the Department of Education, the Title X program definitely involved needed changes in statistical practices at the local and county level as well. Among significant changes already made or in progress, in addition to the reorganization and centralization of statistical responsibility noted above, are the following: (1) an evaluation of the Department's statistical services, (2) establishment of more proper systems of accounting and more streamlined reporting, particularly in the areas of financial and student and staff personnel information, (3) some conversion to machine processing, utilizing, by contract, the facilities of the Central Electronic Data Processing Division of the Department of Revenue, (4) completion and distribution of a state financial accounting manual, (5) the establishment of the core of a good central statistical staff, with increased emphasis on improving the analysis and presentation of statistical data, (6) the establishment of a system of field-office coordination for account-

ing and reporting, and (7) initiation of a system of collecting, analyzing, summarizing, and disseminating significant educational research information.

In addition to these changes, considerable spade work has been done basic to the collection of adequate information in the area of curriculum and instruction, perhaps the most important aspect of our educational program, but probably the most neglected area in terms of data collected.

Machine Processing of Data. As noted previously, one feature of the new plan involves the conversion from manual to machine methods of processing data. In the beginning there was considerable optimism about the prospects of making this conversion relatively quickly and easily, to the benefit of local and county school officials as well as those working at the state level. The summary of district financial statistics, previously prepared manually by county superintendents, was discontinued and district reports, after being checked at the county level, were sent to the state offices for machine summarization. By the end of the biennium, however, it was obvious that this conversion process, although vital to the statistical improvement program, was a complex and long-term matter. Utilization of the State's centralized machine facilities, while advantageous in some respects, posed some special problems in others.

Publications. Pending evaluation of existing recurring statistical analyses prepared for both special and general dissemination, the Division of Research and Statistics continued with their preparation and publication. In some instances, changes, refinements, and improvements were instituted prior to the end of the 1959-60 year. For example, the Comparative Information and Comparable Data reports for 1957-58 data were machine-prepared on a trial basis. For the most part, however, improvements in statistical publications, particularly in terms of content, format, and timeliness, were in their final planning and initial preparation stages at the end of the biennial period.

Publications for which the Division of Research and Statistics retained or assumed responsibility included the following: (1) Analysis of Teaching and Administrative Positions in Colorado by Teaching Levels, Certification, and Salary; Annual Department of Education—CASA Salary Study; Comparable District Financial Data; Comparative Information on Enrollments, Teachers, and School Finance; Estimated Assessed Valuations; Fall Follow-up of Colorado High School Graduates; Fall Report on Enrollments, Teachers, and Schoolhousing; Teacher Supply and Demand; Teacher Turnover; These Are the Facts; and miscellaneous minor statistical summaries.

Impact of Title X. Many educational leaders recognize the lack of educational information as the most serious educational shortage. Because of this, a number have termed Title X perhaps the most

significant Title in the National Defense Education Act. Certainly adequate information is basic to intelligent action, and the need for improved educational statistics, in terms of quality, quantity, and timeliness, is urgent. The Title X program is an effort to meet this need.

Although not directly supportive of local improvements, the Colorado Title X program involves needed changes affecting many educational and related workers at the state, county, and local levels. Some of these changes were noted in a preceding section of this report. In brief, they involve information relating to the state's 1400 schools, its 17,000 certificated public school employees, not to mention other workers, and its nearly 375,000 public school pupils. In addition, the plan, when fully implemented, will involve various facets of private, parochial, higher, and adult education.

The Title X program encourages closer cooperation among various educational and related agencies. Some of this is already being felt by legislative agencies and committees and units of institutions of higher learning, as well as by the Department of Education and its internal units.

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APPENDIX A

SCHOOL
STATISTICS

1958-1959

1959-1960

APPENDIX A

SCHOOL
STATISTICS

1928-1929

1929-1930

PART I
1958-1959

PART I
1988-1989

SUMMARY OF RECEIPTS, EXPENDITURES, TRANSFERS, LIABILITIES AND BALANCES
OF ALL COLORADO PUBLIC ELEMENTARY AND SECONDARY SCHOOLS AS SHOWN
BY THE SECRETARIES' ANNUAL REPORTS TO THE COUNTY SUPERINTENDENTS
OF SCHOOLS FOR SCHOOL YEAR 1958-59 (NEAREST DOLLAR)

Beginning Balance		
Cash with County Treasurer and/or Other Depositories	\$ 39,013,741	
Securities and/or Other Assets.....	61,099,921	
Total Beginning Balance.....		\$100,113,662
Receipts		
Revenue Receipts	145,311,841	
Non-Revenue Receipts	25,164,696	
Total Receipts Except Transfers.....		170,476,537
Incoming Transfers		
From Other School Districts.....	1,805,998	
From Other Funds.....	1,187,863	
Total Incoming Transfers.....		2,993,861
Ending Payroll Deductions Payable and Other Liabilities.....		503,186
Total Beginning Balance, Receipts, Incoming Transfers, and Ending Liabilities.....		\$274,087,246
Total Current Expenses Except Transfers..... 118,067,943		
Capital Outlay		
Debt Service	42,854,932	
Total Expenditures Except Transfers.....	14,967,688	175,890,563
Outgoing Transfers		
To Other School Districts.....	1,615,849	
To Other Funds.....	927,217	
Total Outgoing Transfers.....		2,543,066
Ending Balance		
Cash with County Treasurers and/or Other Depositories	36,926,845	
Securities and/or Other Current Assets.....	58,410,003	
Total Ending Balance.....		95,336,848
Beginning Payroll Deductions Owed and Other Liabilities....		316,769
Total Expenditures, Outgoing Transfers, Ending Balance, and Ending Liabilities.....		\$274,087,246

Note: Difference in beginning balance of this summary report and the ending balance of the summary report for previous year is due to inconsistencies in accounting and reporting practices and has been accounted for by the districts involved.

GENERAL SUMMARY
STATISTICS ON PUBLIC SCHOOL EDUCATION IN COLORADO
SCHOOL YEAR 1958-59

Item	1958-59
Pupil Data	
Kindergarten through Grade 12	
Total original entries.....	374,764
Enrollment at end of school year	
Kindergarten	24,533
Elementary grades (1-8 and sepc.).....	245,825
Secondary grades (9-12 and post grad.).....	75,470
Total	345,828
Rural Schools	77,635
Urban Schools	268,193
Average daily membership.....	349,892.6
Average daily attendance (full time day schools).....	326,862.7
Percent of school census in average daily attendance.....	74.8
Percent of enrollment in average daily attendance.....	94.5
School census population (ages 6 through 21).....	436,843
Pupils completing grade 8.....	22,165
Pupils completing grade 12.....	14,351
Pupils transported to school at district expenses.....	87,233
Higher Education	
Enrollment	
Public and Private Colleges and Universities (fall degree-credit students).....	34,966
Public Junior Colleges (Spring quarter)	
Day programs	2,400
Evening programs	1,902
Staff Personnel Data	
Kindergarten through Grade 12	
Classroom teachers (full-time day school).....	14,775
Superintendents, principals and supervisors.....	1,159
Teachers and administrators with A.B. degree or higher.....	14,643
Teachers and administrators with more than 10 years experience	7,141
Higher Education	
Teachers and administrators	
Junior colleges (full-time equiv.).....	212.6
Public colleges and universities (full-time equivalent).....	1,141.6
Schools	
Kindergarten through Grade 12	
One teacher schools.....	192
Number of schools, excluding opportunity schools.....	1,423
School buildings used for instruction.....	1,663
Number of School Districts	830
Fiscal Data—Public Elementary and Secondary Schools	
Receipts for all purposes.....	\$ 170,476,537
Expenditures for all purposes.....	\$ 175,890,563
Expenditures for current expenses.....	\$ 118,067,943
Expenditures for debt service.....	\$ 14,967,688
Expenditures for capital outlay.....	\$ 42,854,932
Transportation expense	\$ 4,576,250
Average mill levy for schools (1958 Tax Year).....	31.166
Assessed valuation of state.....	\$3,291,508,747
Value of school property.....	\$ 369,824,872
Bonded debt	\$ 203,564,834
Annual cost—current expenses* per child in average daily attendance	\$ 359.94
Average salary paid—all teachers and administrators.....	\$ 4,811

*Excludes Community Services.

AVERAGE SALARIES OF PUBLIC SCHOOL TEACHERS AND ADMINISTRATORS, SCHOOL YEAR 1958-59

County	Kinder- garten	Ele- mentary	Junior high	Senior high	Adminis- trators	County average
Adams		\$4,371	\$4,554	\$4,713	\$7,157	\$4,625
Alamosa		3,966	4,404	4,316	6,180	4,428
Arapahoe	\$4,546	4,501	4,836	4,897	7,359	4,834
Archuleta		3,929	4,100	4,159	5,500	4,058
Baca	3,250	3,534		3,924	5,176	3,796
Bent	4,050	3,771	4,388	4,187	5,929	4,089
Boulder	4,665	4,670	4,591	4,535	7,090	4,802
Chaffee	3,762	3,818	4,015	4,385	6,060	4,190
Cheyenne		3,243		3,753	4,996	3,577
Clear Creek	5,075	3,834		4,431	6,925	4,163
Conejos	3,200	3,375	3,494	3,694	4,670	3,506
Costilla		3,303	3,950	3,915	5,112	3,589
Crowley		3,392	3,672	3,949	4,725	3,692
Custer		3,422	4,480	4,154	5,500	4,389
Delta		4,650	4,270	4,615	6,729	4,740
Denver	5,070	5,239	5,452	6,081	8,818	5,684
Dolores		3,931	3,255	4,522	5,700	4,102
Douglas		3,886		4,281	7,467	4,157
Eagle	3,267	3,748	4,056	4,276	5,800	4,044
Elbert		3,722		4,212	6,200	4,096
El Paso	4,366	4,664	5,181	4,939	7,292	4,984
Fremont	4,454	4,274	4,582	4,782	6,174	4,645
Garfield	3,750	4,055	4,467	4,310	6,400	4,310
Gilpin		3,452		4,086	5,500	4,312
Grand	4,480	4,254		4,281	7,400	4,441
Gunnison	4,400	4,200	4,200	4,519	6,667	4,421
Hinsdale		3,350				3,350
Huerfano	3,750	3,736	4,400	4,027	6,325	3,989
Jackson	2,000*	3,985		4,766	5,750	4,200
Jefferson	4,641	4,919	5,511	5,223	6,088	5,141
Kiowa		3,574	3,681	4,147	5,738	3,905
Kit Carson	3,500	3,597		4,317	5,900	4,064
Lake	4,553	4,667	4,782	4,979	7,058	4,965
La Plata		4,013	4,327	4,460	5,890	4,294
Larimer	4,330	4,294	4,954	4,745	6,416	4,654
Las Animas	3,373	3,615	4,007	4,255	5,749	4,007
Lincoln	3,862	3,756		4,281	5,720	4,096
Logan	3,950	3,876	4,474	5,119	5,450	4,560
Mesa	5,250	4,277	5,710	4,707	6,612	4,875
Mineral		3,508		3,940		3,755
Moffat	4,700	4,084		4,561	6,245	4,343
Montezuma	3,490	3,741	4,066	4,383	5,781	4,093
Montrose	3,426	3,836	4,379	4,714	6,031	4,226
Morgan	4,050	4,178	4,674	4,823	6,768	4,569
Otero	3,037	4,011	4,078	4,336	5,784	4,247
Ouray		3,835	4,200	4,116	5,650	4,122
Park		3,727		4,064	5,750	4,018
Phillips	3,900	3,850		4,510	6,250	4,191
Pitkin	3,155	3,959	3,025	4,409	6,000	4,128
Prowers	3,738	3,744	4,273	4,189	5,560	4,018
Pueblo	4,442	4,746	4,921	5,082	7,463	4,985
Rio Blanco	5,000	4,804	5,237	5,168	7,681	5,185
Rio Grande	3,802	4,035	4,296	4,304	5,946	4,236
Routt	3,725	3,985	4,190	4,451	6,007	4,336
Saguache		3,959		4,251	5,656	4,174
San Juan		4,123		4,488	6,000	4,470
San Miguel	3,466	3,489	3,750	3,969	5,467	3,783
Sedgwick	2,265*	3,275		4,232	5,466	3,695
Summit	4,000	3,929		4,350	6,800	4,188
Teller	1,800	4,269		4,306	5,950	4,356
Washington	3,812	3872		4,734	6,258	4,295
Weld	4,133	3,937	4,922	4,291	6,139	4,301
Yuma	2,385*	3,509	3,969	4,087	6,083	3,831

*Includes salaries of part-time kindergarten teachers.
Data from "County Superintendent's Annual Report," 1958-59.

PUBLIC ELEMENTARY AND SECONDARY SCHOOL ENROLLMENTS, BY COUNTY, SCHOOL YEAR 1958-59

Kindergarten through post graduate

(End of School year enrollment)

Data from "County Superintendent's Annual Reports," 1958-1959

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County	Kinder- garten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Special or un- graded elemen- tary	Total Kindergarten through 8, and special elementary		
											Boys	Girls	Total
Adams.....	0	2,701	2,487	2,239	2,065	2,115	2,006	1,594	1,229	105	8,469	8,072	16,541
Alamosa.....	0	248	222	227	219	198	207	153	160	0	830	804	1,634
Arapahoe.....	2,327	2,943	2,754	2,542	2,520	2,511	2,441	2,049	1,684	100	11,296	10,575	21,871
Archuleta.....	0	64	62	63	75	62	63	47	44	0	250	230	480
Baca.....	52	166	156	136	131	132	151	126	116	2	587	581	1,168
Bent.....	105	174	163	161	164	149	172	143	115	0	717	629	1,346
Boulder.....	1,119	1,261	1,181	1,129	1,142	1,064	1,138	988	860	31	5,121	4,792	9,913
Chaffee.....	85	139	128	129	132	141	151	118	117	0	564	576	1,140
Cheyenne.....	0	59	54	57	58	63	54	42	56	0	233	210	443
Clear Creek.....	30	59	55	44	64	50	61	48	41	0	242	210	452
Conejos.....	101	324	247	255	256	249	213	203	192	0	1,080	960	2,040
Costilla.....	0	162	139	138	138	141	125	115	100	0	562	496	1,058
Crowley.....	0	98	104	90	85	96	89	85	73	0	372	348	720
Custer.....	0	26	20	20	27	25	20	31	26	0	103	92	195
Delta.....	0	293	311	298	302	346	347	302	275	3	1,324	1,150	2,474
Denver.....	8,619	8,429	7,840	7,378	7,060	7,002	7,287	6,093	4,996	795	33,276	32,223	65,499
Dolores.....	0	65	54	54	62	52	49	48	32	0	212	204	416
Douglas.....	0	107	112	114	124	110	127	86	85	0	429	436	865
Eagle.....	51	120	115	84	86	87	91	71	70	0	404	371	775
Elbert.....	0	73	75	65	64	59	63	67	55	0	275	246	521
El Paso.....	2,610	2,773	2,667	2,493	2,478	2,424	2,414	2,125	1,605	63	11,278	10,374	21,652
Fremont.....	267	343	304	315	353	321	370	256	242	15	1,445	1,341	2,786
Garfield.....	91	222	238	227	210	254	243	222	205	0	998	914	1,912
Gilpin.....	0	9	9	13	5	15	8	14	8	0	48	33	81
Grand.....	89	94	76	65	82	69	80	78	56	0	365	324	689
Gunnison.....	84	117	102	85	78	91	78	87	60	0	397	385	782
Hinsdale.....	0	3	3	1	3	1	2	4	2	0	6	13	19
Huerfano.....	96	166	120	129	134	137	141	140	109	0	583	589	1,172
Jackson.....	27	44	46	31	48	40	37	28	40	0	182	159	341
Jefferson.....	2,465	2,215	2,465	2,327	2,240	2,250	2,391	2,004	1,767	180	10,407	9,897	20,304

County	Kinder- garten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Special or un- graded elemen- tary	Total Kindergarten through 8, and special elementary		
											Boys	Girls	Total
Kiowa.....	0	53	67	46	47	62	60	53	39	0	223	204	427
Kit Carson.....	48	139	134	139	141	135	122	120	106	0	574	510	1,084
Lake.....	138	142	140	127	146	135	115	99	90	0	594	538	1,132
La Plata.....	0	479	459	481	482	420	452	325	290	0	1,756	1,632	3,388
Larimer.....	700	827	859	792	842	836	855	772	680	35	3,788	3,410	7,198
Las Animas.....	232	442	399	389	358	427	428	420	377	0	1,775	1,697	3,472
Lincoln.....	66	116	118	99	106	102	108	121	85	0	461	460	921
Logan.....	285	469	385	401	403	409	369	332	306	19	1,708	1,670	3,378
Mesa.....	64	1,048	1,067	986	1,002	940	1,073	935	820	50	4,053	3,932	7,985
Mineral.....	0	6	5	5	8	14	7	6	9	0	30	30	60
Moffat.....	131	182	133	148	144	129	152	117	101	0	610	627	1,237
Monezuma.....	54	401	396	369	317	318	376	273	266	0	1,430	1,340	2,770
Montrose.....	256	454	418	402	372	368	375	347	307	0	1,694	1,605	3,299
Morgan.....	121	643	547	518	506	452	474	397	377	0	2,018	2,017	4,035
Otero.....	280	641	575	551	571	546	566	521	431	28	2,408	2,302	4,710
Ouray.....	13	33	31	31	34	39	28	24	38	0	153	118	271
Park.....	0	39	37	35	38	52	37	23	19	0	133	147	280
Phillips.....	72	93	94	101	121	110	99	104	70	0	459	405	864
Pitkin.....	41	53	44	56	51	47	41	39	38	0	212	198	410
Prowers.....	184	369	307	276	291	329	308	246	246	0	1,330	1,226	2,556
Pueblo.....	2,220	2,346	2,222	2,012	2,205	2,222	2,122	1,933	1,552	301	9,828	9,307	19,135
Rio Blanco.....	117	107	127	141	121	115	136	82	88	0	525	509	1,034
Rio Grande.....	168	286	253	276	252	257	260	245	190	0	1,137	1,050	2,187
Routt.....	59	159	117	118	116	125	139	117	132	0	542	531	1,073
Saguache.....	0	192	135	120	126	139	121	103	94	0	505	525	1,030
San Juan.....	0	15	23	15	15	14	21	10	14	0	64	63	127
San Miguel.....	26	93	77	74	70	67	57	60	59	0	303	280	583
Sedgwick.....	87	108	100	88	106	93	93	97	73	0	451	394	845
Summit.....	34	44	32	30	41	34	34	25	23	0	152	145	297
Teller.....	21	56	51	49	61	40	49	53	34	0	227	187	414
Washington.....	70	147	163	128	151	128	132	130	107	0	602	554	1,156
Weld.....	764	1,661	1,466	1,458	1,417	1,425	1,424	1,330	1,148	57	6,304	5,846	12,150
Yuma.....	64	189	205	184	185	187	183	209	155	0	800	761	1,561
Total.....	24,533	35,520	33,495	31,554	31,250	30,970	31,435	27,035	22,784	1,781	138,904	131,454	270,358

PUBLIC ELEMENTARY AND SECONDARY SCHOOL ENROLLMENTS (Continued)

County	Grade 9	Grade 10	Grade 11	Grade 12	Special or ungraded high school	Post graduate	Total Grade 9 through post graduate			Grand total enrollment kindergarten through post graduate			Vocational and opportunity classes
							Boys	Girls	Total	Boys	Girls	Total	
Adams.....	1,190	1,126	845	600	0	0	1,866	1,895	3,761	10,335	9,967	20,302	0
Alamosa.....	155	159	132	105	0	0	266	285	551	1,096	1,089	2,185	0
Arapahoe.....	1,619	1,631	1,253	913	0	0	2,714	2,702	5,416	14,010	13,277	27,287	0
Archuleta.....	58	36	34	26	0	0	78	76	154	328	306	634	0
Baca.....	109	103	81	91	0	0	204	180	384	791	761	1,552	0
Bent.....	116	99	93	64	0	0	190	182	372	907	811	1,718	0
Boulder.....	884	822	760	631	13	3	1,561	1,552	3,113	6,682	6,344	13,026	429
Chaffee.....	133	123	94	87	0	0	250	187	437	814	763	1,577	0
Cheyenne.....	58	49	51	42	0	0	101	99	200	334	309	643	0
Clear Creek.....	53	52	39	20	0	0	88	76	164	330	286	616	0
Conejos.....	156	144	150	114	0	0	279	285	564	1,359	1,245	2,604	0
Costilla.....	89	79	65	73	0	0	151	155	306	713	651	1,364	0
Crowley.....	60	55	53	46	0	0	114	100	214	486	448	934	0
Custer.....	20	15	14	15	0	0	34	30	64	137	122	259	0
Delta.....	297	245	274	223	0	0	517	522	1,038	1,841	1,672	3,513	0
Denver.....	4,782	4,392	3,706	3,152	107	0	8,073	8,066	16,139	41,349	40,289	81,638	10,100
Dolores.....	30	38	34	30	0	0	76	56	132	288	260	548	0
Douglas.....	71	64	65	60	0	0	140	120	260	569	556	1,125	0
Eagle.....	66	53	56	42	0	0	107	110	217	511	481	992	0
Elbert.....	57	59	58	70	0	0	109	135	244	384	381	765	0
El Paso.....	1,646	1,556	1,208	976	0	4	2,788	2,602	5,390	14,066	12,976	27,042	0
Fremont.....	260	282	236	200	0	0	496	482	978	1,941	1,823	3,764	0
Garfield.....	185	186	157	137	0	1	364	302	666	1,362	1,216	2,578	0
Gilpin.....	9	7	10	10	0	0	18	18	36	66	51	117	0
Grand.....	68	60	63	43	0	0	111	123	234	476	447	923	0
Gunnison.....	72	62	66	58	0	0	137	121	258	534	506	1,040	0
Hinsdale.....	1	2	0	0	0	0	1	2	3	7	15	22	0
Huerfano.....	75	84	75	48	0	0	145	137	282	728	726	1,454	0
Jackson.....	24	25	20	19	0	0	57	31	88	239	190	429	0
Jefferson.....	1,771	1,656	1,291	1,019	0	0	2,859	2,878	5,737	13,266	12,775	26,041	0

County	Grade 9	Grade 10	Grade 11	Grade 12	Special or un-graded high school	Post graduate	Total Grade 9 through post graduate			Grand total enrollment kindergarten through post graduate			Vocational and opportunity classes
							Boys	Girls	Total	Boys	Girls	Total	
Kiowa.....	39	44	33	30	0	0	74	12	146	297	276	573	0
Kit Carson.....	115	116	111	103	0	0	217	228	445	791	738	1,529	0
Lake.....	79	95	65	58	0	0	144	153	297	738	691	1,429	0
La Plata.....	310	276	237	243	0	0	513	553	1,066	2,269	2,185	4,454	0
Larimer.....	730	663	595	520	0	0	1,251	1,257	2,508	5,039	4,667	9,706	0
Las Animas.....	326	324	271	247	0	0	586	582	1,168	2,361	2,279	4,640	0
Lincoln.....	97	97	87	67	0	0	192	157	349	653	617	1,270	0
Logan.....	331	294	257	239	0	0	588	533	1,121	2,296	2,203	4,499	0
Mesa.....	850	765	669	576	0	0	1,468	1,392	2,860	5,521	5,324	10,845	0
Mineral.....	7	7	6	4	0	0	10	14	24	40	44	84	0
Moffat.....	95	102	98	75	0	0	184	186	370	794	813	1,607	0
Montezuma.....	241	226	195	164	0	0	412	414	826	1,842	1,754	3,596	0
Montrose.....	312	229	208	212	0	0	473	488	961	2,167	2,093	4,260	0
Morgan.....	379	333	311	249	0	0	664	608	1,272	2,682	2,625	5,307	0
Otero.....	442	394	338	289	0	0	733	730	1,463	3,141	3,032	6,173	0
Ouray.....	33	39	32	25	0	0	64	65	129	217	183	400	0
Park.....	37	18	23	14	0	0	49	43	92	182	190	372	0
Phillips.....	103	87	81	68	0	0	167	172	339	626	577	1,203	0
Pitkin.....	30	34	20	36	0	0	59	61	120	271	259	530	0
Prowers.....	258	203	160	162	0	0	412	371	783	1,742	1,597	3,339	0
Pueblo.....	1,460	1,372	1,175	926	29	0	2,512	2,450	4,962	12,340	11,757	24,097	0
Rio Blanco.....	98	96	64	61	0	0	185	134	319	710	643	1,353	68
Rio Grande.....	193	145	120	109	0	0	275	292	567	1,412	1,342	2,754	0
Routt.....	113	115	95	100	0	0	229	194	423	771	725	1,496	0
Saguache.....	72	56	53	46	0	0	119	108	227	624	633	1,257	0
San Juan.....	13	12	15	7	0	0	24	23	47	88	86	174	0
San Miguel.....	46	38	46	33	0	0	97	66	163	400	346	746	0
Sedgwick.....	91	61	73	34	0	0	125	134	259	576	528	1,104	0
Summit.....	21	27	17	13	0	0	34	44	78	186	189	375	0
Teller.....	45	50	31	34	0	0	81	79	160	308	266	574	0
Washington.....	122	111	88	86	0	0	214	193	407	816	747	1,563	0
Weld.....	1,063	900	851	678	0	0	1,757	1,735	3,492	8,061	7,581	15,642	0
Yuma.....	194	177	133	120	0	0	315	309	624	1,115	1,070	2,185	0
Total.....	22,460	20,770	17,541	14,542	149	8	38,121	37,349	75,470	177,025	168,803	345,828	10,597

**SCHOOL CENSUS, ENROLLMENTS, ATTENDANCE, AND INSTRUCTIONAL STAFF PERSONNEL OF COLORADO
PUBLIC SCHOOLS, SCHOOL YEAR 1958-59**

Data from "County Superintendent's Annual Report, 1958-59" and "Census Report to the State Commissioner of Education, 1959."

County	Census ages 6-21 years	Enrollment (K-post grad.)	Average daily at- tendance of enrollment	Percent attendance (A.D.A.) is	Number of instructional staff						
					Men	Teachers Women	Total	Prin- cipals	Super- visors	Dist. Supts.	Total Staff
Adams	27,351	20,302	18,871.0	93.0	256	609	865	37	8	7	917
Alamosa	2,711	2,185	2,055.3	94.1	31	73	104	4	0	1	109
Arapahoe	27,276	27,287	25,840.5	94.7	295	825	1,120	50	21	13	1,204
Archuleta	845	634	637.8	100.6	10	22	32	2	0	1	35
Baca	1,833	1,552	1,481.0	95.4	32	64	96	3	0	5	104
Bent	2,174	1,718	1,618.1	94.2	23	59	82	5	0	1	88
Boulder	14,581	13,026	12,274.4	94.2	140	450	590	28	8	10	636
Chaffee	2,226	1,577	1,507.3	95.6	20	44	64	3	0	2	69
Cheyenne	967	643	622.9	96.9	18	28	46	1	0	3	50
Clear Creek	742	616	580.4	94.2	12	22	34	0	0	1	35
Conejos	3,479	2,604	2,499.0	96.0	30	84	114	0	0	4	118
Costilla	1,554	1,364	1,313.4	96.3	34	31	65	2	0	2	69
Crowley	1,270	934	901.5	96.5	19	32	51	0	0	4	55
Custer	361	259	237.6	91.7	6	10	16	0	0	1	17
Delta	4,742	3,513	3,292.2	93.7	56	98	154	7	0	3	164
Denver	111,815	81,638	76,572.0	93.8	1,335	2,017	3,352	123	126	12	3,613
Dolores	690	548	527.5	96.3	12	22	34	0	0	2	36
Douglas	1,192	1,125	1,066.3	94.8	16	41	57	2	0	1	60
Eagle	1,218	992	936.1	94.4	24	40	64	0	0	4	68
Elbert	1,081	765	720.0	94.1	21	30	51	0	0	3	54
El Paso	30,388	27,042	25,922.0	95.9	327	797	1,124	56	24	10	1,214
Fremont	4,336	3,764	3,538.3	94.0	56	113	169	4	7	5	185
Garfield	3,120	2,578	2,451.9	95.1	44	94	138	4	0	6	148
Gilpin	144	117	118.0	100.9	6	7	13	1	0	0	14
Grand	1,033	923	901.3	97.6	16	35	51	1	0	2	54

Gunnison	1,167	1,040	992.0	95.4	17	39	56	1	0	2	59
Hinsdale	33	22	23.1	105.0	0	1	1	0	0	0	2
Huerfano	2,471	1,454	1,379.9	94.9	17	58	75	2	0	2	79
Jackson	516	429	445.4	103.8	11	16	27	0	0	2	29
Jefferson	37,355	26,041	24,281.2	93.2	304	735	1,039	48	6	0	1,093
Kiowa	701	573	549.8	96.0	16	24	40	1	0	1	42
Kit Carson	1,954	1,529	1,430.8	93.6	32	56	88	2	0	2	92
Lake	1,768	1,429	1,356.6	94.9	25	53	78	5	0	2	85
La Plata	4,222	4,454	4,359.7	97.9	51	138	189	10	1	3	203
Larimer	11,834	9,706	9,263.3	95.4	99	330	429	18	5	8	460
Las Animas	6,723	4,640	4,442.6	95.7	75	163	238	13	1	7	259
Lincoln	1,458	1,270	1,201.0	94.6	29	45	74	0	0	5	79
Logan	5,776	4,499	4,244.8	94.3	70	163	233	7	3	8	251
Mesa	13,990	10,845	10,337.8	95.3	152	355	507	25	11	5	548
Mineral	107	84	82.2	97.9	3	4	7	1	0	1	9
Moffat	1,843	1,607	1,477.2	91.9	24	58	82	4	0	1	87
Montezuma	4,179	3,596	3,521.2	97.9	45	113	158	6	1	4	169
Montrose	5,116	4,260	4,065.7	95.4	62	128	190	9	0	4	203
Morgan	6,130	5,307	5,037.0	94.9	76	165	241	11	0	5	257
Otero	7,206	6,173	5,866.4	95.0	82	195	277	18	1	6	302
Ouray	493	400	391.5	97.9	8	16	24	0	0	2	26
Park	482	372	348.5	93.7	5	15	20	0	0	2	22
Phillips	1,309	1,203	1,140.6	94.8	19	46	65	2	0	2	69
Pitkin	510	530	470.5	88.8	11	17	28	0	0	2	30
Prowers	3,925	3,339	3,197.3	95.8	51	111	162	6	2	4	174
Pueblo	31,745	24,097	22,719.1	94.3	307	614	921	39	11	5	976
Rio Blanco	1,421	1,353	1,282.4	94.8	28	48	76	4	0	2	82
Rio Grande	3,848	2,754	2,621.4	95.2	30	92	122	3	0	3	128
Routt	1,778	1,496	1,449.5	96.9	34	51	85	3	0	4	92
Saguache	1,498	1,257	1,178.7	93.8	16	44	60	2	0	2	64
San Juan	205	174	164.3	94.4	6	8	14	0	0	1	15
San Miguel	776	746	727.0	97.5	15	25	40	0	0	3	43
Sedgwick	1,287	1,104	1,037.7	93.1	22	42	64	3	0	2	69
Summit	377	375	385.2	102.7	9	16	25	0	0	1	26
Teller	666	574	556.9	97.0	10	24	34	1	0	2	37
Washington	1,896	1,563	1,478.3	94.6	36	63	99	3	0	3	105
Weld	20,456	15,642	14,812.8	94.7	223	540	763	30	4	23	820
Yuma	2,493	2,185	2,067.5	94.6	43	88	131	4	0	2	137
Total	436,843	345,828	326,862.7	94.5	4,902	10,346	15,248	615	240	236	16,339

**ASSESSED VALUATION, CURRENT EXPENSES PER PUPIL
IN A. D. A., CAPITAL OUTLAY AND DEBT SERVICE
EXPENDITURES, CAPITAL ASSETS, AND CAPITAL
LIABILITIES OF PUBLIC ELEMENTARY AND SECONDARY
SCHOOLS, BY COUNTY, 1958-59**

County	Assessed Valuation	Current expenses* per pupil in A. D. A.	Capital outlay	
			Sites	Buildings
Adams	\$ 148,199,600.00	\$ 326.76	\$ 132,468.77	\$ 3,533,618.00
Alamosa	15,866,941.00	338.38	400.00	50,840.04
Arapahoe	153,543,580.00	318.95	202,450.36	4,221,050.90
Archuleta	5,583,918.00	347.74	980.00	-----
Baca	20,123,882.00	430.97	9,869.00	73,847.18
Bent	15,776,717.00	347.09	15,397.78	1,927.44
Boulder	119,194,820.00	375.03	148,920.73	2,040,408.86
Chaffee	13,925,960.00	290.10	2,500.00	189,785.03
Cheyenne	15,381,495.00	600.95	-----	8,725.47
Clear Creek	5,895,610.00	386.01	6,542.54	231.55
Conejos	10,307,480.00	233.01	-----	7,452.52
Costilla	5,675,640.00	309.74	244.72	8,945.96
Crowley	7,453,910.00	379.87	-----	5,940.10
Custer	3,164,481.00	472.55	-----	120.00
Delta	20,450,000.00	364.83	12,279.14	369,575.45
Denver	1,070,893,790.00	391.84	406,663.64	9,466,102.42
Dolores	5,027,300.00	447.24	9,903.81	11,431.14
Douglas	13,464,810.00	428.90	22,441.00	1,513.72
Eagle	12,672,711.00	454.23	10,542.99	6,752.08
Elbert	14,283,898.00	523.51	1,214.34	91,041.80
El Paso	178,939,960.00	338.78	251,072.57	6,030,020.96
Fremont	27,885,570.00	355.07	2,563.54	55,644.73
Garfield	29,339,650.00	391.00	6,090.08	4,789.92
Gilpin	2,828,095.00	728.92	112.51	881.46
Grand	11,401,115.00	473.39	6,303.48	2,544.15
Gunnison	11,431,355.00	439.90	-----	2,156.59
Hinsdale	1,184,870.00	634.00	-----	-----
Huerfano	11,203,780.00	334.65	3,792.95	22,442.41
Jackson	9,151,750.00	422.82	-----	34,993.92
Jefferson	171,886,190.00	329.50	485,932.34	2,971,302.20
Kiowa	13,331,830.00	548.61	3,020.00	134.00
Kit Carson	19,443,025.00	457.53	2,580.83	131,897.58
Lake	31,675,255.00	466.21	-----	-----
La Plata	39,217,325.00	317.58	33,232.58	659,517.41
Larimer	91,295,010.00	319.27	30,572.18	466,999.16
Las Animas	30,897,670.00	362.55	1,238.17	14,742.67
Lincoln	18,326,295.00	478.84	1,000.00	14,078.12
Logan	63,019,550.00	425.93	44,760.94	57,052.77
Mesa	84,602,490.00	385.58	93,790.58	1,440,152.08
Mineral	1,790,755.00	496.80	-----	-----
Moffat	18,705,045.00	377.54	5,741.50	184,312.55
Montezuma	15,785,415.00	288.57	20,459.30	111,669.36
Montrose	29,147,930.00	320.77	7,205.79	37,312.41
Morgan	63,572,010.00	354.44	7,099.92	5,056.96
Otero	37,581,225.00	327.12	2,173.00	12,068.88
Ouray	4,413,499.00	406.91	-----	2,739.90
Park	7,933,975.00	482.33	4,326.53	921.84
Phillips	16,453,550.00	410.15	2,214.50	9,142.11
Pitkin	8,109,030.00	440.85	1,165.75	4,271.98
Prowers	26,735,760.00	331.13	11,599.18	19,036.13
Pueblo	160,261,030.00	322.65	255,228.86	3,101,347.99
Rio Blanco	80,369,045.00	586.63	9,497.92	32,695.51
Rio Grande	19,037,631.00	308.88	770.35	61,670.40
Routt	22,063,380.00	480.77	9,424.93	4,614.13
Saguache	10,009,160.00	375.19	-----	1,200.00
San Juan	2,499,104.00	649.16	-----	-----
San Miguel	7,979,530.00	357.77	2,558.75	128,086.70
Sedgwick	13,720,560.00	357.97	2,668.22	11,803.63
Summit	5,344,905.00	526.75	-----	5,586.30
Teller	5,933,280.00	454.89	1,385.47	910.84
Washington	42,722,480.00	554.56	11,887.92	260,419.13
Weld	144,169,400.00	346.63	33,964.23	531,443.70
Yuma	23,623,720.00	467.24	5,100.00	176,020.86
Totals	\$3,291,908,747.00	\$ 359.94	\$2,343,353.69	\$36,698,991.10

*Excludes Community Services.
Data from "Secretary's Annual Report to the County Superintendent of Schools,"
1958-59.

Equipment	Total capital outlay	Debt service		
		Principal	Interest	Other
\$ 246,315.07	\$ 3,912,401.84	\$ 749,500.00	\$ 474,507.58	\$ 2,843.31
10,100.09	61,340.13	24,500.00	4,642.25	
400,934.23	4,824,435.49	948,000.00	555,147.37	397,364.25
1,901.89	2,881.89	13,000.00	5,617.69	
18,248.23	101,964.41	27,000.00	25,236.25	

10,951.92	28,277.14	17,000.00	4,377.50	
287,852.67	2,477,182.26	270,904.22	170,708.79	5,742.14
12,994.29	205,279.32	5,000.00	4,243.75	
13,467.35	22,192.82	32,000.00	6,927.67	22,549.00
1,555.97	8,330.06	11,318.48	7,282.50	2,644.77

5,064.05	12,516.57	30,141.20	12,655.63	
13,613.72	22,804.40	17,860.60	12,304.52	1,075.21
1,815.96	7,756.06	22,520.00	7,556.00	15.00
1,737.52	1,857.52	9,000.00	4,870.00	
22,206.54	404,061.13	32,000.00	30,686.35	

485,313.42	10,358,079.48	3,511,000.00	1,335,059.00	6,215.99
11,140.68	32,475.63	17,000.00	8,655.00	2.99
11,008.92	34,963.64	10,000.00	4,737.50	
16,173.98	33,469.05	18,000.00	7,308.75	2,693.70
15,146.84	107,402.98	21,000.00	16,801.25	

358,970.96	6,640,064.49	725,732.50	456,709.83	4,917.08
8,668.59	66,876.86	50,700.00	15,609.39	
27,109.10	37,989.10	78,500.00	27,405.00	5,389.21
1,814.96	2,808.93	2,000.00	1,217.50	
10,958.97	19,806.60	23,000.00	6,535.00	850.00

3,780.12	5,936.71	12,000.00	5,412.50	
239.92	239.92			
	24,235.36			
5,690.12	40,684.04	17,000.00	3,443.75	408.84
586,738.58	4,043,973.12	545,000.00	641,903.84	

4,919.67	8,073.67	4,000.00	356.27	
26,775.57	161,253.98	43,200.00	17,617.75	
12,288.27	12,288.27	30,000.00	18,442.50	45.08
85,294.87	778,044.86	121,000.00	57,634.16	3,657.91
84,261.39	581,832.73	182,500.00	101,969.00	

18,912.50	34,893.34	53,500.00	14,934.65	550.69
15,099.60	30,177.72	37,920.96	14,294.95	3,533.82
97,609.61	199,423.32	179,320.74	66,728.64	
103,433.43	1,637,376.09	329,150.00	184,395.66	

17,334.05	207,388.10	54,000.00	22,771.25	
41,679.30	173,807.96	77,450.00	54,469.65	
21,399.75	65,917.95	101,000.00	44,984.38	
29,496.94	41,653.82	172,400.00	72,091.25	
36,923.00	51,164.88	134,000.00	35,287.56	2,326.90

4,197.72	6,937.62	3,500.00	476.25	1,456.00
3,316.43	8,564.80	4,500.00	5,360.58	
28,101.53	39,458.14	51,000.00	10,621.26	
8,637.06	14,074.79	12,000.00	2,520.53	
14,724.50	45,359.81	56,502.81	21,164.38	169.90

248,758.40	3,605,335.25	3,000.00	18,735.25	1,933.62
37,660.35	79,853.78	105,000.00	9,171.75	
13,317.87	75,758.62	30,000.00	17,714.75	
8,019.69	22,058.75	39,000.00	22,238.25	
6,446.25	7,646.25	16,000.00	7,451.75	

1,903.26	1,903.26			
3,518.96	134,164.41	24,000.00	8,933.50	
11,289.00	25,760.85	20,000.00	11,602.50	
5,954.69	11,540.99	4,500.00	1,406.50	467.90
1,812.91	4,109.22	6,000.00	4,445.00	

59,921.85	332,228.90	62,500.00	20,348.13	
142,490.49	707,898.42	332,800.00	168,208.83	391.85
25,573.96	206,694.82	40,000.00	26,410.00	

\$3,812,587.53	\$42,854,932.32	\$9,577,721.51	\$4,922,720.79	\$467,245.16

County	Total debt service	Capital assets		
		Sites	Buildings	Equipment
Adams.....	\$ 1,226,850.89	\$ 1,116,790.01	\$ 20,604,129.36	\$ 1,881,694.93
Alamosa.....	29,142.25	1,063,800.00	3,200,313.00	534,028.00
Arapahoe.....	1,900,511.62	7,151,552.55	17,768,967.08	2,365,674.52
Archuleta.....	18,617.69	100,000.00	4,400,000.00	779,740.00
Baca.....	52,236.25	9,000.00	1,067,545.00	159,604.98
Bent.....	21,377.50	21,355.00	862,863.15	91,396.85
Boulder.....	447,355.15	3,519,496.04	9,572,996.01	1,322,822.08
Chaffee.....	9,243.75	37,500.00	689,897.74	67,994.29
Cheyenne.....	61,476.67	21,000.00	654,050.00	88,650.00
Clear Creek.....	21,245.75	80,542.00	488,357.00	78,377.97
Conejos.....	42,796.83	19,462.50	1,137,427.00	241,381.35
Costilla.....	31,240.33	19,450.00	868,194.39	136,255.99
Crowley.....	30,091.00	47,299.95	805,878.10	73,565.96
Custer.....	13,870.00	6,000.00	327,000.00	53,367.52
Delta.....	62,686.35	62,279.14	2,633,137.45	506,706.54
Denver.....	4,852,274.99	9,100,946.62	81,683,982.90	7,792,034.90
Dolores.....	25,657.99	14,003.81	592,762.43	82,710.44
Douglas.....	14,737.50	272,441.00	1,001,513.72	236,767.38
Eagle.....	28,002.45	140,604.30	517,666.00	97,726.56
Elbert.....	37,801.25	255,600.00	528,000.00	141,375.00
El Paso.....	1,187,359.41	1,987,704.69	21,405,259.82	2,158,396.70
Fremont.....	66,309.39	387,250.00	1,826,087.51	302,773.45
Garfield.....	111,294.21	47,000.00	1,653,450.00	274,765.00
Gilpin.....	3,217.50	141,949.00	16,000.00	24,067.04
Grand.....	30,385.00	28,100.00	569,224.00	127,758.00
Gunnison.....	17,412.50	136,850.00	999,600.00	86,850.00
Hinsdale.....				
Huerfano.....	9,671.75	33,300.00	1,768,105.00	129,039.97
Jackson.....	20,852.59	160,576.75	141,719.00	44,323.00
Jefferson.....	1,186,903.84	485,932.34	25,081,894.26	1,463,635.04
Kiowa.....	4,356.27	61,220.00	377,334.00	107,181.34
Kit Carson.....	60,817.75	1,092,383.70	25,650.00	201,440.80
Lake.....	48,487.58	36,000.00	1,050,000.00	245,100.00
La Plata.....	182,292.07	55,133.10	5,985,547.36	554,007.81
Larimer.....	284,469.00		7,506,437.00	1,077,476.68
Las Animas.....	68,985.34	163,113.17	3,570,915.56	450,676.12
Lincoln.....	55,749.73	20,500.00	1,090,578.12	184,752.75
Logan.....	246,049.38	80,000.00	4,465,426.63	560,928.26
Mesa.....	513,545.66	559,789.93	8,382,482.80	696,010.63
Mineral.....			91,000.00	15,000.00
Moffat.....	76,771.25	6,741.50	1,156,900.00	166,100.00
Montezuma.....	131,919.65	475,723.99	2,707,374.87	357,083.34
Montrose.....	145,984.38	212,300.00	3,503,800.00	492,250.00
Morgan.....	244,491.25	342,450.81	4,073,705.70	665,799.94
Otero.....	171,614.46	1,720,100.00	2,551,100.00	652,952.00
Ouray.....	5,432.25	9,000.00	295,000.00	42,080.00
Park.....	9,860.58	12,341.86	347,118.62	45,986.87
Phillips.....	61,621.26	63,214.50	853,663.34	92,737.46
Pitkin.....	14,520.53	39,120.00	294,690.29	56,899.18
Prowers.....	77,837.09	165,400.00	1,509,090.01	84,799.00
Pueblo.....	23,668.87	1,527,462.31	22,954,106.90	2,436,695.43
Rio Blanco.....	114,171.75	150,423.00	3,177,436.84	588,097.38
Rio Grande.....	47,714.75	58,445.00	2,805,718.00	300,776.89
Routt.....	61,238.25	175,250.00	885,550.00	148,167.84
Saguache.....	23,451.75	16,032.00	927,195.00	130,450.00
San Juan.....		20,000.00	280,000.00	53,600.00
San Miguel.....	32,933.50	20,000.00	468,342.55	93,521.60
Sedgwick.....	31,602.50	25,850.00	972,092.09	139,668.45
Summit.....	6,374.40			
Teller.....	10,445.00	17,355.00	113,200.00	36,614.00
Washington.....	82,848.13	71,173.50	1,405,025.00	284,085.38
Weld.....	501,400.68	1,374,538.21	11,887,599.26	1,734,533.26
Yuma.....	66,410.00	56,350.00	1,853,900.00	256,719.00
Totals.....	\$14,967,687.46	\$35,095,197.30	\$300,433,999.86	\$34,295,674.87

Total capital assets	General obligation bonds	Refunding bonds
\$ 23,602,614.32	\$ 14,037,500.00	.....
4,798,141.00	240,000.00	.....
27,286,194.15	20,364,000.00	.....
5,279,740.00	138,000.00	.....
1,236,149.98	722,000.00	\$ 1,000.00
975,615.00	169,000.00	.....
14,415,314.13	8,493,035.00	.....
795,392.03	360,000.00	.....
763,700.00	160,000.00	.....
647,276.97	213,000.00	.....
1,398,270.85	375,000.00	.....
1,023,900.38	48,700.00	257,000.00
926,744.01	98,500.00	.....
386,367.52	150,500.00	.....
3,202,123.13	1,113,000.00	.....
98,576,964.42	61,661,000.00	.....
689,476.68	245,000.00	.....
1,510,722.10	166,000.00	.....
755,996.86	206,500.00	.....
924,975.00	204,000.00	.....
25,551,361.21	16,444,700.00	3,000.00
2,516,110.96	1,916,860.00	38,000.00
1,975,215.00	1,111,000.00	.....
182,016.04	35,000.00	.....
725,082.00	275,000.00	.....
1,223,300.00	38,789.00	.....
1,930,444.97	78,900.00	.....
346,618.75	119,500.00	.....
27,031,461.64	20,056,000.00	.....
545,735.34	8,750.00	.....
1,319,474.50	480,500.00	.....
1,331,100.00	529,000.00	.....
6,594,688.27	1,973,000.00	.....
8,583,913.68	4,274,500.00	.....
4,184,704.85	724,500.00	.....
1,295,830.87	405,000.00	.....
5,106,354.89	2,358,500.00	.....
9,638,283.36	5,930,000.00	.....
106,000.00	.....	.....
1,329,741.50	944,000.00	.....
3,540,182.20	1,528,750.00	.....
4,208,350.00	1,476,500.00	.....
5,081,956.45	2,623,500.00	3,000.00
4,924,152.00	793,000.00	568,000.00
346,080.00	14,000.00	.....
405,447.35	128,450.00	.....
1,009,615.30	356,000.00	10,000.00
390,709.47	.....	66,000.00
1,759,289.01	613,500.00	.....
26,918,264.64	16,113,000.00	105,000.00
3,915,957.22	3,086,000.00	.....
3,164,939.89	602,000.00	.....
1,208,967.84	695,300.00	.....
1,073,677.00	228,000.00	.....
353,600.00	.....	.....
581,864.15	28,000.00	190,000.00
1,137,610.54	23,000.00	.....
.....	36,100.00	.....
167,169.00	103,000.00	.....
1,760,283.88	642,500.00	.....
14,996,670.73	5,532,000.00	.....
2,166,969.00	833,000.00	.....
\$369,824,872.03	\$202,323,834.00	\$1,241,000.00

CURRENT EXPENSES OF PUBLIC ELEMENTARY AND SECONDARY SCHOOLS BY COUNTY, 1958-59

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County	Administration	Instruction		Attendance services	Health services	Pupil transportation services	Operation of plant and equipment	Maintenance of plant and equipment
		Salaries	Other					
Adams	\$ 200,835.61	\$ 4,167,835.20	\$ 235,294.67	\$ 940.04	\$ 33,502.10	\$ 231,299.94	\$ 610,809.35	\$ 262,857.34
Alamosa	21,294.44	461,913.26	39,878.65	833.80	5,966.39	24,737.31	62,952.88	30,523.95
Arapahoe	309,113.35	5,763,824.35	447,803.44	79.88	29,466.62	118,175.17	746,996.52	237,021.36
Archuleta	8,774.97	141,364.73	10,148.51	0.00	760.95	24,967.31	14,851.18	8,875.01
Baca	23,781.17	384,970.42	19,250.82	10.00	726.34	84,182.81	57,331.34	29,404.22
Bent	22,448.81	360,961.54	23,789.48	186.90	428.42	47,969.05	54,904.66	16,092.77
Boulder	208,992.45	3,004,180.30	202,541.12	0.00	30,802.09	79,050.88	436,161.00	247,107.46
Chaffee	18,774.54	277,732.93	22,465.86	0.00	75.00	25,417.29	41,069.42	42,721.41
Cheyenne	23,234.45	186,889.93	16,482.61	0.00	1,418.05	71,035.59	30,528.82	12,683.90
Clear Creek	16,561.76	142,501.29	4,607.82	0.00	267.87	9,351.33	25,084.40	10,791.67
Conejos	21,159.08	394,215.14	15,401.73	75.00	45.54	45,048.27	50,012.61	22,236.76
Costilla	22,242.98	237,686.20	15,553.10	0.00	12.16	39,231.11	36,641.97	15,069.36
Crowley	20,541.63	199,215.39	15,298.98	0.00	222.99	42,237.26	35,061.41	9,220.36
Custer	9,028.44	62,705.52	2,170.77	0.00	80.00	19,113.05	9,710.48	2,376.49
Delta	44,931.05	786,529.52	40,964.83	30.00	1,426.17	96,637.01	87,170.05	68,759.42
Denver	759,177.71	20,524,266.82	958,752.57	228,121.85	525,425.41	229,981.43	2,543,490.23	1,057,819.35
Dolores	19,407.46	130,198.75	8,862.49	0.00	47.32	22,041.46	24,238.79	10,409.26
Douglas	15,453.88	249,435.78	21,180.68	0.00	0.00	73,523.03	33,645.69	31,268.93
Eagle	23,921.08	256,965.09	18,493.37	0.00	2,711.39	28,826.79	46,851.80	16,458.54
Elbert	21,253.76	199,622.86	18,743.90	0.00	152.64	57,685.04	41,868.10	14,840.88
El Paso	279,512.51	5,997,958.30	382,471.08	32,923.85	11,583.29	205,649.74	746,998.98	266,929.31
Fremont	55,370.78	837,588.20	44,637.24	681.79	6,971.05	70,049.69	109,020.83	57,224.02
Garfield	57,937.44	603,522.16	38,235.29	0.00	2,226.12	62,504.76	76,779.34	43,290.27
Gilpin	2,644.91	52,796.90	4,629.79	0.00	123.56	8,380.51	8,214.99	3,938.58
Grand	28,680.26	252,371.79	23,768.88	0.00	52.43	32,137.32	43,975.32	13,897.53
Gunnison	15,038.11	267,060.02	17,164.06	13.21	4,609.31	26,489.19	37,936.08	13,202.86
Hinsdale	172.95	6,700.00	696.09	0.00	0.00	1,881.62	3,183.27	424.89
Huerfano	21,504.08	308,197.85	11,199.24	0.00	47.74	37,610.73	36,010.89	19,296.73
Jackson	9,393.89	127,399.46	9,476.36	0.00	124.04	2,860.17	22,520.49	3,655.54
Jefferson	262,838.20	5,561,816.91	301,235.36	12,701.36	3,536.90	253,274.39	789,476.39	286,347.64

Kiowa	17,406.20	151,546.45	12,030.81	0.00	2,765.67	59,471.26	26,136.33	14,785.90
Kit Carson	31,190.07	359,788.36	25,671.18	0.00	84.71	108,061.92	59,837.14	26,408.53
Lake	30,931.36	405,333.88	20,890.98	190.00	250.00	16,558.53	45,406.21	28,553.44
La Plata	40,653.83	880,311.09	74,998.30	0.00	6,262.12	103,076.87	126,025.41	55,368.74
Larimer	109,502.56	2,095,883.29	104,351.43	3,131.42	19,340.75	82,002.53	276,878.34	70,007.93
Las Animas	69,088.93	1,000,275.30	54,103.52	1,210.00	4,845.22	134,050.05	151,954.09	66,875.58
Lincoln	29,391.22	311,679.42	27,905.32	0.00	50.39	101,757.80	49,286.11	21,842.36
Logan	37,862.86	1,095,506.67	83,022.20	139.62	7,449.49	139,529.21	173,828.84	44,687.28
Mesa	120,967.53	2,569,228.84	154,537.36	0.00	18,981.05	196,761.73	339,336.29	285,922.84
Mineral	778.75	26,245.71	2,632.61	0.00	653.19	1,758.18	5,538.10	819.28
Moffat	17,814.86	365,134.52	29,890.29	0.00	4,044.13	34,204.05	42,920.32	24,729.83
Monezuma	56,075.75	650,202.32	44,153.12	1,136.69	1,713.16	86,902.40	84,301.01	25,718.73
Montrose	54,961.46	860,995.95	58,845.69	199.96	1,073.54	76,587.36	129,471.80	34,810.84
Morgan	67,818.85	1,154,926.94	83,455.07	0.00	3,826.46	117,577.64	170,494.04	69,142.67
Otero	72,691.05	1,250,784.02	87,431.96	2,637.97	10,738.35	78,561.15	184,239.11	98,387.14
Ouray	12,441.10	101,322.84	6,552.04	0.00	78.88	9,007.54	12,832.11	6,343.12
Park	5,125.68	89,283.96	9,446.33	0.00	24.08	28,717.39	14,638.15	8,060.25
Phillips	24,191.00	279,537.40	28,434.07	0.00	10.53	48,867.62	45,886.84	13,851.96
Pitkin	20,312.62	110,770.99	10,844.36	0.00	820.75	20,208.26	18,851.40	1,818.72
Prowers	60,391.02	672,226.00	44,080.73	360.20	4,874.22	77,071.94	71,572.87	56,239.19
Pueblo	207,775.79	4,893,107.95	295,289.70	5,254.04	55,345.86	148,602.88	690,559.91	295,664.79
Rio Blanco	35,399.20	434,249.37	41,718.59	0.00	4,283.20	66,266.82	73,749.81	33,610.95
Rio Grande	38,839.24	517,871.02	25,707.40	2,204.87	10,732.43	60,093.78	64,740.67	39,501.70
Routt	34,232.87	385,530.50	36,050.49	0.00	1,984.40	67,463.29	67,743.87	33,407.07
Saguache	18,755.12	257,204.06	23,830.42	0.00	6,388.86	49,629.36	42,421.15	19,446.85
San Juan	3,685.36	69,409.09	5,014.67	0.00	0.00	0.00	10,861.43	11,139.83
San Miguel	16,786.53	148,564.28	9,702.76	0.00	38.82	26,012.15	27,402.68	8,077.06
Sedgwick	29,584.76	203,059.92	23,237.49	0.00	19.11	22,035.25	41,089.99	14,074.87
Summit	12,321.86	93,478.90	15,617.92	0.00	15.70	22,590.63	21,816.50	8,231.68
Teller	20,405.42	150,934.29	12,155.00	7.35	2,034.09	16,785.01	26,324.38	9,306.52
Washington	32,808.48	448,728.11	44,521.97	0.00	91.57	111,344.19	78,838.17	24,056.06
Weld	230,795.34	3,379,878.70	186,152.93	9,924.79	8,300.55	268,198.66	483,083.54	180,328.89
Yuma	31,347.81	531,793.46	36,435.66	0.00	14.74	125,144.87	86,653.58	61,518.74
State Total	\$4,136,356.23	\$77,893,020.21	\$4,689,911.16	\$302,994.59	\$839,947.91	\$4,576,249.57	\$10,608,217.47	\$4,527,485.15

Data from summary tables of the "Secretary's Annual Report to the County Superintendent of Schools," 1958-59.

*Reflects only expenditures made from tax supported funds.

Current Expenses of Public Elementary and Secondary Schools by County, 1958-59 (Continued)

County	Fixed charges				Food services and student body activities*	Community service	Total Current Expenses
	Employee retirement (Special Fund)	Employee retirement (Teacher Ret. Fund)	Treasurer's commission (all funds)	Other			
Adams.....	\$ 270,308.51	\$ 600.00	\$ 36,960.87	\$ 88,206.13	\$ 26,787.38	\$ 25,538.09	\$ 6,191,775.23
Alamosa.....	29,836.15	0.00	3,867.35	5,845.33	7,828.59	7,152.16	702,630.26
Arapahoe.....	382,632.46	0.00	44,513.80	141,720.26	20,373.72	26,937.35	8,268,658.28
Archuleta.....	7,746.67	0.00	857.44	1,596.08	1,844.91	.....	221,787.76
Baca.....	25,278.54	0.00	2,688.37	6,320.34	4,327.10	2,533.68	640,805.15
Bent.....	23,174.26	0.00	2,175.06	5,960.56	3,535.09	1,559.46	563,186.06
Boulder.....	273,444.69	0.00	39,343.03	55,474.50	26,224.43	10,778.09	4,614,100.04
Chaffee.....	14,887.23	5,660.73	1,855.15	4,440.91	2,167.74	2,500.80	439,769.01
Cheyenne.....	13,575.76	0.00	1,772.95	14,418.32	2,294.47	88.64	374,423.49
Clear Creek.....	9,246.40	0.00	1,352.02	2,119.95	2,158.19	233.77	224,276.47
Conejos.....	23,503.72	0.00	1,433.74	6,605.64	2,554.74	239.84	582,531.81
Costilla.....	16,774.63	0.00	1,341.60	8,511.51	13,750.99	1,403.33	408,218.94
Crowley.....	11,979.89	0.00	1,489.32	5,347.35	1,841.33	369.60	342,825.51
Custer.....	4,088.50	0.00	588.41	1,436.82	979.25	647.92	112,925.65
Delta.....	52,363.76	0.00	7,795.23	11,478.15	3,019.21	8,821.54	1,209,925.94
Denver.....	26,552.51	2,629,519.40	319,003.03	142,398.82	59,886.31	208,392.68	30,212,788.12
Dolores.....	9,535.94	0.00	2,173.68	3,935.58	5,071.17	.....	235,921.90
Douglas.....	15,847.24	0.00	3,972.92	6,296.73	6,715.73	.....	457,340.11
Eagle.....	16,465.65	0.00	1,778.13	4,320.01	8,413.99	625.85	425,831.69
Elbert.....	11,903.67	0.00	2,289.97	6,369.41	2,199.33	110.00	377,039.56
El Paso.....	405,040.70	200,377.95	41,306.07	149,495.85	61,684.17	3,919.24	8,785,851.04
Fremont.....	54,945.25	0.00	4,888.21	9,660.05	5,302.12	429.92	1,256,769.15
Garfield.....	40,094.07	0.00	5,066.45	18,208.84	10,818.26	1,318.81	960,001.81
Gilpin.....	3,114.97	0.00	536.60	680.11	951.48	9.75	86,022.15
Grand.....	16,611.82	0.00	2,021.63	4,359.81	8,789.06	.....	426,665.85
Gunnison.....	17,175.28	0.00	1,798.36	3,838.23	32,054.99	826.34	437,206.04
Hinsdale.....	846.27	0.00	123.02	579.06	38.20	.....	14,645.37
Huerfano.....	18,854.32	0.00	1,553.68	5,427.48	2,085.04	34.78	461,822.56
Jackson.....	7,887.08	0.00	633.40	3,819.43	522.07	85.64	188,407.57
Jefferson.....	376,599.49	1,286.70	71,980.38	79,638.49	.....	2,479.70	8,003,211.91

Kiowa.....	10,552.38	0.00	1,811.65	3,106.86	2,212.28	1,445.94	303,071.73
Kit Carson.....	24,037.10	0.00	6,194.12	8,231.92	5,135.90	382.39	655,023.34
Lake.....	27,698.93	0.00	3,489.31	53,152.76	.....	450.15	632,905.55
La Plata.....	57,827.64	0.00	984.62	20,845.27	18,182.37	1,133.93	1,385,670.19
Larimer.....	137,314.43	13,282.16	12,079.65	30,585.65	3,175.46	7,652.88	2,965,188.48
Las Animas.....	70,771.19	0.00	7,998.93	16,111.66	33,389.00	1,966.31	1,612,639.78
Lincoln.....	19,415.58	0.00	5,541.93	6,702.74	1,513.81	955.00	576,041.68
Logan.....	68,432.95	10,270.00	18,752.59	94,887.87	33,637.40	7,803.56	1,815,810.54
Mesa.....	186,896.51	0.00	22,301.93	74,373.05	16,706.95	235.19	3,986,249.27
Mineral.....	1,615.42	0.00	123.37	672.24	.....	.....	40,836.85
Moffat.....	22,984.81	0.00	4,226.57	6,677.66	5,077.99	535.75	558,240.78
Montezuma.....	41,729.59	0.00	3,689.60	13,141.44	7,353.96	522.10	1,016,639.87
Montrose.....	55,208.88	0.00	7,010.42	14,367.27	10,608.69	446.75	1,304,588.61
Morgan.....	75,162.06	0.00	17,860.94	20,269.06	4,803.01	866.04	1,786,202.78
Otero.....	80,638.13	8,794.98	8,728.71	24,561.11	10,851.86	31,884.86	1,950,930.40
Ouray.....	6,549.53	0.00	662.77	2,106.49	1,409.93	.....	159,306.35
Park.....	4,972.27	0.00	1,305.84	1,794.04	4,723.70	247.99	168,339.68
Phillips.....	14,381.64	0.00	2,338.18	9,090.26	1,225.00	601.02	468,415.52
Pitkin.....	8,059.32	0.00	1,638.28	2,732.47	11,362.37	1,832.84	209,252.38
Prowers.....	42,975.77	0.00	7,109.00	15,880.72	5,938.65	243.05	1,058,963.36
Pueblo.....	333,508.62	161,847.81	60,727.41	152,163.70	30,462.42	28,729.93	7,358,040.81
Rio Blanco.....	30,125.51	0.00	5,744.44	16,012.70	11,136.64	1,877.01	754,174.24
Rio Grande.....	35,568.08	2,340.00	3,006.01	7,887.63	1,195.50	522.75	810,211.08
Routt.....	27,126.00	0.00	4,075.25	7,057.17	32,211.91	2,221.26	699,104.08
Saguache.....	16,180.49	0.00	1,087.67	5,909.51	1,386.78	255.64	442,495.91
San Juan.....	3,855.50	0.00	809.02	1,441.02	440.29	.....	106,656.21
San Miguel.....	10,555.38	0.00	1,719.96	6,910.87	4,327.74	383.88	260,482.11
Sedgwick.....	17,567.04	0.00	2,319.91	7,310.85	7,584.84	889.37	368,773.40
Summit.....	4,740.24	0.00	2,668.29	3,792.23	17,628.93	65.00	202,967.88
Teller.....	10,334.99	0.00	1,129.04	3,610.63	300.00	.....	253,326.72
Washington.....	30,290.86	0.00	6,780.49	18,450.65	23,902.11	526.50	820,339.16
Weld.....	222,938.37	27,726.15	25,069.71	69,485.85	42,636.70	11,160.59	5,145,680.77
Yuma.....	33,431.98	0.00	5,094.52	45,713.56	2,856.84	3,003.11	963,008.87
State Total.....	\$3,913,762.62	\$3,061,705.88	\$861,240.00	\$1,563,546.66	\$677,627.59	\$415,877.77	\$118,067,942.81

PART II
1959-1960

PART II
1979

**SUMMARY OF RECEIPTS, EXPENDITURES, TRANSFERS, LIABILITIES AND BALANCES
OF ALL COLORADO PUBLIC ELEMENTARY AND SECONDARY SCHOOLS AS SHOWN
BY THE SECRETARIES' ANNUAL REPORTS TO THE COUNTY SUPERINTENDENTS
OF SCHOOLS FOR SCHOOL YEAR 1959-60 (NEAREST DOLLAR)**

Beginning Balance		
Cash with County Treasurers and/or Other De- positories	\$ 37,878,067	
Securities and/or Other Assets.....	55,634,212	
Total Beginning Balance.....		\$ 93,512,279
Receipts		
Revenue Receipts	158,732,141	
Non-Revenue Receipts	23,309,399	
Total Receipts Except Transfers.....		182,041,540
Incoming Transfers		
From Other School Districts.....	3,643,662	
From Other Funds.....	2,024,167	
Total Incoming Transfers.....		5,667,829
Ending Payroll Deductions Payable and Other Liabilities.....		893,539
Total Beginning Balance, Receipts, Incoming Transfers, and Ending Liabilities.....		<u>\$282,115,187</u>
Total Current Expenses Except Transfers.....\$131,904,906		
Capital Outlay	42,215,277	
Debt Service	16,873,526	
Total Expenditures Except Transfers.....		\$190,993,709
Outgoing Transfers		
To Other School Districts.....	4,533,546	
To Other Funds	2,106,621	
Total Outgoing Transfers.....		6,640,167
Ending Balance		
Cash with County Treasurer and/or Other De- positories	34,703,141	
Securities and/or Other Current Assets.....	49,199,859	
Total Ending Balance.....		83,903,000
Beginning Payroll Deductions Owed and Other Liabilities....		578,311
Total Expenditures, Outgoing Transfers, Ending Balance, and Ending Liabilities.....		<u>\$282,115,187</u>

Note: Difference in beginning balance of this summary report and the ending balance of the summary report for previous year is due to inconsistencies in accounting and reporting practices and has been accounted for by the districts involved.

GENERAL SUMMARY
STATISTICS ON PUBLIC SCHOOL EDUCATION IN COLORADO
SCHOOL YEAR 1959-60

Item	1959-60
Pupil Data	
Kindergarten through Grade 12	
Total original entries.....	393,690
Enrollment at end of school year	
Kindergarten	26,143
Elementary grade (1-8 and spec.).....	259,891
Secondary grades (9-12 and post grad.).....	78,549
Total	364,583
Rural Schools	75,392
Urban Schools	289,191
Average daily membership.....	368,401.5
Average daily attendance (full-time day schools).....	345,234.4
Percent of school census in average daily attendance.....	75.3
Percent of enrollment in average daily attendance.....	94.7
School census population (ages 6 through 21).....	458,467
Pupils completing grade 8.....	26,142
Pupils completing grade 12.....	15,899
Pupils transported to school at district expense.....	88,526
Higher Education	
Enrollment	
Public and Private Colleges and Universities (fall degree—credit students).....	36,715
Public Junior Colleges (Spring quarter)	
Day programs	2,559
Evening programs	2,521
Staff Personnel Data	
Kindergarten through Grade 12	
Classroom teachers (full-time day school).....	15,444
Superintendents, principals and supervisors.....	1,312
Teachers and administrators with A.B. degree or higher.....	16,200
Teachers and administrators with more than 10 years experience	7,276
Higher Education	
Teachers and administrators Junior colleges (full-time equiv.).....	239.6
Schools	
Kindergarten through Grade 12	
One teacher schools.....	142
Number of schools, excluding opportunity schools.....	1,400
School buildings used for instruction.....	1,528
Number of School Districts.....	415
Fiscal Data—Public Elementary and Secondary Schools	
Receipts for all purposes.....	\$ 182,041,540
Expenditures for all purposes.....	\$ 190,993,709
Expenditures for current expenses.....	\$ 131,904,906
Expenditures for debt service.....	\$ 16,873,526
Expenditures for capital outlay.....	\$ 42,215,277
Transportation expense	\$ 5,103,543
Average mill levy for schools (1959 Tax Year).....	32.202
Assessed valuation of state.....	\$3,422,957,409
Value of school property.....	\$ 404,641,927
Bonded debt	\$ 209,661,710
Annual cost—current expenses* per child in average daily attendance	\$ 380.77
Average salary paid—all teachers and administrators.....	\$ 5,036

*Excludes Community Services.

AVERAGE SALARIES OF PUBLIC SCHOOL TEACHERS AND ADMINISTRATORS, SCHOOL YEAR 1959-60

County	Elementary	Junior high	Senior high	Administrators	County average
Adams	\$4,648	\$4,723	\$4,925	\$7,515	\$4,887
Alamosa	4,499	4,618	4,698	6,307	4,684
Arapahoe	4,659	4,706	5,068	7,180	4,938
Archuleta	4,371	4,648	4,803	6,258	4,696
Baca	3,783	4,133	4,123	5,438	4,045
Bent	3,998	4,714	4,515	5,514	4,318
Boulder	4,664	5,024	5,038	7,131	5,043
Chaffee	4,057	4,317	4,582	6,021	4,447
Cheyenne	3,878	3,900	4,058	6,700	4,072
Clear Creek	4,118	4,392	4,645	6,492	4,546
Conejos	3,529	3,737	3,936	4,721	3,707
Costilla	3,470	.....	4,108	3,250	3,625
Crowley	3,749	3,867	4,245	5,340	4,061
Custer	3,636	.....	4,465	5,700	4,160
Delta	4,897	4,515	4,941	6,846	5,025
Denver	5,344	5,486	5,918	8,879	5,743
Dolores	4,852	5,175	4,806	6,667	5,028
Douglas	4,255	.....	4,615	7,000	4,555
Eagle	4,421	4,292	4,756	6,784	4,838
Elbert	3,861	3,955	4,379	6,000	4,198
El Paso	4,799	4,998	5,133	7,559	5,137
Fremont	4,391	4,901	4,898	7,166	4,812
Garfield	4,534	4,960	4,841	6,438	4,810
Gilpin	3,172	.....	4,180	5,600	3,794
Grand	4,369	.....	4,687	7,108	4,754
Gunnison	4,216	4,367	4,617	5,267	4,406
Hinsdale	3,600	.....	4,500	.....	3,900
Huerfano	3,843	4,425	4,508	6,612	4,230
Jackson	4,225	.....	5,550	5,400	4,717
Jefferson	4,829	4,886	5,092	7,169	5,067
Kiowa	3,821	4,087	4,185	5,475	4,118
Kit Carson	3,966	4,264	4,496	6,012	4,383
Lake	5,368	5,412	5,275	7,459	5,538
La Plata	4,448	4,625	5,017	6,286	4,755
Larimer	4,517	4,954	4,864	6,572	4,856
Las Animas	3,963	4,201	4,594	5,986	4,438
Lincoln	4,001	4,368	4,472	6,046	4,388
Logan	4,148	4,417	4,782	5,987	4,528
Mesa	4,464	4,518	4,880	6,538	4,835
Mineral	3,575	3,600	3,933	4,380	3,813
Moffat	4,388	4,766	4,825	6,488	4,684
Montezuma	4,021	4,626	4,496	5,622	4,286
Montrose	4,055	4,542	4,993	6,244	4,466
Morgan	4,467	4,885	5,082	6,987	4,880
Otero	4,313	4,412	4,743	6,346	4,684
Ouray	4,155	4,400	4,311	6,150	4,387
Park	3,959	.....	4,338	6,650	4,310
Phillips	4,103	4,275	4,751	5,700	4,392
Pitkin	4,725	.....	4,672	6,183	4,908
Prowers	4,178	4,487	4,623	6,023	4,536
Pueblo	4,960	5,016	5,299	7,527	5,277
Rio Blanco	4,938	4,983	5,389	8,032	5,290
Rio Grande	4,314	4,350	4,498	6,120	4,510
Routt	4,435	4,503	4,953	6,477	4,826
Saguache	4,150	4,228	4,404	6,073	4,389
San Juan	4,533	.....	4,738	5,500	4,707
San Miguel	3,683	3,975	4,110	5,747	4,008
Sedgwick	3,665	3,920	4,460	6,288	4,111
Summit	4,311	4,400	4,494	10,000	4,604
Teller	4,400	4,300	4,404	6,175	4,593
Washington	4,002	4,446	4,735	6,860	4,443
Weld	4,257	4,817	4,534	6,571	4,578
Yuma	3,881	4,017	4,438	5,895	4,233
State	\$4,693	\$4,972	\$5,015	\$7,287	\$5,020

Note: Part-time teachers and administrators are excluded from the computations of arithmetic mean salaries.

Data from Certified Personnel Forms for 1959-60, Form No. C. P.-1, Rev. 7-60.

PUBLIC ELEMENTARY AND SECONDARY SCHOOL ENROLLMENT BY COUNTY, SCHOOL YEAR 1959-60

(End of school year enrollment)

County	Kinder- garten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Special or un- graded	Total Kindergarten through 8 and special elementary		
											Boys	Girls	Total
Adams.....	0	3,185	2,804	2,613	2,375	2,265	2,243	2,169	1,625	157	10,005	9,431	19,436
Alamosa.....	0	255	211	221	227	202	190	212	146	0	832	832	1,664
Arapahoe.....	2,712	3,114	3,032	2,885	2,643	2,607	2,549	2,566	2,091	113	12,527	11,785	24,312
Archuleta.....	0	57	55	56	53	66	57	64	42	0	233	217	450
Baca.....	70	163	159	147	138	134	128	146	130	0	620	595	1,215
Bent.....	88	182	168	147	150	162	162	156	139	0	728	626	1,354
Boulder.....	1,156	1,396	1,289	1,234	1,181	1,193	1,102	1,204	999	36	5,542	5,248	10,790
Chaffee.....	106	159	128	130	146	139	142	149	112	0	605	606	1,211
Cheyenne.....	0	60	51	56	57	56	60	53	38	0	227	204	431
Clear Creek.....	59	45	64	44	43	56	42	63	45	0	236	225	461
Conejos.....	88	309	267	224	227	261	224	204	181	0	1,028	957	1,985
Costilla.....	0	160	127	120	132	140	123	120	116	0	541	497	1,038
Crowley.....	0	110	93	93	89	83	95	83	80	0	371	355	726
Custer.....	0	23	27	16	17	23	18	17	23	0	84	80	164
Delta.....	0	292	313	302	305	305	353	331	292	0	1,316	1,177	2,493
Denver.....	8,680	8,389	7,966	7,547	7,157	6,891	6,943	7,048	5,898	962	34,267	33,214	67,481
Dolores.....	0	53	58	56	59	58	49	50	47	0	213	217	430
Douglas.....	0	117	98	107	103	115	121	118	77	0	427	429	856
Eagle.....	58	116	108	106	80	86	83	94	70	0	424	377	801
Elbert.....	20	81	72	82	62	68	65	63	70	0	306	277	583
El Paso.....	2,992	3,062	2,766	2,701	2,550	2,554	2,505	2,564	2,116	93	12,376	11,527	23,903
Fremont.....	272	365	336	317	308	349	312	369	260	16	1,547	1,357	2,904
Garfield.....	169	258	265	252	237	249	271	272	234	0	1,155	1,052	2,207
Gilpin.....	0	14	8	9	8	8	9	10	9	0	45	30	75
Grand.....	71	109	82	73	74	76	68	75	77	0	365	340	705
Gunnison.....	96	119	118	99	88	85	80	74	91	0	405	445	850
Hinsdale.....	0	4	5	3	3	5	1	1	5	0	12	15	27
Huerfano.....	88	192	128	136	125	118	142	132	136	0	589	608	1,197
Jackson.....	22	43	35	35	24	44	41	34	23	0	166	135	301
Jefferson.....	2,769	2,728	2,473	2,615	2,492	2,373	2,434	2,567	2,119	266	11,690	11,146	22,836

Kiowa.....	0	59	53	69	44	51	63	58	57	0	239	215	454
Kit Carson.....	56	139	136	141	133	141	130	127	122	0	591	534	1,125
Lake.....	147	157	128	126	122	140	127	122	98	0	588	579	1,167
La Plata.....	0	480	445	452	457	469	407	427	304	9	1,792	1,658	3,450
Larimer.....	840	931	853	839	840	848	864	887	773	37	4,011	3,701	7,712
Las Animas.....	284	399	390	370	373	360	379	406	396	0	1,717	1,640	3,357
Lincoln.....	54	129	108	117	100	98	97	106	120	0	460	469	929
Logan.....	300	431	455	369	375	392	383	363	309	17	1,705	1,689	3,394
Mesa.....	84	1,139	1,016	1,052	961	980	925	1,096	894	66	4,170	4,043	8,213
Mineral.....	0	10	6	4	5	10	13	10	2	0	32	28	60
Moffat.....	121	196	165	137	146	145	132	146	113	0	642	659	1,301
Montezuma.....	42	412	350	360	330	281	300	340	253	0	1,385	1,283	2,668
Montrose.....	268	475	437	392	394	363	356	393	349	0	1,738	1,689	3,427
Morgan.....	103	597	569	504	500	482	433	465	386	0	2,014	2,025	4,039
Otero.....	275	695	560	549	557	568	550	565	512	15	2,495	2,351	4,846
Ouray.....	17	30	35	30	30	30	39	28	25	0	138	126	264
Park.....	0	36	31	39	40	32	42	26	24	0	131	139	270
Phillips.....	67	94	90	95	94	114	111	105	109	0	477	402	879
Pitkin.....	41	49	39	40	44	30	34	26	21	0	156	168	324
Prowers.....	226	321	338	309	287	295	323	325	232	0	1,368	1,288	2,656
Pueblo.....	2,177	2,539	2,273	2,222	1,983	2,187	2,207	2,099	1,890	285	10,194	9,668	19,862
Rio Blanco.....	113	130	109	132	141	117	109	132	79	0	543	519	1,062
Rio Grande.....	179	275	244	246	251	235	242	248	193	0	1,064	1,049	2,113
Routt.....	62	134	135	114	116	108	120	137	109	0	525	510	1,035
Saguache.....	0	145	152	124	120	121	125	122	88	0	507	490	997
San Juan.....	0	22	19	28	18	16	24	22	14	0	83	80	163
San Miguel.....	51	68	74	64	60	57	60	50	48	0	281	251	532
Sedgwick.....	90	113	94	94	88	96	92	87	95	0	451	398	849
Summit.....	39	49	41	38	31	42	42	39	23	0	174	170	344
Teller.....	33	42	53	50	43	52	42	51	53	0	218	201	419
Washington.....	76	156	144	147	129	148	128	140	120	0	609	579	1,188
Weld.....	805	1,716	1,579	1,503	1,434	1,384	1,395	1,418	1,254	49	6,449	6,088	12,537
Yuma.....	77	174	180	195	170	179	167	182	188	0	771	741	1,512
State totals.....	26,143	37,502	34,607	33,377	31,569	31,342	31,073	31,756	26,544	2,121	146,600	139,434	286,034

From "Teacher's or Principal's Annual Reports," 1959-60.

**PUBLIC ELEMENTARY AND SECONDARY SCHOOL ENROLLMENT
BY COUNTY, SCHOOL YEAR 1959-60 (Continued)**

County	Grade 9	Grade 10	Grade 11	Grade 12	Special or un- graded high school	Post Grad- uate	Total Grade 9 through post graduate			Grand total enrollment kindergarten through post graduate			Voca- tional and Oppor- tunity
							Boys	Girls	Total	Boys	Girls	Total	
							Adams.....	1,253	1,159	1,017	796	0	
Alamosa.....	149	145	138	129	0	0	271	290	561	1,103	1,122	2,225	0
Arapahoe.....	1,802	1,620	1,537	1,157	0	0	3,057	3,059	6,116	15,584	14,844	30,428	0
Archuleta.....	36	41	27	31	0	0	66	69	135	299	286	585	0
Baca.....	108	115	92	68	0	0	203	180	383	823	775	1,598	0
Bent.....	107	110	92	79	0	0	197	191	388	925	817	1,742	0
Boulder.....	904	867	777	748	12	1	1,716	1,593	3,309	7,258	6,841	14,099	563
Chaffee.....	131	120	113	87	0	0	253	198	451	858	804	1,662	0
Cheyenne.....	61	57	41	50	0	0	99	110	209	326	314	640	0
Clear Creek.....	38	41	41	38	0	0	92	66	158	328	291	619	0
Conejos.....	158	130	128	134	0	0	279	271	550	1,307	1,228	2,535	21
Costilla.....	91	68	66	58	0	0	140	143	283	681	640	1,321	0
Crowley.....	55	51	50	52	0	0	101	107	208	472	462	934	0
Custer.....	20	23	18	16	0	0	38	39	77	122	119	241	0
Delta.....	271	278	222	246	0	0	509	508	1,017	1,825	1,685	3,510	0
Denver.....	4,667	4,209	3,896	3,279	110	0	7,991	8,170	16,161	42,258	41,384	83,642	9,345
Dolores.....	35	19	22	30	0	0	54	52	106	267	269	536	0
Douglas.....	75	67	60	62	0	0	147	117	264	574	546	1,120	0
Eagle.....	68	53	46	51	0	0	106	112	218	530	489	1,019	0
Elbert.....	54	53	60	54	0	0	109	112	221	415	389	804	0
El Paso.....	1,650	1,597	1,455	1,121	0	0	2,996	2,835	5,831	15,372	14,362	29,734	0
Fremont.....	238	232	249	216	0	0	473	462	935	2,020	1,819	3,839	0
Garfield.....	217	192	187	145	0	0	386	355	741	1,541	1,407	2,948	0
Gilpin.....	7	7	8	6	0	0	17	11	28	62	41	103	0
Grand.....	46	63	55	56	0	0	108	112	220	473	452	925	0
Gunnison.....	58	79	60	60	0	0	126	131	257	531	576	1,107	0
Hinsdale.....	1	1	1	0	0	0	2	1	3	14	16	30	0
Huerfano.....	110	70	79	67	0	0	169	157	326	758	765	1,523	0
Jackson.....	39	21	18	18	0	0	59	37	96	225	172	397	0
Jefferson.....	1,833	1,762	1,573	1,234	0	0	3,239	3,163	6,402	14,929	14,309	29,238	0

Kiowa.....	34	35	47	28	0	0	74	70	144	313	285	598	0
Kit Carson.....	114	114	111	112	0	0	222	229	451	813	763	1,576	0
Lake.....	99	75	68	64	0	0	136	170	306	724	749	1,473	0
La Plata.....	314	262	248	216	0	0	506	534	1,040	2,298	2,192	4,490	0
Larimer.....	707	676	634	559	0	0	1,320	1,256	2,576	5,331	4,957	10,288	0
Las Animas.....	360	272	301	250	0	0	613	570	1,183	2,330	2,210	4,540	0
Lincoln.....	76	94	93	78	0	0	181	160	341	641	629	1,270	0
Logan.....	279	312	279	241	0	0	564	547	1,111	2,269	2,236	4,505	0
Mesa.....	824	807	713	608	0	0	1,502	1,443	2,952	5,679	5,486	11,165	0
Mineral.....	11	6	7	5	0	0	27	12	29	49	40	89	0
Moffat.....	92	88	98	93	0	0	189	182	371	831	841	1,672	0
Montezuma.....	239	212	198	163	0	0	408	404	812	1,793	1,687	3,480	0
Montrose.....	278	302	197	189	0	0	487	479	966	2,225	2,168	4,393	0
Morgan.....	369	332	288	276	0	1	654	612	1,266	2,668	2,637	5,305	0
Otero.....	424	385	338	303	0	0	724	726	1,450	3,219	3,077	6,296	0
Ouray.....	33	35	34	26	0	0	77	51	128	215	177	392	0
Park.....	14	27	18	23	0	0	47	35	82	178	174	352	0
Phillips.....	75	100	74	72	1	0	175	147	322	652	549	1,201	0
Pitkin.....	21	17	23	14	0	0	41	34	75	197	202	399	0
Prowers.....	240	229	191	150	0	0	410	380	810	1,798	1,668	3,466	0
Pueblo.....	1,577	1,402	1,261	1,082	56	0	2,716	2,662	5,378	12,910	12,330	25,240	0
Rio Blanco.....	82	96	85	60	0	0	185	138	323	728	657	1,385	0
Rio Grande.....	172	152	121	104	0	0	260	289	549	1,324	1,338	2,662	0
Routt.....	130	102	99	76	0	0	215	192	407	740	702	1,442	0
Saguache.....	71	60	58	47	0	0	117	119	236	624	609	1,233	0
San Juan.....	13	18	14	12	0	0	29	28	57	112	108	220	0
San Miguel.....	52	46	31	42	0	0	105	66	171	386	317	703	0
Sedgwick.....	64	81	52	71	0	0	137	131	268	588	529	1,117	0
Summit.....	22	22	24	11	0	0	49	38	79	215	208	423	0
Teller.....	34	44	48	25	0	0	70	81	151	288	282	570	0
Washington.....	105	108	103	88	0	0	215	189	404	824	768	1,592	0
Weld.....	1,060	944	821	804	0	0	1,816	1,813	3,629	8,265	7,901	16,166	0
Yuma.....	154	172	156	121	0	0	303	300	603	1,074	1,041	2,115	0
State Total.....	22,421	20,877	18,961	16,101	179	10	39,677	38,872	78,549	186,277	178,306	364,583	9,929

**SCHOOL CENSUS, ENROLLMENTS, ATTENDANCE, AND INSTRUCTIONAL STAFF PERSONNEL OF
COLORADO PUBLIC SCHOOLS, SCHOOL YEAR 1959-60**

County	Census ages 6-21 years	Enroll- ment (K-post grad.)	Average daily atten- dance	Percent atten- dance (A.D.A.) is of enroll- ment	Number of Instructional Staff								
					Part- time teachers	Full-time teachers			Total teachers	Superin- tendents Including assistant supt.	Princi- pals	Other adminis- trators	Grand Total
						Men	Women	Total					
Adams	31,867	23,661	22,073.5	93.3	3	325	678	1,003	1,006	10	47	7	1,070
Alamosa	2,678	2,225	2,113.2	95.0	2	32	74	106	108	2	4	1	115
Arapahoe	29,793	30,428	28,745.6	94.5	11	341	901	1,242	1,253	14	51	45	1,363
Archuleta	690	585	576.9	98.6	.....	10	22	32	32	2	.....	1	35
Baca	1,871	1,598	1,500.6	93.9	1	38	59	97	98	5	3	.....	106
Bent	2,051	1,742	1,678.4	96.3	.....	27	52	79	79	1	5	1	86
Boulder	15,935	14,099	13,388.5	95.0	23	152	463	615	638	11	32	24	705
Chaffee	2,216	1,662	1,586.3	95.4	3	20	47	67	70	2	2	2	76
Cheyenne	919	640	618.8	96.7	1	17	27	44	45	2	.....	.....	47
Clear Creek	662	619	582.4	94.1	2	14	16	30	32	1	3	.....	36
Conejos	3,154	2,535	2,438.6	96.2	7	32	80	112	119	5	.....	.....	124
Costilla	1,567	1,321	1,261.8	95.5	4	31	36	67	71	2	3	.....	76
Crowley	1,232	934	898.1	96.2	3	18	35	53	56	4	1	.....	61
Custer	276	241	228.4	94.8	.....	8	6	14	14	1	.....	.....	15
Delta	4,847	3,510	3,321.3	94.6	9	52	103	155	164	3	10	.....	177
Denver	115,743	83,642	78,793.0	94.2	19	1,213	2,147	3,360	3,379	4	130	135	3,648
Dolores	659	536	501.1	93.5	.....	13	20	33	33	1	1	1	36
Douglas	1,277	1,120	1,075.4	96.0	.....	20	42	62	62	1	3	1	67
Eagle	1,074	1,019	956.3	93.8	7	17	33	50	57	1	5	2	65
Elbert	1,279	804	776.7	96.6	.....	18	34	52	52	2	.....	.....	54
El Paso	33,249	29,734	28,410.8	95.5	6	408	861	1,269	1,275	12	63	27	1,377
Fremont	4,489	3,839	3,639.3	94.8	3	60	124	184	187	4	5	5	201
Garfield	3,433	2,948	2,797.6	94.9	4	47	99	146	150	8	5	1	164
Gilpin	135	103	98.9	96.0	.....	3	8	11	11	1	.....	.....	12
Grand	991	925	893.7	96.6	7	20	34	54	61	2	4	.....	67
Gunnison	1,268	1,107	1,049.2	94.8	4	13	41	54	58	2	2	.....	62
Hinsdale	36	30	27.2	90.7	.....	1	2	3	3	.....	.....	.....	3
Huerfano	1,892	1,523	1,467.4	96.3	1	17	55	72	73	2	2	.....	77
Jackson	454	397	390.8	98.4	3	8	16	24	27	2	.....	.....	29
Jefferson	40,355	29,238	27,239.7	93.2	2	336	839	1,175	1,177	1	50	45	1,273

Kiowa	736	598	569.8	95.3	.....	14	22	36	36	3	1	.....	40
Kit Carson	2,010	1,576	1,502.6	95.3	3	27	55	82	85	6	2	.....	93
Lake	1,961	1,473	1,419.1	96.3	.....	26	52	78	78	1	5	.....	86
La Plata	4,793	4,490	4,371.6	97.4	3	61	138	199	202	4	8	.....	221
Larimer	12,642	10,288	9,820.8	95.5	9	99	329	428	437	10	22	.....	478
Las Animas	6,424	4,540	4,323.6	95.2	9	92	155	247	256	8	10	.....	284
Lincoln	1,393	1,270	1,220.8	96.1	1	32	39	71	72	4	.....	.....	77
Logan	5,945	4,505	4,347.6	96.5	2	101	163	264	266	9	11	.....	293
Mesa	14,476	11,165	10,683.1	95.7	10	178	359	537	547	5	29	.....	596
Mineral	108	89	89.0	100.0	1	2	5	7	8	1	.....	.....	9
Moffat	1,859	1,672	1,611.0	96.4	.....	25	58	83	83	1	4	.....	89
Montezuma	5,291	3,480	3,369.6	96.8	5	49	111	160	165	3	3	.....	174
Montrose	4,271	4,393	4,205.5	95.7	4	58	131	189	193	4	9	.....	207
Morgan	5,951	5,305	5,116.4	96.4	3	81	162	243	246	6	12	.....	266
Otero	7,223	6,296	6,048.1	96.1	10	105	193	298	308	6	15	.....	334
Ouray	479	392	368.8	94.1	1	7	18	25	26	2	.....	.....	28
Park	432	352	354.4	100.7	.....	7	15	22	22	2	.....	.....	24
Phillips	1,236	1,201	1,147.6	95.6	2	18	45	63	65	4	3	.....	72
Pitkin	515	399	374.8	93.9	.....	6	12	18	18	1	2	.....	21
Prowers	4,048	3,466	3,346.4	96.5	14	54	101	155	169	4	8	.....	187
Pueblo	33,386	25,240	23,674.1	93.8	15	396	646	1,042	1,057	4	51	.....	1,147
Rio Blanco	1,553	1,385	1,338.7	96.7	1	31	48	79	80	2	4	.....	86
Rio Grande	3,844	2,662	2,519.8	94.7	2	33	86	119	121	3	7	.....	134
Routt	1,668	1,442	1,400.7	97.1	2	33	48	81	83	4	3	.....	92
Saguache	1,523	1,233	1,162.6	94.3	.....	21	40	61	61	3	2	.....	67
San Juan	264	220	210.2	95.5	.....	7	7	14	14	1	.....	.....	15
San Miguel	710	703	682.5	97.1	2	18	23	41	43	3	.....	.....	47
Sedgwick	1,291	1,117	1,075.7	96.3	12	18	39	57	69	3	1	.....	74
Summit	436	423	411.0	97.2	2	10	14	24	26	1	1	.....	28
Teller	689	570	554.8	97.3	2	10	22	32	34	2	2	.....	38
Washington	1,903	1,592	1,519.2	95.4	3	39	51	90	93	4	1	.....	98
Weld	20,786	16,166	15,204.2	94.1	23	231	531	762	785	27	29	.....	845
Yuma	2,529	2,115	2,060.8	97.4	3	38	79	117	120	2	7	.....	130
Total	458,467	364,583	345,234.4	94.7	269	5,238	10,751	15,989	16,258	251	683	.....	17,607

Data from "Colorado School Census by County," April 10, 1960; "Teacher's or Principal's Annual Report," 1959-60; "Certificated Personnel Forms," 1959-60.

**ASSESSED VALUATION, CURRENT EXPENSES PER PUPIL IN A.D.A., CAPITAL OUTLAY,
DEBT SERVICE EXPENDITURES, CAPITAL ASSETS AND CAPITAL LIABILITIES OF PUBLIC
ELEMENTARY AND SECONDARY SCHOOLS, BY COUNTY, 1959-60**

County	Assessed Valuation	Current* Expenses Per Pupil in A.D.A.	Capital Outlay—	
			Sites	Buildings
Adams.....	\$ 166,784,090	\$338.82	\$ 126,260.08	\$ 1,974,287.84
Alamosa.....	15,866,941	382.39	2,270.00	77,101.32
Arapahoe.....	166,670,410	334.73	270,720.43	3,306,944.14
Archuleta.....	5,682,299	439.02	.....	12,617.71
Baca.....	20,479,010	465.08	2,012.05	169,101.13
Bent.....	15,936,245	357.06	1,825.09	18,123.29
Boulder.....	126,447,890	384.86	143,447.25	1,888,486.65
Chaffee.....	13,857,810	317.90	.....	8,161.95
Cheyenne.....	15,497,085	588.97	6,300.00	5,000.00
Clear Creek.....	5,690,250	411.04	56.50	6,699.00
Conejos.....	10,420,590	268.33	.....	406.03
Costilla.....	5,824,765	345.53	251.00	691.00
Crowley.....	7,590,435	420.16	.....	1,370.78
Custer.....	3,326,184	457.61	.....	770.62
Delta.....	21,075,300	404.36	4,890.26	583,825.92
Denver.....	1,098,188,720	411.00	350,144.89	11,627,015.84
Dolores.....	5,478,375	602.77	3,538.35	17,960.11
Douglas.....	13,875,330	515.31	2,565.88	31,294.39
Eagle.....	12,359,133	489.03	.....	23,692.39
Elbert.....	14,706,093	540.76	.....	18,451.43
El Paso.....	192,651,890	368.75	183,840.09	3,499,740.24
Fremont.....	30,133,000	393.18	5,359.73	547,488.86
Garfield.....	28,470,580	402.50	22,133.78	42,054.36
Gilpin.....	2,794,540	926.72	.....	1,225.82
Grand.....	11,459,740	521.95	1,300.54	11,710.78
Gunnison.....	11,497,860	441.21	.....	5,280.83
Hinsdale.....	1,329,600	658.55	.....	.....
Huerfano.....	11,104,555	325.42	.....	.....
Jackson.....	9,590,054	512.63	.....	5,614.58
Jefferson.....	192,257,110	346.97	688,683.24	4,041,895.73
Kiowa.....	13,424,820	534.72	2,000.00	.....
Kit Carson.....	20,688,090	483.64	7,953.52	77,504.66
Lake.....	26,433,460	479.22	.....	.....
La Plata.....	41,100,750	359.45	61,014.56	153,645.49
Larimer.....	96,092,480	329.15	45,796.35	584,739.49
Las Animas.....	31,206,260	384.81	138.49	76,590.90
Lincoln.....	19,324,415	469.96	1,211.76	7,206.58
Logan.....	63,792,810	462.03	17,277.67	20,434.69
Mesa.....	88,235,960	387.92	28,879.80	677,355.54
Mineral.....	1,631,847	579.94	.....	.....
Moffat.....	19,924,560	326.03	978.89	23,900.21
Montezuma.....	18,332,185	341.69	13,450.05	195,013.80
Montrose.....	30,174,360	330.60	37,300.74	59,794.15
Morgan.....	67,578,150	382.80	28,284.33	61,149.04
Otero.....	37,992,370	340.56	6,087.25	306,992.74
Ouray.....	4,235,492	467.21	.....	2,689.96
Park.....	7,663,195	541.70	4,327.65	3,571.69
Phillips.....	17,054,380	469.95	503.00	38,684.45
Pitkin.....	8,959,330	447.94	228.33	113,401.44
Prowers.....	27,496,250	337.51	14,933.80	13,549.91
Pueblo.....	164,459,440	356.75	187,911.77	3,362,523.09
Rio Blanco.....	75,244,905	591.27	177,211.69	128,857.22
Rio Grande.....	19,386,228	351.22	1,210.63	22,940.13
Routt.....	22,043,150	524.17	1,000.00	12,597.84
Saguache.....	10,351,740	414.36	.....	5,671.04
San Juan.....	2,475,768	552.64	.....	.....
San Miguel.....	8,602,040	447.23	1,726.54	30,147.95
Sedgwick.....	13,857,880	399.60	1,191.84	1,579.81
Summit.....	5,453,820	569.67	.....	11,403.91
Teller.....	6,070,450	483.21	.....	1,215.58
Washington.....	43,748,500	586.40	22,646.36	119,258.29
Weld.....	148,734,300	374.58	42,646.20	402,636.82
Yuma.....	24,142,140	428.87	6,845.00	26,114.27
State totals.....	\$3,422,957,409	\$380.77	\$2,528,355.38	\$34,468,183.43

*Excludes Community Services.
Data from "Secretary's Annual Report to the County Superintendent of Schools,"
1959-60.

ASSESSED VALUATION, CURRENT EXPENSES PER PUPIL IN A. D. A., CAPITAL OUTLAY,
DEBT SERVICE EXPENDITURES, CAPITAL ASSETS AND CAPITAL LIABILITIES OF PUBLIC
ELEMENTARY AND SECONDARY SCHOOLS, BY COUNTY, 1959-60 (Continued)

Equipment	Total Capital Outlay	Principal	Debt Service Interest	Other
\$ 397,428.13	\$ 2,497,976.05	\$ 803,000.00	\$ 615,133.34	\$ 3,348.00
18,389.51	97,760.83	70,000.00	6,311.75	-----
545,410.29	4,123,074.86	900,500.00	597,543.72	3,862.42
3,280.08	15,897.79	13,000.00	5,041.25	-----
55,624.67	226,737.85	53,000.00	27,723.94	-----
15,269.49	35,217.87	17,000.00	3,967.50	-----
222,606.36	2,254,540.26	325,140.30	242,745.15	1,682.31
10,987.47	19,149.42	25,000.00	12,502.25	-----
19,139.75	30,439.75	26,000.00	5,594.25	-----
4,952.16	11,707.66	11,000.00	7,062.50	-----
14,858.61	15,264.64	45,500.00	12,064.38	-----
5,972.19	6,914.19	4,500.00	12,452.97	27.00
13,361.38	14,732.16	27,500.00	6,835.26	35.00
2,173.03	2,943.65	10,500.00	4,704.37	-----
48,908.07	637,624.25	76,000.00	32,079.61	-----
618,282.72	12,595,443.45	3,555,000.00	1,253,019.00	4,435.96
15,913.92	37,412.38	17,000.00	8,027.50	1,250.00
23,418.67	57,278.94	10,000.00	4,496.25	-----
18,991.85	42,684.24	-----	-----	-----
20,794.29	39,245.72	26,000.00	16,035.00	-----
958,334.08	4,641,914.41	714,700.00	437,448.13	9,682.64
25,294.00	578,142.59	35,000.00	35,500.42	-----
14,828.46	79,016.60	43,000.00	22,152.19	4.91
1,617.21	2,843.03	-----	545.00	9,847.08
8,149.33	21,160.65	23,000.00	6,146.25	-----
14,047.69	19,328.52	12,000.00	5,028.75	-----
1,018.10	1,018.10	-----	-----	-----
21,932.18	21,932.18	10,300.00	2,602.35	1.57
4,630.27	10,244.85	11,500.00	3,049.38	1.10
536,208.98	5,266,787.95	768,000.00	729,647.49	444.57
10,825.38	12,825.38	4,000.00	225.65	-----
25,553.24	111,011.42	63,500.00	24,387.50	.74
18,577.02	18,577.02	31,000.00	17,080.00	-----
32,631.81	247,291.86	110,000.00	59,275.19	9,521.79
149,641.37	780,177.21	239,178.76	96,934.05	2,157.66
22,987.75	99,717.14	56,500.00	14,030.63	-----
24,252.37	32,670.71	34,000.00	11,772.71	-----
69,632.44	107,344.80	205,137.35	62,069.75	-----
76,732.20	782,967.54	335,250.00	176,959.36	-----
14,330.10	39,209.20	55,000.00	32,206.50	-----
35,815.38	244,279.23	78,318.36	57,935.30	-----
48,573.27	145,668.16	115,000.00	57,118.16	44.16
38,824.33	128,257.70	196,171.82	68,928.34	-----
34,481.48	347,561.47	131,700.00	34,752.95	1,675.47
4,696.50	7,386.46	3,500.00	426.25	-----
2,760.07	10,659.41	7,500.00	5,137.50	-----
35,399.72	74,587.17	40,000.00	27,850.00	3,986.56
7,129.01	120,758.78	12,000.00	10,412.50	-----
34,658.71	63,142.42	46,000.00	27,710.01	1,144.37
510,548.20	4,060,983.06	826,000.00	474,360.00	1,559.64
30,770.16	336,839.07	215,548.79	132,577.25	1.00
34,646.33	58,797.09	30,000.00	16,495.75	-----
13,565.24	27,163.08	50,000.00	20,533.25	4,237.59
2,570.92	8,241.96	16,007.18	6,976.25	-----
2,200.24	2,200.24	-----	-----	-----
8,773.15	40,647.64	34,422.75	8,291.76	-----
20,058.70	22,830.35	20,000.00	9,951.25	-----
16,783.64	28,187.55	4,000.00	1,462.75	-----
9,844.03	11,059.61	6,000.00	4,275.00	-----
69,452.84	211,357.49	18,500.00	16,345.63	-----
123,519.51	568,802.53	338,000.00	163,953.50	.22
26,680.05	59,639.32	79,000.00	24,122.60	181.20
\$5,218,738.10	\$42,215,276.91	\$11,034,375.31	\$5,780,017.29	\$59,132.96

ASSESSED VALUATION, CURRENT EXPENSES PER PUPIL IN A. D. A., CAPITAL OUTLAY,
DEBT SERVICE EXPENDITURES, CAPITAL ASSETS AND CAPITAL LIABILITIES OF PUBLIC
ELEMENTARY AND SECONDARY SCHOOLS, BY COUNTY, 1959-60 (Continued)

County	Total Debt Service	Sites	Capital Assets Buildings	Equipment
Adams.....	\$ 1,421,481.34	\$ 1,123,738.83	\$ 22,123,953.11	\$ 2,236,466.78
Alamosa.....	76,311.75	2,270.00	2,159,628.50	243,703.33
Arapahoe.....	1,501,906.14	2,080,461.19	25,738,848.97	2,834,317.14
Archuleta.....	18,041.25	50,000.00	412,617.71	83,020.08
Baca.....	80,723.94	35,800.00	1,108,512.39	260,830.16
Bent.....	20,967.50	21,735.00	910,068.42	109,312.77
Boulder.....	569,567.76	3,645,101.48	12,841,511.99	1,551,056.60
Chaffee.....	37,502.25	37,500.00	873,003.74	91,951.24
Cheyenne.....	31,594.25	21,000.00	615,050.00	94,050.00
Clear Creek.....	18,062.50	80,598.50	495,056.00	83,330.13
Conejos.....	57,564.38	20,062.50	1,180,577.00	258,779.68
Costilla.....	16,979.97	19,701.00	870,940.39	144,727.58
Crowley.....	34,370.26	47,299.95	805,673.88	92,427.34
Custer.....	15,204.37	5,000.00	300,770.00	53,040.00
Delta.....	108,079.61	67,169.40	3,216,963.37	555,614.61
Denver.....	4,812,454.96	9,324,942.17	93,309,680.02	8,418,927.12
Dolores.....	26,277.50	11,003.81	592,762.43	83,710.44
Douglas.....	14,496.25	272,441.00	1,001,513.72	254,045.38
Eagle.....	.....	.....	1,185,000.00	169,480.00
Elbert.....	42,035.00	258,000.00	656,497.32	181,348.55
El Paso.....	1,161,830.77	1,936,844.06	24,243,151.95	2,453,267.30
Fremont.....	70,500.42	428,150.00	3,381,350.00	306,436.63
Garfield.....	65,157.10	632,700.00	1,824,500.00	247,176.00
Gilpin.....	10,392.08	156,949.00	1,000.00	21,372.00
Grand.....	29,146.25	29,350.00	578,224.00	134,758.00
Gunnison.....	17,028.75	125,400.00	1,015,300.00	342,605.00
Hinsdale.....	.....	5,000.00	60,000.00	10,000.00
Huerfano.....	12,903.92	30,450.00	1,794,805.00	143,411.56
Jackson.....	14,550.48	160,576.75	157,569.00	24,273.00
Jefferson.....	1,498,092.06	.....	30,298,405.57	1,987,067.14
Kiowa.....	4,225.65	63,220.00	358,834.00	121,951.82
Kit Carson.....	87,888.24	100,750.00	966,000.00	141,000.00
Lake.....	48,080.00	36,000.00	1,050,000.00	165,601.92
La Plata.....	178,796.98	55,633.10	6,131,912.29	599,287.71
Larimer.....	338,270.47	678,148.64	7,495,117.69	1,177,944.79
Las Animas.....	70,530.63	163,221.76	4,014,040.83	551,117.35
Lincoln.....	45,772.71	25,094.76	1,079,504.92	257,112.30
Logan.....	267,207.10	267,000.00	4,134,068.63	833,186.56
Mesa.....	512,209.36	554,169.73	8,852,686.95	746,927.24
Mineral.....	.....	1,000.00	90,000.00	15,000.00
Moffat.....	87,206.50	153,500.00	1,800,000.00	243,000.00
Montezuma.....	136,253.66	25,723.99	2,702,110.46	374,867.10
Montrose.....	172,162.32	262,268.00	3,535,800.00	472,441.00
Morgan.....	265,100.16	349,929.75	4,193,840.02	659,299.25
Otero.....	168,128.42	2,145,100.00	2,730,226.34	633,031.55
Ouray.....	3,926.25	9,000.00	295,000.00	40,960.00
Park.....	12,637.50	15,269.51	343,143.55	52,119.26
Phillips.....	71,836.56	63,355.00	857,662.00	78,457.00
Pitkin.....	22,412.50	38,000.00	287,134.39	47,000.00
Prowers.....	74,854.38	107,000.00	1,779,286.00	262,179.85
Pueblo.....	1,301,919.64	1,713,054.50	26,705,940.07	3,060,643.63
Rio Blanco.....	348,127.04	161,597.39	3,198,732.21	617,985.77
Rio Grande.....	46,495.75	58,445.00	2,808,718.00	296,466.45
Routt.....	74,770.84	174,900.00	884,900.00	168,107.82
Saguache.....	22,983.43	16,032.00	353,711.92	143,153.44
San Juan.....	.....	20,000.00	280,000.00	55,730.24
San Miguel.....	42,714.51	210,919.09	409,403.57	108,592.18
Sedgwick.....	29,951.25	2,191.84	998,571.90	151,053.11
Summit.....	5,462.75	250,000.00	11,403.91	27,668.12
Teller.....	10,275.00	17,255.00	114,135.00	40,141.00
Washington.....	34,845.63	83,973.50	1,441,700.00	293,734.98
Weld.....	501,953.72	1,211,897.49	11,542,087.09	1,672,410.47
Yuma.....	103,303.80	59,650.00	1,852,700.00	289,399.00
State totals.....	\$16,873,525.56	\$29,722,544.69	\$337,051,306.22	\$37,868,076.47

ASSESSED VALUATION, CURRENT EXPENSES PER PUPIL IN A. D. A., CAPITAL OUTLAY,
DEBT SERVICE EXPENDITURES, CAPITAL ASSETS AND CAPITAL LIABILITIES OF PUBLIC
ELEMENTARY AND SECONDARY SCHOOLS, BY COUNTY, 1959-60 (Continued)

Total Capital Assets	General Obligation Bonds	Refunding Bonds
\$ 25,484,158.72	\$ 17,173,500.00	-----
2,405,601.83	-----	-----
30,653,627.30	22,518,500.00	-----
545,637.79	125,000.00	-----
1,405,142.55	710,000.00	-----
1,041,116.19	152,000.00	-----
18,037,670.07	9,273,000.00	\$ 500.00
1,002,454.98	335,000.00	-----
730,100.00	134,000.00	-----
658,984.63	202,000.00	-----
1,459,419.18	331,500.00	1,000.00
1,035,368.97	298,500.00	-----
945,401.17	194,000.00	-----
358,810.00	140,000.00	-----
3,839,747.38	1,037,000.00	-----
111,053,549.31	58,106,000.00	-----
687,476.68	245,000.00	-----
1,528,000.10	756,000.00	-----
1,354,480.00	-----	-----
1,095,845.87	314,000.00	-----
28,633,263.31	15,930,000.00	-----
4,115,936.63	2,004,860.00	25,500.00
2,704,376.00	1,033,500.00	-----
179,321.00	35,000.00	-----
742,332.00	252,000.00	-----
1,483,305.00	140,000.00	-----
75,000.00	-----	-----
1,968,666.56	50,000.00	21,000.00
342,418.75	108,000.00	-----
32,285,472.71	22,788,000.00	-----
544,005.82	10,000.00	-----
1,207,750.00	784,000.00	6,000.00
1,251,601.92	498,000.00	-----
6,786,833.10	2,042,000.00	-----
9,351,211.12	4,051,000.00	-----
4,728,379.94	478,500.00	-----
1,361,711.98	676,000.00	110,000.00
5,234,255.19	2,156,500.00	-----
10,153,783.92	5,594,750.00	-----
106,000.00	-----	-----
2,196,500.00	921,000.00	-----
3,102,701.55	1,451,250.00	-----
4,270,509.00	2,060,500.00	-----
5,203,069.02	2,464,000.00	2,000.00
5,508,357.89	842,000.00	517,000.00
344,960.00	10,500.00	-----
410,532.32	120,950.00	-----
999,474.00	303,000.00	-----
372,134.39	-----	435,000.00
2,148,465.85	567,000.00	-----
31,479,638.20	15,380,000.00	54,000.00
3,978,315.37	3,010,000.00	-----
3,163,629.45	572,000.00	-----
1,227,907.82	755,300.00	-----
512,897.36	432,000.00	-----
355,730.24	-----	-----
728,914.84	14,000.00	170,000.00
1,151,816.85	392,000.00	-----
289,072.03	32,100.00	-----
171,531.00	97,000.00	-----
1,819,408.48	964,000.00	-----
14,426,395.05	6,484,000.00	-----
2,201,749.00	770,000.00	-----
\$404,641,927.38	\$208,319,710.00	\$1,342,000.00

**COLORADO PUBLIC JUNIOR COLLEGES STATEMENT OF RECEIPTS,
EXPENDITURES AND BALANCES, SCHOOL YEAR ENDING JUNE 30, 1959**

	Lamar	Mesa	North-eastern	Otero	Pueblo	Trinidad	Total
Beginning Balance	\$ 73,913.67	\$ 335,527.27	\$111,681.06	\$ 21,299.91	\$ 438,546.40	\$ 39,844.89	\$1,020,813.20
Revenue Receipts							
Student Fees	13,814.45	90,505.78	21,770.01	16,304.87	124,968.86	28,732.17	296,099.14
Revenue from Local Services.....	104,338.02	353,830.00	182,155.69	192,786.74	628,695.28	163,535.01	1,625,340.74
Revenue from County Sources.....	887.43	7,587.52	3,250.47	2,305.77	10,585.95	1,503.22	26,120.36
Revenue from State Sources.....	17,850.00	117,100.00	47,424.06	35,034.00	182,496.56	78,186.35	478,090.97
Revenue from Federal Sources.....		569.00	266.00	1,522.00	3,007.00	434.00	5,798.00
Other Sources		143,024.96	4,511.05	32,863.07	6,558.56	11,109.22	198,066.86
Non-Revenue Receipts		1,125.00			1,446.73		2,571.73
Total Receipts Except Transfers.....	136,889.90	713,745.26	259,377.28	280,816.45	957,758.94	283,499.97	2,632,087.80
Incoming Transfers		26,000.00	126,065.71		155,158.10		307,223.81
Ending Liabilities		26,048.68		14,033.20		41,061.00	81,142.88
Total Beginning Balance, Receipts, Incom- ing Transfers and Ending Liabilities.....	\$210,803.57	\$1,101,321.21	\$497,124.05	\$316,149.56	\$1,551,463.44	\$364,405.86	\$4,041,267.69
Expenditures							
Administration	\$ 12,539.36	\$ 32,183.02	\$ 17,456.97	\$ 19,746.92	\$ 29,450.48	\$ 20,928.30	\$ 132,305.05
Student Service	7,020.44	30,432.94	6,104.14	3,938.93	26,560.04	13,797.06	87,853.55
Staff Benefits	3,313.94	19,750.52	6,052.57	7,343.92	35,425.39	9,973.71	81,860.05
Public Services and Information.....	1,636.32	13,242.27	2,998.67	1,838.65	2,184.54	3,178.42	25,078.87
General Institutional	9,230.89	11,145.97	7,249.99	8,274.04	21,164.22	8,404.58	65,469.69
Instruction	53,768.90	253,329.10	83,188.05	109,916.81	416,742.04	144,959.27	1,061,904.17
Libraries	1,060.28	34,381.17	6,334.32	4,367.59	12,466.15	6,027.34	64,636.85
Operation and Maintenance.....	10,390.98	81,336.88	20,608.26	29,482.20	67,322.38	36,562.93	245,703.63
Fixed Charges	135.93	1,826.81	3,891.85		2,030.90	422.54	8,308.03
Auxiliary Enterprises	8,175.20	123,718.98	7,978.21	37,780.83	14,560.03	12,967.04	205,180.29
Total Current Expenses.....	107,272.24	601,347.66	161,863.03	222,689.89	627,906.17	257,221.19	1,978,300.18
Capital Outlay	32,504.00	26,784.70	148,340.07	56,470.34	54,436.03	35,161.58	353,696.72
Debt Service		28,950.97	11,292.62	1,139.98	47,700.00	438.60	89,522.17
Total Expenditures	139,776.24	657,083.33	321,495.72	280,300.21	730,042.20	292,821.37	2,421,519.07
Outgoing Transfers		26,000.00	119,511.60		155,158.10		300,669.70
Ending Balance	70,997.83	386,989.24	56,116.73	21,606.39	666,263.14	71,584.49	1,273,551.01
Beginning Liabilities	29.50	31,255.45		14,242.96			45,527.91
Total Expenditures, Outgoing Transfers, Ending Balance and Beginning Liabilities....	\$210,803.57	\$1,101,321.21	\$497,124.05	\$316,149.56	\$1,551,463.44	\$364,405.86	\$4,041,267.69

Data from "Secretary's Annual Report to the County Superintendent of Schools," 1958-59.

**COLORADO PUBLIC JUNIOR COLLEGES STATEMENT OF RECEIPTS,
EXPENDITURES AND BALANCES, SCHOOL YEAR ENDING JUNE 30, 1960**

	Lamar	Mesa	North-eastern	Otero	Pueblo	Trinidad	Total
Beginning Balance	\$ 70,997.83	\$ 386,982.43	\$ 56,116.73	\$ 21,606.39	\$ 666,263.14	\$ 71,584.49	\$1,273,551.01
Revenue Receipts							
Student Fees	11,575.18	94,261.45	26,061.63	24,833.50	124,552.92	33,523.54	314,808.22
Revenue from Local Services.....	134,317.34	606,871.89	223,630.84	225,292.24	680,319.75	252,050.75	2,122,482.81
Revenue from County Sources.....	1,896.91	7,407.31	3,159.84	2,319.43	14,159.91	1,659.30	30,602.70
Revenue from State Sources.....	27,930.00	122,295.52	50,400.00	46,845.50	204,669.33	87,109.10	539,249.45
Revenue from Federal Sources.....		383.00	6,844.40	76.00	1,264.00	259.00	8,826.40
Other Sources		143,625.97	4,487.61	34,525.47	14,603.25	68,575.50	265,817.80
Non-Revenue Receipts	1,609.14		340,169.82		600,526.37	766,235.93	1,708,541.26
Total Receipts Except Transfers.....	177,328.57	974,845.14	654,754.14	333,892.14	1,640,095.53	1,209,413.12	4,990,328.64
Incoming Transfers		16,000.00			26,360.00	15,022.40	57,382.40
Ending Liabilities	29.11	22,586.43		40,359.33		4,555.21	67,530.08
Total Beginning Balances, Receipts, Incom- ing Transfers and Ending Liabilities.....	\$248,355.51	\$1,400,414.00	\$ 710,870.87	\$395,857.86	\$2,332,718.67	\$1,300,575.22	\$6,388,792.13
Expenditures							
Administration	\$ 12,288.95	\$ 34,080.76	\$ 19,407.12	\$ 26,183.17	\$ 38,831.99	\$ 23,636.92	\$ 154,428.91
Student Service	7,325.31	35,781.07	7,501.39	8,741.19	39,186.28	16,676.83	115,212.07
Staff Benefits	4,299.70	20,344.32	8,515.36	9,444.98	42,759.72	11,126.92	96,491.00
Public Services and Information.....	2,126.09	13,358.33	2,516.82	2,826.10	5,544.39	4,343.84	30,715.57
General Institutional	10,688.09	16,710.30	11,448.47	9,624.45	19,227.52	8,397.26	76,096.09
Instruction	70,298.76	268,978.26	111,247.01	139,211.25	443,536.85	152,132.76	1,185,404.89
Libraries	1,700.88	49,995.37	8,236.95	8,382.74	14,542.10	7,009.94	89,867.98
Operation and Maintenance.....	13,608.07	52,317.96	32,134.10	38,142.29	64,549.48	30,546.57	231,298.47
Fixed Charges	2,231.06	4,118.78	665.68		11,135.58	716.16	18,867.26
Auxiliary Enterprises	9,699.77	167,589.56	10,895.65	47,544.19	15,269.18	61,436.59	312,434.94
Total Current Expenses.....	134,266.68	663,274.71	212,568.55	290,100.36	694,583.09	316,023.79	2,310,817.18
Capital Outlay	29,428.10	79,658.48	370,160.70	78,508.55	667,499.47	592,763.73	1,818,019.03
Debt Service	8,660.80	18,499.54	12,101.00	450.44	46,900.00	37,375.65	123,987.43
Total Expenditures	172,355.58	761,432.73	594,830.25	369,059.35	1,408,982.56	946,163.17	4,252,823.64
Outgoing Transfers		16,000.00			26,360.00	15,022.40	57,382.40
Ending Balance	75,970.82	596,932.59	116,040.62	19,512.14	897,376.11	298,328.65	2,004,160.93
Beginning Liabilities	29.11	26,048.68		7,286.37		41,061.00	74,425.16
Total Expenditures, Outgoing Transfers, Ending Balance and Beginning Liabilities....	\$248,355.51	\$1,400,414.00	\$710,870.87	\$395,857.86	\$2,332,718.67	\$1,300,575.22	\$6,388,792.13

Data from "Secretary's Annual Report to the County Superintendent of Schools," 1959-60.

THE UNIVERSITY OF CHICAGO
LIBRARY

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APPENDIX B

ROSTERS

APPENDIX B

ROSTERS

COLORADO STATE DEPARTMENT OF EDUCATION
State Office Building
Denver, Colorado

Office of Commissioner of Education

H. Grant Vest Commissioner of Education
 (To Nov. 15, 1959)

John H. Swenson Interim Commissioner 1959-60

Elbie Gann Executive Assistant to Commissioner

Raymond E. Peterson Supervisor, School Publications

Theodore E. Albers Director, Research and Statistics

W. D. Asfahl Coordinator of Research

Paul G. Bethke Coordinator,
 School Property and Transportation Accounting and Reporting

Lowell Elisha Coordinator,
 Curricular and Instructional Record Keeping and Reporting

Nick Rossi Coordina-
 tor, School Pupil and Personnel Accounting and Reporting

Gordon Bennett Director, Library Services

Sarah L. Judd Assistant Director

Erne H. Shubert Consultant, Audio-visual Instruction

Roberta Young Consultant, School Libraries

Helen H. Downing Director, Departmental Administration

Office of Administrative Services

John H. Swenson
 Assistant Commissioner in charge of Administrative Services

Elbie L. Gann Acting Assistant Commissioner
 (November 1959 to end of fiscal year)

Charles E. Hathaway Director, School Finance

Ward Vining Section Head, Federal Grants

Waldo Olson Section Head, School Accounting

Otto G. Ruff Director, Teacher Education and Certification

Eleanor Casebolt Supervisor, Teacher Education and Certification

Charles W. Lilley Director, School Lunch

Joyce Clay Consultant, Nutrition Education

John W. Lentz Director, Legal Services

Lucy C. Auld Consultant, Legal Services

Robert Cochrane Director, School Plants and Transportation

Stanley Leftwich Director, School District Organization

L. M. Hardin Consultant, School District Organization

Office of Instructional Services

Leo P. Black	Assistant Commissioner in charge of Instructional Services
Clifford F. S. Bebell	Director, Elementary and Secondary Education
Rolland G. Walters	Section Head, Elementary Education
Lucile Latting	Consultant, Elementary Education
Wendell H. Wilson	Section Head, Secondary Education
Marguerite Juchem	Consultant, Secondary Education
Charles L. Bostrom	Section Head, Title III Program
Dorothy D. Duhon	Consultant, Modern Foreign Language
Rodney F. Mansfield	Consultant, High School Science and Math.
Mary B. Rowe	Consultant, Elementary School Science and Math.
Ralph G. Bohrsen	Section Head, RMAP Small High Schools
Frank A. Anderson	Coordinator, Film Project
Alfred M. Potts, II	Section Head, Migrant Ed. Research Project
Richard M. Fawley	Consultant, Conservation Education
Dwight Newell	Director, Accreditation
E. Ellis Graham	Director, Special Educational Services
Dorothy E. Craig	Section Head, Special Education
H. Edgar Williams	Director, Guidance Services
Kenneth Ashcraft	Section Head, Title V Program
Edith Doi	Consultant, Title V Program
Gerald F. Ulrich	Consultant, Title V Program
Roy H. Hess, Jr.	Psychometric Consultant
LeRoy V. Good	Director, Education Beyond the High School

STATE VOCATIONAL EDUCATION BOARD

June 30, 1960

Fred M. Betz	(Chairman)	Lamar
	(Representing Distributive Occupations)	
Stow L. Witwer	(Vice Chairman)	Route 1, Box 152, Greeley
	(Representing Agriculture)	
Mrs. Ellanore McKenna	(Representing Homemaking)	P. O. Box 888, Durango
Vacant	(Representing Employees)	
Ernest C. Graham	(Representing Employers)	1200 S. Shoshone St., Denver

VOCATIONAL EDUCATION DIVISION STAFF

Room 510 State Office Building
Denver 2, Colorado

A. R. Bunger	Executive Director
	Agricultural Education
Marvin G. Linson	State Supervisor
Paul J. Foster	Assistant State Supervisor (Rifle)
Dale Hanna	Assistant State Supervisor
William L. Dobler	Area Supervisor
	(Institutional On-Farm Training)
	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)
Mrs. Lottie E. More	Area Supervisor
	(Adult and Family Life Education)

Trade and Industrial Education

Harold E. Bowlds	State Supervisor and Peace Officer Training
E. W. Crawford	Area Supervisor (Firemanship)
Carl C. Ferris	Area Supervisor (Apprenticeship)
Mrs. Ruth D. Jones	Area Supervisor (Practical Nursing)

Area Vocational Education

William G. Flannery	State Supervisor
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COLORADO COUNTY SUPERINTENDENTS OF SCHOOLS

County	Name	Address Court House
Adams	Mrs. Bertha Heid	Brighton
Alamosa	Mrs. Vera E. Linger	Alamosa
Arapahoe	Mrs. Beulah Davies Anderson	Littleton
Archuleta	Mrs. Ruby Sisson	Pagosa Springs
Baca	Mrs. Lillian Collings	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	Antonito
Costilla	Mrs. Juanita K. Taylor	San Luis
Crowley	Mr. William Broadbent	Ordway
Custer	Miss Frances E. Kettle	Westcliffe
Delta	Miss Martha Savage	Delta
Denver	Mr. Royal P. Barry	Denver
Dolores	Mr. Morton E. Coffman	Dove Creek
Douglas	Mr. Robert F. Metzler	Castle Rock
Eagle	Mr. John W. Mackey	Red Cliff
Elbert	Mrs. Esther D. Carson	Kiowa
El Paso	Mrs. Georgianna Kettle	Colorado Springs
Fremont	Mr. Stanley Henderson	Canon City
Garfield	Mrs. Josephine Busby	Glenwood Springs
Gilpin	Mrs. Laura E. Ress	Central City
Grand	Mrs. Lorraine Gould	Hot Sulphur Springs
Gunnison	Mrs. Sylvia P. Carroll	Gunnison
Hinsdale	Mrs. Zelma Etling	Lake City
Huerfano	Mrs. Frances Nelson	Walsenburg
Jackson	Mrs. Eva B. Mariette	Walden
Jefferson	Mrs. Pauline F. Schroeder	Golden
Kiowa	Mrs. Helen F. McMann	Eads
Kit Carson	Mrs. Willa Zick	Burlington
Lake	Miss Elizabeth Cavanaugh	Leadville
La Plata	Mrs. Vivian J. Maxwell	Durango
Larimer	Mrs. Margaret B. Miller	Fort Collins
Las Animas	Mr. Harry C. Raye	Trinidad
Lincoln	Mrs. Jennie E. Summers	Hugo
Logan	Mr. Griffith D. Ramey	Sterling
Mesa	Mrs. Lucile H. Mahannah	Grand Junction
Mineral	Mr. Gary Stephens	Creede
Moffat	Mrs. June Sweeney	Craig
Montezuma	Mrs. Claire J. Watson	Cortez
Montrose	Mrs. Lillian B. Cromie	Montrose
Morgan	Miss Marian Lockwood	Fort Morgan

(Continued on Next Page)

COLORADO COUNTY SUPERINTENDENTS OF SCHOOLS

(Continued)

Otero	Miss Ruth Lytle	La Junta
Ouray	Mrs. Evelyn Gunelson	Ouray
Park	Mrs. Edith Teter	Fairplay
Phillips	Mrs. Earlean F. Jung	Holyoke
Pitkin	Mrs. Lettie Lee Brand	Aspen
Prowers	Mrs. Reva Davidson	Lamar
Pueblo	Mrs. (Ruth) Patricia Jenkins	Pueblo
Rio Blanco	Mrs. Dorothy Barrett	Meeker
Rio Grande	Mrs. Mary M. Stone	Monte Vista
Routt	Mrs. Gerald Elkins	Steamboat Springs
Saguache	Mrs. Lucille Klingler	Saguache
San Juan	Mrs. Frances S. Beaber	Silverton
San Miguel	Miss Irene M. P. Wichmann	Telluride
Sedgwick	Miss Veta Stalcup	Julesburg
Summit	Mrs. Walter Bayley	Breckenridge
Teller	Mrs. Loretta Surbur Davis	Cripple Creek
Washington	Mrs. Mary Lisle	Akron
Weld	Mr. Paul N. Lodwick	Greeley
Yuma	Mr. Herbert Oman	Wray

TERRITORIAL SCHOOL SUPERINTENDENTS

W. J. Curtice	1861-1863
William S. Walker	1863-1865
A. W. Atkins	1865-1867
Columbus Nuckrolls	1867-1869
William 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	1947-1948

STATE COMMISSIONERS OF EDUCATION

Nettie S. Freed	1949-1951
J. Burton Vasche	1951-1952
Burtis E. Taylor (interim)	1952-1953
H. Grant Vest	1953-1959
John H. Swenson (interim)	1959-1960

COLORADO INSTITUTIONS OF HIGHER LEARNING

Adams State College of Colorado.....	Alamosa
Fred J. Plachy, President	
Colorado State University.....	Fort Collins
(Formerly A & M College)	
W. E. Morgan, President	
Colorado School of Mines.....	Golden
John W. Vanderwilt, President	
Colorado State College.....	Greeley
(Formerly Colorado State College of Education)	
William R. Ross, President	
Fort Lewis A&M College.....	Durango
Charles Dale Rea, President	
Lamar Junior College.....	Lamar
Homer Kelley, President	
Mesa Junior College.....	Grand Junction
Horace J. Wubben, President	
Northeastern Junior College.....	Sterling
Ervin S. French, President	
Otero Junior College.....	La Junta
William L. McDivitt, President	
Pueblo Junior College.....	Pueblo
Marvin C. Knudson, President	
Trinidad State Junior College.....	Trinidad
Guy C. Davis, President	
University of Colorado.....	Boulder
Quigg Newton, President	
Western State College of Colorado.....	Gunnison
Grant Venn, President	

SPECIAL FEDERAL INSTITUTION OF HIGHER LEARNING IN COLORADO

Air Force Academy

Maj. Gen. William Stone.....	Superintendent
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PRIVATE AND ENDOWED COLLEGES

University of Denver, Denver.....	Chester M. Alter, Chancellor
Colorado College, Colorado Springs.....	Dr. Louis T. Benezet, President
Regis College, Denver.....	Rev. Richard F. Ryan, President
Loretto Heights College, Denver.....	Sister Frances Marie, President
Colorado Woman's (Junior) College, Denver.....	Dr. Eugene E. Dawson, President
Iliff School of Theology, Denver.....	Dr. Harold F. Carr, President

COLORADO SPECIAL INSTITUTIONS

Colorado State Children's Home.....	Denver
Kenneth P. Joos, Superintendent	
State Home and Training School.....	Ridge
Francis P. Meyer, Superintendent	
Arby T. Noller, Executive Assistant	
Boyd Bauldauf, Principal	
Wilbert Williams, Clinical Psychologist	
State Home and Training School.....	Grand Junction
James E. Hinds, Superintendent	
Porter Carson, Chief Administrative Officer	
Max G. Frankel, School Principal	
Mrs. B. E. Dowda, Psychologist II	

(Continued on Next Page)

State Industrial School for Boys.....	Golden
G. E. Soelberg, Superintendent	
W. H. Hatcher, Assistant Superintendent	
William B. Raymond, School Principal	
Donald Loy, Clinical Psychologist	
State Training School for Girls.....	Morrison
Betty Portner, Superintendent	
Phillip L. Thompson, Assistant Superintendent	
Lawrence F. Lewis, Principal	
Ratibor Jurgevich, Clinical Psychologist	
State School for the Deaf and Blind.....	Colorado Springs
Roy M. Stelle, Superintendent	
James R. Kirkley, Assistant Principal, Department for the Deaf	
Wilbur F. Fulker, Assistant Principal, Department for the Blind	
Mary C. Minor, Psychologist	
Colorado State Penitentiary.....	Canon City
Harry Tinsley, Warden	
Ira Sanger, Correction Education Instructor	
George Levy, Psychologist I	
Colorado State Reformatory for Men.....	Buena Vista
Wayne K. Patterson, Warden	
Ed Sampson, Rehabilitation Training Officer	
Colorado State Hospital.....	Pueblo
F. H. Zimmerman, Superintendent	
Mrs. A. Ward Lockhart, O. T. Director	

COLORADO PRIVATE AND PAROCHIAL HIGH SCHOOLS

(State Accredited)

Boulder

*Mt. St. Gertrude Academy..... Sister Mary Norman Principal

Canon City

*The Abbey School..... The Rev. Bonaventure Bandi, Headmaster

**St. Scholastica Academy..... Sister M. Fabian, Principal

Colorado Springs

*Fountain Valley..... Lewis Perry, Jr., Headmaster

*St. Joseph's Convent..... Sister M. Gabriel, Principal

**St. Mary's High..... Sister Mary Aline, Principal

Denver

**Annunciation..... Sister Ann Theresa, Principal
3535 Lafayette (5)

*Bellevue Preparatory..... Carolyn Field Staats, Principal
1845 Champa Street

**Cathedral, 1836 Logan Street..... Sister Jean Patrice, Principal

**Holy Family, 4364 Utica Street..... Sister Mary Elizabeth, Principal

*Kent School for Girls..... John F. Dunn, Headmaster
3401 S. University, Englewood

Mt. Carmel High..... Sister Mary Evangelista, Principal
3600 Zuni Street

*Randell School..... Mrs. Marion F. Moore, Principal
1277 Williams Street

**Regis, W. 50th Ave. & Lowell..... Rev. J. R. Eatough, Principal

**St. Francis De Sales..... Sister Jean Fontbonne, Principal
235 S. Sherman Street

**St. Joseph, 622 W. 6th Ave..... Sister Mary Magdalene, Principal

**St. Mary's Academy..... Sister Mary Timothy, Principal
4545 S. University, Englewood

(Continued on Next Page)

Loveland

*Campion Academy G. G. Davenport, Principal

Pueblo

**Catholic High Sister Marie William, Principal

Sterling

*St. Anthony Sister Mary Florence, Principal

Trinidad

*Holy Trinity Sister Eleanor Marie, Principal

Walsenburg

**St. Mary's Sister M. Susanne, Principal

TRUSTEES OF THE STATE COLLEGES IN COLORADO

Thomas L. Girault	Denver
Marsh Seraphine	Gunnison
Sidney Anderson	Alamosa
Barnard Houtchens	Greeley
Phyllis Rogers	Sterling
Leslie J. Savage	Crawford
Joseph C. Weber	Leadville
Glen C. Turner, Secretary	Greeley

STATE BOARD OF EXAMINERS

H. Grant Vest	Denver
Rev. Philip B. Hawley	Durango
Mrs. Vira F. Oswald	Ouray
Harlan F. Melvin	Pueblo
Philip W. Perdew	Denver
Royce D. Forsyth	Denver
Alfred R. Young	Lamar
Dwight Morhart	Fort Collins
George F. Sanderson	Greeley
Mrs. Susan McAuliffe	Denver
Mrs. Ruth S. Richardson	Wheatridge

COLORADO HIGH SCHOOL ACTIVITIES ASSOCIATION**Executive Committee**

A. J. Consbruck	Burlington
L. W. Green	Rifle
Steve Klasna	Idaho Springs
Charles Melien	Salida
Chester O'Hanlon	Denver
D. I. Peterson	Johnstown
W. H. Preston	Colorado Springs
Robert Turner	Greeley
Glenn T. Wilson	Denver

Advisory Members

Wendell K. Beard	Denver
H. Grant Vest	Denver
Leo P. Black	Denver
William L. Miller	Denver
Jess Christenson	Limon
Everett Samuelson	Denver

COLORADO COUNCIL ON INSTRUCTION

George L. Bickel	Denver
William Bishop	Englewood
C. S. Chastain	Rangely
Charles Conklin	Delta
Donald Decker	Greeley
Mrs. Maude L. Frandsen	Aurora
Roy O. Frantz	Pueblo
Lloyd Garrison	Denver
W. W. Gaunt	Brighton
Leslie K. Grimes	Greeley
Eugene Gullette	Boulder
Marvin C. Knudson	Pueblo
Miss Marian Lockwood	Fort Morgan
Lawrence C. Martin	Denver
Mrs. Lynn Miller	Fort Collins
Kenneth Oberholtzer	Denver
Rolland Powell	Grand Junction
Charles Romine	Lakewood
Stephen Romine	Boulder
Philip Rule	La Junta
Mrs. Albert Solomon	Denver
John W. Vanderwilt	Golden

COMMITTEE FOR COOPERATIVE PROGRAM IN EDUCATIONAL ADMINISTRATION

Natt Burbank	Boulder
William Bishop	Englewood
John Dunlap	Pueblo
Calvin Grieder	Boulder
Leslie Grimes	Greeley
Kenneth Hansen	Gunnison
Marvin Johansen	Montrose
Harold E. Moore	Denver
Kenneth Oberholtzer	Denver
Gordon Quiller	Fort Collins
Philip Rule	La Junta
John H. Swenson	Denver
Leonard Walsh	Greeley
Joseph Weber	Leadville
Alfred Young	Lamar
Roy O. Frantz, ex-officio	Pueblo

COLORADO SURPLUS PROPERTY AGENCY

Advisory Committee

Roy R. Anderson	Denver
Joseph V. Calabrese	Denver
Heman H. Davis	Boulder
R. A. Downs, M.D.	Denver
Samuel Jacobs	Denver
Msgr. William Jones	Denver
James T. Reiva	Denver
John H. Swenson	Denver
Russell E. Yaeger	Denver
Lacy L. Wilkinson	Denver

STATE LIBRARY ADVISORY BOARD

Mrs. Anne Kirkland	Denver
Luther Bean	Alamosa
Mrs. E. A. Bloomquist	Pueblo
B. F. Coen	Fort Collins
Miss Harriet E. Howe	Colorado Springs
Miss Claire K. Knox	Pueblo
Miss Marian Lockwood	Fort Morgan
Mrs. Bessie Wilson	Burlington
Horace Wubben	Grand Junction
Forrest F. Carhart, Jr.	Colorado Springs
Mrs. Cynthia J. Willett, Ex-officio (CLA)	Georgetown

ADVISORY COMMITTEE ON ACCREDITATION

Clarence Chastain	Rangely
Wymond J. Ehrenkrook	Denver
Thomas Pickens	Aurora
Everett Samuelson	Boulder
Robert Turner	Greeley
Vernon Armstrong	Lakewood
Mrs. Alice Dickenson	Arvada
Reuben Gutierrez	Trinidad
Kenneth Hansen	Gunnison
Donald McNaughton	Sterling
Mrs. D. W. Richardson	Wheatridge
Ervin S. French	Sterling
Miss Martha Savage	Delta
Joseph L. Watson	Colorado Springs
William Speer	Rifle
Norris Nye	Lamar
E. R. Beaty	Bayfield

COLORADO STATE ADVISORY COMMITTEE ON BUSINESS EDUCATION

F. Kendrick Bangs	Boulder
Mrs. Gertrude Bates	Loveland
Clifford F. S. Bebell	Denver
Harold E. Binford	Gunnison
John E. Binnion	Denver
Mrs. Neva Craig	Denver
Mrs. Sada Beth Jenkins	Carbondale
Miss Katharine McIntyre	Pueblo
Miss Loretta Miller	Denver
Mrs. Catherine K. Rood	Leadville
Mrs. Lucie Van Den Berg	Delta
Miss Esther H. Vanderlas	Fort Collins
Roland C. Waterman	Greeley
Roland Wick	Alamosa

ADVISORY COMMITTEE ON CONSERVATION EDUCATION

Harley F. Glidden	Greeley
Herb Hockstrasser	Fort Morgan
Tim K. Kelley	Boulder
Charles Terrell	Fort Collins
C. D. Tolman	Denver
Carl Herzman	Fort Collins
Donald Knight	Denver
Carl Mossberg	Greeley
Thomas Borden	Fort Collins
Richard Fawley	Denver
Clarence Svedman	Denver

STATE COMMITTEE ON MIGRATORY LABOR

Dr. Ruth B. Howard	Department of Public Health
James H. Lumpkins	Employment Service
Lew Ray	Department of Agriculture
Goodrich Walton	Governor's Office
Miss Marie C. Smith	Department of Public Welfare
Ted Parsons	Department of Revenue
Byron F. Orr	State Patrol
Mrs. Lucile Latting	Department of Education
Glenn Donaldson	Conference of Social Welfare

STATE ADVISORY COMMITTEE ON SCHOOL HEALTH

Miss Elizabeth Abbott	Boulder
Elwyn N. Akers	Denver
Richard Ayers	Denver
Paul Baker	Denver
Lewis Barbato	Denver
David Bartelma	Boulder
Jack D. Bartholomew	Boulder
Leo P. Black	Denver
William L. Miller	Denver
Roy L. Cleere	Denver
Miss Dorothy Craig	Denver
Miss Gertrude E. Cromwell	Denver
Mrs. Glen Pennock	Boulder
Mrs. Bernice DiSessa	Denver
Dr. Mildred E. Doster	Denver
Robert A. Downs	Denver
Miss Norma Johannis	Denver
Mrs. Clyda Jensen	Denver
Mrs. Marguerite Juchem	Denver
John Lichty	Denver
Charles W. Lilley	Denver
Mrs. Austin Thompson	Englewood
H. Grant Vest	Denver
Rolland Miller	Denver

COLORADO HUMANE SOCIETY

Leonard M. Bentley	Canon City
Vernon A. Cheever	Colorado Springs
E. L. Dawson	Littleton
Rex G. Howell	Grand Junction
Henry J. Johnson	Lamar
Charles Kincaid	Denver
Richard G. Lyttle	Meeker
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