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THIRD

BIENNIAL REPORT

OF THE

Superintendent of Public Instruction

OF THE

*TERRITORY OF COLORADO,*

FOR THE TWO YEARS ENDING SEPT. 30th, 1875.

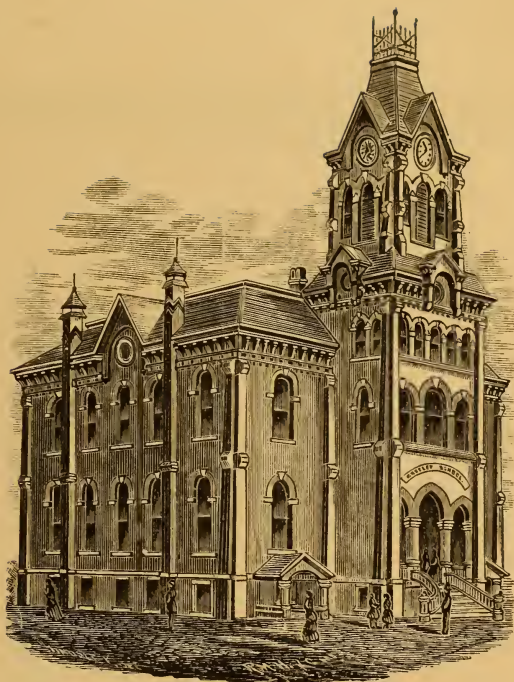


DENVER, COL.:

ROCKY MOUNTAIN NEWS STEAM PRINTING HOUSE.

1876.





PUBLIC SCHOOL, GREELEY, COLO.

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## COMMUNICATION.

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DEPARTMENT OF PUBLIC INSTRUCTION, }  
DENVER, December 20, 1875. }

*To His Excellency John L. Routt, Governor of Colorado:*

SIR:--In compliance with the requirements of the law, I herewith submit the report of this Department for the Biennial Term, ending September 30, 1875.

I am, Very Respectfully,

Your Obedient Servant,

HORACE M. HALE,  
*Supt. Public Instruction.*





# REPORT OF SUPERINTENDENT.

## STATISTICAL SUMMARIES.

At the close of the last Biennial Term, September 30, 1873, the condition of the Public School system was reported as follows: Total school fund, exclusive of bonds issued by the districts for building purposes, \$137,557.61; Average rate of taxation for school purposes, 3 1-7 mills.

### EXPENDITURES IN 1873.

For sites and buildings.....	\$155,579 45
For libraries and apparatus.....	1,800 00
For salary of Superintendent.....	1,200 00
For salaries of teachers.....	71,258 28
Miscellaneous expenditures.....	22,461 26
<hr/>	
Total.....	\$252,298 99

The excess of expenditures over income, as above, was obtained from the sale of bonds, town lots, etc., the amount of which was not reported to this department.

### SCHOOL POPULATION.

Number of male persons five to twenty-one years of age.....	7,617
Number of female persons, " " ".....	6,800
<hr/>	
Total.....	14,417
Number of pupils enrolled in public schools.....	7,456
Number " " private schools.....	702
<hr/>	
Total attending school.....	8,158
Average number of days schools were in session.....	111
Number of school districts.....	243
Number of schools.....	180

Number of school houses.....	125
Number of teachers—males, 107; females, 134.....	241
Average monthly salary paid male teachers.....	\$62 00
Average monthly salary paid female teachers.....	51 00

## STATISTICAL SUMMARY FOR 1874.

Average rate of county tax levied.....	3½ mills.
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## INCOME.

Amount from county and district tax.....	\$193,513 99
Amount from bonds, penalties, etc., estimated.....	12,251 39
Total.....	\$205,765 38

## EXPENDITURES.

For sites, buildings and furniture.....	\$ 77,044 47
For libraries and apparatus.....	750 00
For salaries of Superintendents and Teachers.....	95,454 33
Miscellaneous—fuel, light, rent, repairs, etc.....	26,516 58
	<hr/>
	\$199,765 38
Value of sites, buildings, furniture, etc.....	\$337,894 64

## SCHOOL POPULATION.

Number of male persons, five to twenty-one years of age.....	10,112
Number of females “ “ “ “.....	9,197
Total.....	19,309

## SCHOOLS.

Number enrolled in public schools during the year.....	9,995
Number enrolled in private schools during the year.....	803
Total.....	10,798
Average duration of schools in days.....	98

## TEACHERS.

Number of male teachers employed.....	139
Number of female teachers employed.....	168
Total.....	307
Average salary of male teachers.....	\$60 00
Average salary of female teachers.....	50 00

## PROGRESS FOR THE YEAR 1874—PER CENT. OF INCREASE IN THE

Number of school districts.....	19
Number of schools.....	33

Number of school houses.....	26
Number of persons of school age.....	25
Value of school property.....	30

## STATISTICAL SUMMARY FOR 1875.

Average rate of county tax levied..... $3\frac{1}{2}$  mills.

## INCOME.

Amount from county and district tax.....	\$240,718 72
Amount from bonds, penalties, etc., estimated.....	6,460 35
Total school fund.....	\$247,179 07

## EXPENDITURES.

For sites, buildings and furniture.....	\$ 76,215 04
For salaries of Teachers and Superintendents .....	102,783 36
Miscellaneous—fuel, rent, repairs, etc.....	31,815 46
Total.....	\$210,813 86
Number of school houses .....	178
Value of school property.....	\$414,008 66

## SCHOOL POPULATION.

Number of male persons five to twenty-one years.....	12,264
Number of female “ “ “ .....	11,011
Total.....	23,274

## SCHOOLS.

Number enrolled in public schools during the year, males.....	6,639
Number “ “ “ “ females.....	5,193
Number enrolled in private schools.....	926
Total.....	12,758
Average duration of schools, in days.....	116

## TEACHERS.

Number of male teachers employed.....	172
Number of females “ “ .....	205
Total.....	377
Average salary of male teachers.....	\$60 00
Average salary of female teachers.....	48 00

## PROGRESS FOR 1875—PER CENT. OF INCREASE IN THE

Number of school districts.....	10
Number of schools.....	18

Number of school houses.....	16
Number of persons of school age.....	20
Value of school property.....	21

### SECONDARY INSTRUCTION.

The earliest provision made for this was in Jarvis Hall, Golden City, a diocesan collegiate school for boys; and in Wolfe Hall, Denver, a diocesan high school for girls; both established by the late Right Reverend S. Randall, D. D., Protestant Episcopal Missionary Bishop of the Territories. They still continue, under his successor, the work of imparting a good English education, with Latin, Greek, French, and German.

St. Mary's School, for girls (Roman Catholic), continues its operations at Denver, on the same plane and in nearly the same line.

The Public High School, of Denver, a branch of the public school system, was established, one year ago, by the Denver Board of Education, being the first regularly organized high school in the Territory. Its course of study is comprehensive, embracing all the branches necessary to fit its graduates for entrance into the best American colleges. The following is from the report of the Committee on High School:

The *general* course shall occupy four years, and shall embrace the mathematics necessary for an accomplished engineer; the Latin language, so far as is possible and desirable for general culture, and for more thorough acquaintance with our own language, and to facilitate the acquisition of modern languages; the reading and speaking of German and French; and such studies in science and literature as shall best fit pupils for different departments of business and make them generally intelligent.

The general effect of the institution upon schools of the lower grades is marked. As our schools serve the purpose for which they are supported, just so far as they contribute towards making the intelligent citizen, so their effectiveness must be measured by the length of time the pupils are held in school, and we remark a favorable augury when the ambition of grammar-school pupils is so aroused that a fixed determination exists to "stick to" school and enter the High School to complete the course. The impulse to the lower grades is especially encouraging, when it is remembered that our school is in its veriest infancy, and that embarrassments in its progress have occurred the past year, owing to the protracted illness of the Principal, that are

not likely to be repeated. The material for the school is abundant in the city. Your committee have frequently been consulted by citizens, who, having sent their boys and girls to the States because no provision for study in the higher grades existed here, now signify their intention of recalling their children.

The financial aspect is of no small importance. Denver can ill afford to send wealth out of its pockets to enrich older but not abler communities. Our people are not doing well when, in addition to the annual school tax, a yearly bill for board and tuition is met.

Again, when our boys and girls reach their teens, that precarious era in life when character is either made or blasted, and, too, when health is preserved or ruined, no parent needs to be reminded that the home circle, the mother's care, and the father's counsel and reproof, are the only assurances one can have of the safety of his children. It is not well for young people to be sent from home for school training, and for this reason are we doing our utmost to provide such advantages as shall make the exportation of students unnecessary.

It has been that boys could not be prepared for college in our public schools. In obedience to your resolutions we have prepared a course which, when completed, under the direction of the faculty of the High School, will admit the boy to Harvard, Yale, Princeton or Dartmouth, unconditionally. Of this we have received assurances from proper authority.

We have reason to predict a future for the Denver Public High School creditable alike to its founders and the city, and a deserved reputation equal to that of any city of free schools.

In the course of instruction in the German language, your committee have made a few changes. Believing that the advantages of instruction in German should be given to all, American as well as German pupils, we have directed that all pupils above and including the sixth grade, shall receive daily instruction in the German language; the study to be made permissible, not compulsory.

The chairman of your committee has given his personal attention to the supervision of this branch.

Respectfully submitted,

PETER GOTTESLEBEN,  
W. C. LOTHROP,  
W. M. NEWTON,

*Committee on High School and German.*

#### SUPERIOR INSTRUCTION.

Institutions for imparting superior instruction have not, until quite recently, been required; but as the necessity for these has become apparent, it will not long remain unprovided for. Two Colleges, one Congregational, the other Presbyterian, outgrowths of the missionary as well as of the literary spirit, have been established—the former at Colorado Springs and the latter at Evans. Both sexes are repre-

sented in each. The curriculum has not yet, in either attained a degree much beyond that of a High School, but the prospects for a full collegiate organization in the early future are flattering.

The University of Colorado, at Boulder, presents every appearance of having become a fixed fact. This is to be a State institution, supplemental to the public schools. A beautiful building is rapidly approaching completion, erected at a cost of \$35,000, by the joint appropriation of the Legislature and the citizens of Boulder. The buildings will be ready for occupancy in the Spring, and it is the determination of its friends that the institution shall rank with the highest.

#### SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

The Territorial School of Mines, at Golden, was started about two years ago, as the scientific school of the prospective State University. The school is, in a measure, associated with Jarvis Hall, but is under the control and management of the Territory, through a Board of Trustees elected by the Legislature. The present number of students is nineteen; value of buildings, grounds and apparatus, \$12,000. The school is open to either sex, and to any color.

St. Matthews Hall, at Golden, also closely associated with Jarvis Hall, is a theological school, under the auspices of the Protestant Episcopal Church.

#### SPECIAL INSTRUCTION.

The Deaf Mute Institute, at Colorado Springs, was established two years ago. The Legislature of 1874 appropriated \$5,000 for immediate use, and levied a tax of one-fifth of one mill for its second year's maintenance. During the first year there were twelve pupils; at present the number is nineteen. Total appropriation by the Territory for the two years, \$13,878.65.

The Colorado Springs Town Company donated to the Institute, thirteen acres of land, valued at \$6,500, upon

which a comfortable stone building has been erected by the Trustees. The Institute is free, including board, washing and instructions to all deaf mutes in the Territory.

The foregoing is a *resume* of what Colorado has done and is doing in the matter of providing the means for the instruction of her citizens. What Territory ever did more in this direction? Moreover, nearly all this has been accomplished during the past five years. The Territory is entirely free from debt, with a large surplus in the treasury. Unlike her sister Territories, she has not waited for government lands to furnish the means of education, but whenever and wherever there has arisen a demand, it has been promptly met and paid. The most ardent educational enthusiast ought to be satisfied with the progress made. No more convincing evidence could be adduced to prove that the citizens of the Centennial State are carefully guarding and generously fostering education, than a glance at the progress made during the last half of the last decade :

## COMPARATIVE STATISTICS.

	1870.	1875.
Number of persons between 5 and 21 years of age...	6,417	23,274
Number of School Districts.....	129	329
Number of Schools.....	110	280
Number of Teachers.....	132	377
Amount paid Teachers.....	\$39,248	\$102,783
Total School Fund.....	\$64,839	\$193,908
Number of School Houses.....	68	172
Value of School Property.....	\$66,106	\$414,008*

\*Exclusive of University Building, School of Mines and Deaf Mute Institute, \$60,000

## REMARKS.

An examination of the foregoing summary of statistics will disclose the fact that there has been a constant increase in the school population, as well as in school appointments, during the past two years. A reference to former reports will show that this progress has been continuous through former years, reaching back even to the early settlement of

our Territory. A critical inspection will, however, disclose the additional fact that our school advantages are not yet fully commensurate to the progress and demands of the age in which we live.

Rather, therefore, than dwell upon the many excellent features of our system, I desire to call your attention to what, in my opinion, should demand the careful consideration of our Legislative Assembly :

*First*—I respectfully call your attention to the average length of time during which our schools were in session, to-wit: Ninety-eight days in 1874, and one hundred and sixteen days in 1875, or an average, for the two years, of one hundred and seven days. This low average results from the very short school term in *every rural school district*. While the city and village schools remain open during a period of from 150 to 200 days, the time of the country schools seldom exceeds 100 days; and in very many districts the school house doors were open but sixty, forty, and even as low as twenty days during the year, while there are some districts in which no school was opened. It is my opinion that every school district should maintain a school at least, during 120 days, each year.

The remedy suggested is this: A larger school fund, and a provision in the law requiring the directors to keep the schools in session for the time mentioned, as a prerequisite to their claims to any portion of the school fund.

*Second*—It will be seen, also, that of the 23,274 school children in the Territory, but 12,758 attended school even for one day—45 per cent. of our school children did not enter a school room! Of the number enrolled upon the school registers, not more than one-half were regular in attendance during the 116 days of school session. It is, therefore, a fact that not more than one-third of the persons between the ages of five and twenty-one years attended school 116 days during the past year. The fact itself is a sufficient argument that here is a wrong that calls for a remedy. I am persuaded that the attendance at school



would be greatly increased if one-half of the school fund were to be apportioned among the districts according to the actual attendance at school, instead of, as now, according to the school population, irrespective of attendance at school.

*Third*—There is a subject which is not manifest in the official report, the facts concerning which reach me, from time to time, incidentally. I refer to the misappropriation and embezzlement of school funds, by public officers, including District Directors, County Superintendents, and County Treasurers. During the many years that I have been connected with the public schools in this Territory, not a year has passed, that could not show a defalcation of this kind. Should it not be made as great a crime to steal from this sacred fund as from the merchant's till? The wrong certainly prevails; the wisdom of our legislators should supply the remedy.

Finally, without enlarging upon the very many wholesome additions that may be made to our School Law, I desire to call your attention to some of the many palpable defects therein that *demand* attention.

#### COUNTY SUPERINTENDENTS.

*First*—By referring to Section 11, of the School Law, it will be seen that the County Superintendent is required to render, annually, to the Territorial Superintendent a report for the year ending September 30th. The County Superintendent is elected biennially, in September; hence every alternate year the newly elected Superintendent is required to make a report for the year *preceding the commencement of his term of office*. It is hardly necessary to remark that this provision requires a practical impossibility.

*Second*—While the County Superintendent may divide a school district, or form a new one, at any time (same Section), there is no provision by which he may equitably divide the school property or apportion the school fund to the new district. The law permits but one apportionment, to-wit: On the first Monday of November (Section 12) in

each year, therefore, a new district formed after said date receives no money until after the ensuing first of November. A manifest injustice to new districts.

*Third*—There is no provision requiring the County Superintendent to report annually to his County, the financial condition of his office. This defect has been the cause of much trouble and no inconsiderable loss in many instances.

*Fourth*—The County Superintendent is required (Sec. 11) to visit the schools twice each term. The law does not define a term, and superintendents have claimed that they complied with the law's requirements by visiting a school two days in succession.

#### SCHOOL DISTRICTS.

*First*—In the event of a vacancy in a Board of Directors, by reason of death, &c., there is no provision for filling the same.

*Second*—The Secretary of each School District must, between the first and fifteenth days of each September, take a census of the school children, &c., (Sec. 28). There have been instances where children have been legally enumerated in two districts, thus working injustice to the other districts of the county. For instance—the Secretary of West Denver may take his census on the first day of the month, and the Secretary of East Denver, on the 14th; persons then moving from West Denver to East Denver, in the meantime, would be enumerated in both; and there is no remedy provided. Also, persons temporarily in a district, visiting, camping or attending private schools, may, by the law, be enumerated. This has been done.

*Third*—Section 31 provides that a school district may levy a special tax. This provision requires the Secretary to post the assessment roll, &c., yet provides no remedy for persons who may have been unjustly or excessively assessed.

The subject of the necessity of a revision of our School Law, has by no means been exhausted by the foregoing,

yet the defects enumerated render it apparent that the matter should receive some attention from our Legislative Assembly soon to convene. The appliances necessary to render our school system effective while we remain a Territory, will be equally applicable when we shall have assumed the dignity of Statehood; hence, whatever may be done now need not be undone then.

#### GENERAL REMARKS.

Much as may be said commendatory of the present school system, we do not think that the best and most desirable ends are to be obtained by devoting our entire time and space in eulogizing its excellent features, these will generally take care of themselves. Few branches of our civil polity are so nearly perfect that no care need be given to their improvement. An experience of nearly a quarter of a century in public school work has convinced me that there is not sufficient rigidity in the American School System to insure the best results attainable. Too much is left to the whims and caprices of parents; too much is made to depend upon the turn of politics. Too often is it the case that a change of office-holders involves an entire change in the management of the Public Schools, and a radical change in this tends to retard their progress in a degree seldom appreciated by those who are not immediately connected with them. The time for attending school of a large majority of American children is short, so short that, on an average, it is doubtful if it covers many more days than there are in two calendar years. How important, then, that all this time should be utilized; that none of it should be consumed in futile experiments, and in becoming familiar with new adjustments of the working machinery; that none of it should be wasted in acquiring facts and fancies that are of no practical use to the pupil, either in school, in the business world, or even in social life! I am convinced that during the last decade, throughout the Public Schools of the United States, theory has been permitted, in a large degree, to supplant practice. Children have been required

to devote weeks and months to the acquisition of technicalities of no earthly practical benefit to them as furnishing a step by which to reach a higher round of the ladder, and which, from having no use for the knowledge thus obtained, they forget soon after leaving the school room. This plan of conducting our schools may be likened to that of a builder who should consume all his time and material upon the first story of his house, attempting to finish the same, in all its details of ornamentation, frescoing, varnishing, gilding, papering and carpeting, before he begins his second story, and even before he has it secure from the elements by substantial frame work and roof. The most that can possibly be accomplished in our Public Schools, below the High School, is to lay a foundation. establish the frame work, put on the roof, and inculcate such a love for knowledge that our children will continue students all their lives, and never cease to add such ornaments and embellishments as may suit their fancies, and as they may find means for supplying. The object aimed at here should be to plant firmly, and in such a manner that it will be beyond the possibility of being uprooted, the germ of knowledge. Every possible means should be resorted to to create a thirst for it, and instead of cramming and stuffing, and by such means stunting the mind's growth, there should be such stimulating processes as will tend to develop and strengthen the mental and moral faculties from within. Let us cultivate mind as we cultivate plants, by applying the fertilizers to the roots, and not to the buds and flowers. We may, by artificial means, prematurely open the rose bud and thereby secure an early blossom, but we have at best but an imperfect and odorless flower. We may present an appearance of reality by pinning oranges and lemons to our sickly hot-house plants, but the consciousness that there is no reality there induces pain rather than satisfaction. So with our children; we permit a bud to be pulled open here, and some imported fruit to be tacked on there, and only become convinced that it is all shoddy and sham when they have occasion to use the fruit and flowers in practical life.

I can see nothing to hinder the establishment of a course of study, even for our country schools, that shall be founded upon practicality, and that shall be so fixed that it may not be changed to suit the convenience of each successive teacher in a district. Teachers should be required to adapt themselves to the prescribed course of study, rather than permitted to change such a course to suit their convenience or capacity. In districts where each successive term of school finds a new teacher in charge, there is invariably such a change in course of study, text books, and general school management, that the schools might about as well remain closed. This frequent change of teachers in small districts cannot well be avoided, but, if the County Superintendent could be empowered to fix a course of study, and enforce the same, requiring each successive teacher to begin where his predecessor left off, much of the evil arising from the changes would be avoided. All this might be effected were school men permitted to exercise a greater influence in school matters. A little less of the popular American idea of permitting the people to rule, a little more of rigidity in matters pertaining to public schools, and a little more willingness to take advice from professional educators, would, I am certain, result in greater efficiency of the system. "*Vox populi, vox dei*" is a popular American motto, but I am convinced that it is not always true. The voice of the people is not only not always the voice of God, but frequently quite the reverse. There are many cases wherein the judgment of an expert should prevail against the unanimous opposition of an entire community; and to nothing is the adage better applicable than in school work, that "the shoe-maker should stick to his last." Let architects superintend our edifices, mechanics our mechanism, physicians our health, and educators our schools, and as a result we shall have symmetrical and well constructed buildings, better health and more efficient schools. People seldom hesitate, after having made a choice of an architect, a doctor, a lawyer or a dressmaker, to intrust the particular matter

for which the services were desired to the person chosen. Yet with school superintendents and teachers no sooner do they begin to operate than they are overwhelmed with suggestions, advice and demands usually founded upon the worn-out and obsolete theories of early years.

A part of the difficulties herein suggested might be remedied by legislation, and a part by the moral influence of the friends of the school. Let our people cease to make the school offices objects for political barter. Whenever a County Superintendent proves himself to be fearless and efficient in the discharge of his duties, keep him in office! Whenever a teacher proves to be capable and enthusiastic in the work, let not the matter of a few dollars salary stand in the way of his retention!

There is no one element operating so powerfully to retard the progress of the schools of Colorado as this one of frequent changes in the administration of school affairs. Yet this evil is not peculiar to our Territory, but prevails almost everywhere. Of the twenty-five County Superintendents recently elected for two years, twenty-two are new men. While they are probably as competent and zealous as were their predecessors two years ago, it is presuming too much to suppose that even under the most favorable conditions, they can be as efficient as they will be two years hence, when they, in turn, will step down and out to give place to a new set of tyros. But a greater evil, far greater, is wrought by the frequent change of teachers, particularly of principals. During the past year or two there seems to have prevailed an epidemic in this regard. One school, consisting of three departments, has had, within three years, *fourteen* different teachers. The principal has been changed six times. Of the present corps of teachers, not one was in the school last term. A similar state of things, though perhaps in less degree, is to be found in many of our large school districts. Schools that might become models are, by such a course, reduced to inferiority. Every change of teachers involves, to a certain extent, a change of text books, a change of base, a change of methods, and

a general confusion of ideas in the minds of pupils, as to what constitutes a course of study. Meanwhile the time flies; children get beyond the school age, and opportunities are forever lost. Seldom, or never, is a new principal willing to take up the school work as it was left by his predecessor, and continue it without marked modifications; for in this calling, as in every other, it is a singular fact that there exists but one person who is able to do anything just right. Who ever knew an architect who could not improve his brother architect's design; or a painter who could find nothing to criticise on his brother painter's canvas? Yet what symmetry would our buildings possess, were we to change architects and designs a dozen times during the progress of their erection, and what beauty our paintings, were they to pass through as many hands and ideals as they possess shades of color?

There is such a thing attainable in our Public Schools as a comprehensive, systematic course of education. There is sufficient time for the average mind to acquire it; but, to acquire it, there must be systematic instruction. Every hour must find the pupil a step higher. There must be no tearing down; there must be constant and continuous development. Frequent and unnecessary changes of school officers and teachers will not tend to the consummation desired. Good teachers should be retained during good behavior, and school directors must expect to pay salaries commensurate to the services rendered.

Our schools could be rendered more efficient were the district boards elected for a longer time, and the term of office so fixed that the board would be continuous. Let the members be elected for three years, and one-third go out of office each year. It is impossible for any board, however competent and zealous, to adopt and carry into effective operation, in one year, any plan of school management; and very seldom is any such attempt made. Success in school work can only be attained by steady, persistent and continuous work in one direction and to one end. This cannot be reached in districts wherein there is a change of

administration every year, and wherein there is a change of teachers every term. We are aware that in small rural districts it is very difficult to avoid this change of teachers. Good teachers can command higher salaries than they can afford to pay. But in town schools, where the departments number forty to fifty pupils, there can be no good reason for the repeated changes. Such schools cannot afford to permit a first-class teacher to be drawn from them by a higher offer, in salary, from some other district. There always will be a class of incompetent persons, who are willing to keep a school for almost any weekly stipend, and I am sorry to say that there are school directors who are willing to employ them. A man who is so utterly worthless in every other business that he cannot command current wages as a day laborer has no business attempting to teach school. The tendency which prevails in many localities to let the schools to the lowest bidder is absolutely wicked. Better have a school for three months under a live teacher than six months under a drone. This tendency has also the effect to drive from the profession talent and tact that would remain could it command the same compensation that other vocations give it. Reducing the salaries of teachers so that they average lower than that of bookkeepers, telegraph operators, and dress makers, cannot but drive every person capable of learning the said business from the school room; and we have left, to educate our children, those who are incapable of doing anything else. No wonder that people are often heard to remark that "school teachers are generally worthless outside of the school room." A teacher who is worthless "outside" of a school room is of very little worth "inside." We believe there would be less of this in Colorado if our school boards held office long enough to feel the responsibilities devolving upon them.

Good schools cannot be maintained without some expense beyond that of employing a teacher. Machinery and tools are essential and economical in the school room, as they are on the farm or in the work shop. It is as unreasonable to demand from a teacher a first-class school without supply



blackboards, maps, charts, globes, etc., as it would be to require from a journeyman carpenter a first-class job, giving him no tools to work with. Directors are too apt to regard these appliances as merely ornamental, whereas they are necessities; and no district, however small or poor, can afford to be without them. They should be supplied, even if, to do it, the length of the school term be shortened a week. A small expenditure each year would soon supply everything needed.

At the session of the Legislative Assembly, in 1874, a bill was introduced for the purpose of remedying some of the evils now operating against the success of our schools. It failed to become a law, however, and another attempt will be made at the coming session, we trust with better success. It is a significant fact that all opposition to progress in school matters emanates from the least cultured and most ignorant of our legislators. Verily 'tis true that "a little learning" is a dangerous thing." The friends of education in Colorado have reason to be thankful to his Excellency, John L. Routt, Governor, for his strong words and earnest endeavors in behalf of the cause. We believe, also, that they will have occasion to thank the incoming Legislature for wholesome and liberal enactments in aid of popular education.

I cannot close these remarks without again urging, as I have urged in former reports, the importance of so planning and arranging new school houses that the rooms shall be large, well ventilated, and properly lighted. Directors know not what cruelty and wrong they are perpetrating when they build a school room twenty feet square, and crowd into it forty or fifty pupils. It is admitted by all who have studied the question that there should never be less than fifteen square feet of floor space for each pupil in the room; never less than this, and as much more as possible. We hope that the last school room has been built which shall afford but ten feet to the pupil. Next to ventilation, it is important that the glass in the windows shall be of the best quality. Nothing is so trying to the eyes—

nothing so soon injures them, as sitting and studying in a room, the windows of which are composed of uneven glass. One has but to try the effect of such a window upon his eyes to be convinced of this. May we not indulge the hope that the school houses hereafter built in Colorado shall be so built as to afford every means possible for promoting the health and comfort of our children. Let these be the first considerations; after which, put as much money in ornamentation and show as can be afforded.

STATISTICAL TABLES

AND

LIST

OF

County Superintendents.

37973C718



TABLE I.  
SHOWING SCHOOL CENSUS, ENROLLMENT, AVERAGE DAILY ATTENDANCE AND NUMBER OF TEACHERS.

County.	Number of Persons between 6 and 21 years of age.						Number of pupils enrolled in Public Schools.						Average daily attendance.		Number of Teachers Employed.					
	1874.			1875.			1874.			1875.			1874.	1875.	1874.	1875.				
	Male . .	Female . .	Total . .	Male . .	Female . .	Total . .	Male . .	Female . .	Total . .	Male . .	Female . .	Total . .	1874.	1875.	1874.	1875.				
Arapahoe . . . . .	1,887	1,962	3,849	2,166	2,355	4,521	1,337	1,103	2,440	1,461	1,335	2,796	1,327	1,510	17	29	46	22	44	66
Bent . . . . .	163	166	329	189	204	393	60	77	137	81	94	175	69	118	4	4	8	3	5	8
Boulder . . . . .	824	721	1,545	1,091	953	2,044	553	505	1,058	577	547	1,124	708	744	13	20	33	17	23	40
Clear Creek . . . . .	366	329	695	522	408	930	227	191	418	309	236	545	259	321	3	10	13	3	9	12
Conejos . . . . .	639	483	1,122	702	521	1,223	291	273	564	320	220	540	341	341	8	10	18	8	8	8
Costilla . . . . .	490	442	932	540	486	1,026	245	220	465	260	240	500	250	255	7	12	19	5	5	6
Douglas . . . . .	287	259	546	308	287	595	183	149	332	188	194	382	235	250	7	12	19	5	5	6
Elbert . . . . .	110	91	201	114	98	212	49	39	88	54	47	101	52	61	3	3	6	5	3	8
El Paso . . . . .	687	629	1,316	667	616	1,283	404	351	755	456	433	889	378	475	12	13	25	12	19	31
Fremont . . . . .	414	414	828	593	542	1,135	233	203	436	224	247	471	314	282	10	12	22	3	3	13
Gilpin . . . . .	472	498	970	508	585	1,093	423	400	823	398	398	796	464	434	2	10	12	2	10	12
Grand . . . . .	..	..	..	12	10	22	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Hinsdale . . . . .	47	53	100	59	57	116	30	40	70	32	47	79	40	37	..	..	..	..	..	..
Huerfano . . . . .	650	558	1,208	777	523	1,300	350	225	575	207	138	345	148	312	3	1	4	10	2	12
Jefferson . . . . .	606	617	1,283	772	650	1,422	417	345	762	397	305	692	530	476	10	12	28	16	14	30
Lake . . . . .	66	63	129	112	87	199	30	22	52	53	37	90	29	55	4	2	6	3	2	5
La Plata . . . . .	18	15	33	22	18	40	12	12	24	11	11	23	..	..	..	..	..	..	..	..
Larimer . . . . .	301	224	515	349	274	623	178	131	309	250	173	423	188	254	5	7	12	9	7	16
Las Animas . . . . .	715	454	1,159	775	490	1,274	156	91	247	322	221	573	138	150	4	2	6	3	5	8
Park . . . . .	149	144	293	163	158	321	61	57	118	67	62	128	79	81	3	5	8	2	2	4
Pueblo . . . . .	695	611	1,306	741	644	1,385	345	273	618	437	366	803	330	476	15	12	27	17	13	30
Rio Grande . . . . .	128	110	235	178	142	320	32	33	65	48	49	97	49	53	1	1	2	2	2	4
Saguache . . . . .	194	167	361	214	174	388	46	27	73	98	94	192	42	94	2	1	3	2	1	3
Summit . . . . .	12	10	22	51	23	74	12	10	22	10	15	25	13	14	..	..	..	..	..	..
Weid . . . . .	609	597	1,206	639	636	1,275	446	379	825	418	374	862	505	535	9	12	21	16	19	35
Total . . . . .	10,112	9,197	19,309	12,264	11,011	23,274	6,120	5,156	11,276	6,639	5,913	12,552	6,508	7,343	139	169	308	172	207	377

(4)

TABLE II. SHOWING THE NUMBER OF DISTRICTS, NUMBER OF SCHOOLS, NUMBER AND VALUE OF SCHOOL HOUSES, Etc.

County.	No. of Districts.		No. of Schools.		Average Number of days Schools were in session.		Number of School Houses and of what material constructed.							Value of School houses.		No. of school houses erected during the year		Cost of school houses erected during the year.		
	1874	1875	1874	1875	1874	1875	1875.							1874.	1875.	'74	'75	1874	1875	
							Brick.	Stone.	Frame.	Log.	Adobe.	Total.	Brick.							Stone.
Arapahoe	26	27	28	26	138	140	6	12	1	19	7	16	2	25	\$146,370	84	3	9	\$52,637	36,570
Bent	7	10	5	6	81	116	2	1	1	1	1	1	1	1	60	00	1	3	2,646	1,491
Boulder	27	34	27	27	110	104	2	3	13	21	2	4	2	11	32,201	11	4	1	20,250	23,300
Clear Creek	7	7	3	10	127	128	1	4	1	6	1	3	1	5	24,310	00	2	2		
Conejos	8	8	8	8	30															
Costilla	3	3	4	2																
Douglas	20	23	20	19	81	85				12		10	5	15	2,743	95	5	3	1,319	3,562
Douglas	8	8	5	7	96	131				4		3	5	8	1,205	00	1	2	300	295
Elbert	21	21	19	24	103	100	1	3	7	12	1	7	2	13	13,375	00	4	5	1,125	23,732
El Paso	20	22	17	16	75	103	1	1	6	9	1	7	1	12	2,925	00	4	1	1,925	18,000
Fremont	6	6	5	6	167	141	1	4	1	5	2	1	4	7	44,400	00	1			
Gilpin																				
Grand	1	1		1																
Hinsdale	14	13	13	13	68	108				3		1	3	4	739	00	1	1	535	
Huerfano	25	29	27	29	105	104	2	12	3	17	2	14	3	20	23,340	24	1	1	14,690	6,000
Jefferson	8	8	5	5	66	70				2				4	200	00	2			825
Lake																				
La Plata	13	16	12	15	108	118				9		6	4	10	3,951	50	1	1	350	
Larimer	8	8	4	4	102					2					1,900	00	1		1,774	
Las Animas	7	7	6	6	106					7		7			1,405	00	3		595	
Park	25	26	12	24	109	110	2	7	3	12	2	1	11	16	6,693	90	2	3	1,900	300
Pueblo	3	4	2	4	106	194														
Rio Grande	7	7	3	5	74					2					750	00				
Saguache	2	2	1	1	80					1					230	00				
Summit	25	31	18	23	99	110	1	8	2	13	2	10	2	17	31,075	00	1	4	5,113	10,720
Weld																				
Total	290	329	253	280	97	116	14	9	78	46	9	157	19	172	\$337,894	64	38	29	\$104,559	\$124,895

TABLE III.  
SHOWING THE SALARIES AND AGGREGATE AMOUNT PAID TEACHERS.

County.	Highest Salary paid Teachers per Month.		Lowest Salary paid Teachers per Month.		Average Salary Paid Teachers per Month.		Aggregate Amount Paid Teachers.	
	1874.		1875.		1874.		1875.	
	Male . .	Female . .	Male . .	Female . .	Male . .	Female . .	Male . .	Female . .
Arapahoe . . . . .	\$250 00	\$125 00	\$30 00	\$25 00	\$70 00	\$65 00	\$30,529 00	\$36,557 00
Bent . . . . .	60 00	100 00	40 00	45 00	55 00	80 00	1,281 00	2,282 00
Boulder . . . . .	90 00	80 00	33 00	25 00	62 00	53 00	7,586 00	5,609 00
Clear Creek . . . . .	100 00	45 00	75 00	30 00	93 00	55 00	3,587 00	4,831 00
Concejos . . . . .	56 00	.. . .	16 00	.. . .	26 00	.. . .	282 00	.. . .
Costilla . . . . .	.. . .	40 00	.. . .	40 00	.. . .	.. . .	.. . .	286 00
Douglas . . . . .	50 00	55 00	40 00	30 00	45 00	43 00	2,783 00	3,411 00
Elbert . . . . .	50 00	40 00	50 00	30 00	46 00	35 00	1,038 00	1,964 00
El Paso . . . . .	100 00	50 00	40 00	33 00	57 00	43 00	4,852 00	7,513 00
Fremont . . . . .	85 00	75 00	20 00	20 00	45 00	33 00	2,850 00	4,445 00
Gilpin . . . . .	150 00	75 00	125 00	45 00	139 00	67 00	9,012 00	2,129 00
Grand . . . . .	.. . .	.. . .	.. . .	.. . .	.. . .	.. . .	.. . .	.. . .
Hinsdale . . . . .	.. . .	.. . .	.. . .	.. . .	.. . .	.. . .	.. . .	.. . .
Huerfano . . . . .	65 00	40 00	55 00	40 00	63 00	40 00	255 00	894 00
Jefferson . . . . .	125 00	25 00	33 00	25 00	40 00	42 00	6,505 00	7,043 00
Lake . . . . .	60 00	.. . .	55 00	.. . .	58 00	.. . .	699 00	838 00
La Plata . . . . .	.. . .	.. . .	.. . .	.. . .	.. . .	.. . .	.. . .	3,416 00
Larimer . . . . .	75 00	45 00	40 00	35 00	50 00	39 00	1,897 00	.. . .
Las Animas . . . . .	80 00	50 00	55 00	50 00	44 00	50 00	1,474 00	.. . .
Park . . . . .	80 00	.. . .	40 00	30 00	65 00	53 00	1,790 00	.. . .
Pueblo . . . . .	100 00	80 00	25 00	25 00	54 00	53 00	6,371 00	7,955 00
Rio Grande . . . . .	60 00	50 00	60 00	50 00	60 00	50 00	280 00	1,034 00
Saguache . . . . .	.. . .	.. . .	.. . .	.. . .	67 00	45 00	630 00	.. . .
Summit . . . . .	.. . .	.. . .	.. . .	.. . .	.. . .	.. . .	.. . .	210 00
Weld . . . . .	127 00	73 00	30 00	25 00	52 00	45 00	6,752 00	8,447 00
	\$250 00	\$125 00	\$16 00	\$25 00	\$60 00	\$50 00	\$90,457 00	\$102,783 00

\*Superintendent Denver City Schools.

**TABLE IV.**  
SHOWING RATE OF TAX, AMOUNT OF TAX, AMOUNT OF TAX COLLECTED, TOTAL SCHOOL FUND, ETC.

County.	Rate of Tax in Mills.		Amount of Tax Levied		Amount of Tax Collected and Paid to County Superintendents.		Amounts Raised in the Districts by Special Tax.		Total School Fund.	
	1874	1875	1874.	1875.	1874.	1875.	1874.	1875.	1874.	1875.
Arapahoe . . . . .	3½	3½	\$41,000 00	\$ 42,000 00	\$34,668 55	\$ 50,287 27	\$11,997 51	\$33,203 00	\$ 64,977 06	\$ 79,440 83
Bent . . . . .	2	3	4,344 73	4,341 13	4,617 40	3,892 09	11,986 76	117 75	1,921 21	3,734 83
Boulder . . . . .	5	4-5	10,466 02	14,739 38	4,617 40	11,977 10	11,986 76	6,077 38	16,295 91	11,189 88
Clear Creek . . . . .	3	3	4,462 52	4,449 18	281 88	5,600 18	5,361 00	4,147 23	7,489 76	8,256 29
Conejos . . . . .	2	2	281 88	281 88	281 88	281 88	281 88	281 88	281 88	281 88
Costilla . . . . .	3½	3	5,882 55	5,882 55	3,537 40	4,317 89	677 89	58 38	407 20	283 43
Douglas . . . . .	3	4	2,216 54	2,659 26	2,216 54	2,659 26	390 40	590 56	3,229 90	4,880 02
Elbert . . . . .	3	2	7,903 20	8,117 99	4,999 50	8,117 99	3,380 36	4,477 86	1,794 51	3,240 17
El Paso . . . . .	3	2 4-10	3,000 00	5,000 00	3,786 43	3,570 00	1,744 88	1,320 65	8,673 66	12,951 09
Fremont . . . . .	3½	5	4,601 37	4,601 37	5,612 44	4,781 26	6,947 98	6,951 78	5,147 18	5,021 31
Gilpin . . . . .	2	2	1,706 00	1,706 00	1,162 00	1,162 00	21,427 18	256 11	15,950 52	14,747 26
Grand . . . . .	3	3	1,706 00	1,706 00	1,162 00	1,162 00	21,427 18	256 11	255 00	1,031 18
Hinsdale . . . . .	3	2 4-5	6,629 00	7,975 22	4,210 18	386 00	55 50	3,704 06	26,224 02	11,010 63
Huerfano . . . . .	5	4	1,250 00	1,250 00	1,125 00	5,887 20	1,181 66	602 45	1,108 20	5,800 85
Jefferson . . . . .	2	5	5,619 70	5,619 70	1,341 87	2,836 55	321 08	3,467 55	3,467 55	3,467 55
Lake . . . . .	2	2	2,905 65	2,905 65	2,836 55	2,836 55	450 00	1,663 85	2,606 04	1,663 85
La Plata . . . . .	2	2	10,500 00	10,500 00	6,463 82	10,342 43	3,568 34	1,576 97	14,038 73	11,880 56
Larimer . . . . .	2	2	700 00	700 00	700 00	518 33	343 20	1,555 34	343 20	2,077 80
Las Animas . . . . .	2	2	317 44	281 51	147 06	343 37	400 00	400 00	400 00	400 00
Park . . . . .	2	2	6,185 89	6,721 32	6,937 93	6,758 14	8,494 40	8,439 84	19,148 01	17,554 39
Pueblo . . . . .	2	2	84,644 55	121,720 64	84,644 55	118,538 51	79,709 09	73,918 28	193,513 99	193,908 72
Rio Grande . . . . .	2	2	84,644 55	121,720 64	84,644 55	118,538 51	79,709 09	73,918 28	193,513 99	193,908 72
Saguache . . . . .	2	2	84,644 55	121,720 64	84,644 55	118,538 51	79,709 09	73,918 28	193,513 99	193,908 72
Summit . . . . .	2	2	84,644 55	121,720 64	84,644 55	118,538 51	79,709 09	73,918 28	193,513 99	193,908 72
Weld . . . . .	3	3	84,644 55	121,720 64	84,644 55	118,538 51	79,709 09	73,918 28	193,513 99	193,908 72
Totals . . . . .	3½	3½	\$91,772 86	\$121,720 64	\$84,644 55	\$118,538 51	\$79,709 09	\$73,918 28	\$193,513 99	\$193,908 72



TABLE V.  
EXPENDITURES.

County.	Amount paid Teachers.		Amount paid for the erection and repair of Buildings.		Amount paid for School Furniture, Maps, &c.		Amount Paid for Incidental Expenses.		Total Amount Expended.	
	1874.	1875.	1874.	1875.	1874.	1875.	1874.	1875.	1874.	1875.
	Arapahoe	\$30,529 06	\$36,556 91	\$43,064 89	\$15,265 00	\$1,430 35	\$3,453 28	\$16,367 86	\$ 9,948 76	\$ 91,392 16
Bent	1,286 94	2,281 63	536 12	3,138 17	37 21	15 06	136 71	102 75	1,454 86	2,399 39
Boulder	7,586 12	5,609 43	5,396 21	741 61	514 36	.. ..	2,165 67	4,337 02	15,662 36	10,708 06
Clear Creek	3,586 88	4,831 25	250 00	23,500 00	436 65	.. ..	1,679 75	1,442 47	5,953 28	31,873 72
Conejos	281 88	.. ..	.. ..	.. ..	.. ..	.. ..	.. ..	.. ..	281 88	.. ..
Costilla	.. ..	280 00	.. ..	.. ..	.. ..	.. ..	.. ..	.. ..	.. ..	.. ..
Douglas	2,783 35	3,411 01	536 12	3,138 17	290 20	185 50	48 70	296 77	3,058 37	7,031 45
Elbert	1,038 21	1,664 16	300 00	295 00	9 65	127 06	91 40	288 76	1,439 26	2,664 38
El Paso	4,852 34	7,513 54	860 00	17,702 78	239 93	600 00	2,083 74	2,769 44	8,536 32	28,586 20
Fremont	2,849 42	4,445 45	1,483 56	100 00	.. ..	35 00	195 52	871 50	4,528 50	15,451 95
Gilpin	9,012 50	9,129 00	630 50	.. ..	.. ..	233 17	1,391 46	2,282 59	11,233 96	11,645 20
Grand	.. ..	.. ..	.. ..	.. ..	.. ..	.. ..	.. ..	.. ..	.. ..	.. ..
Hinsdale	.. ..	.. ..	.. ..	.. ..	.. ..	.. ..	.. ..	.. ..	.. ..	.. ..
Huerfano	255 00	894 70	.. ..	.. ..	.. ..	.. ..	.. ..	.. ..	.. ..	.. ..
Jefferson	6,594 67	7,043 17	14,690 24	6,800 00	2,393 81	10 25	2,294 35	1,889 01	25,883 27	15,742 43
Lake	699 00	828 00	.. ..	.. ..	.. ..	.. ..	.. ..	.. ..	574 20	828 00
La Plata	.. ..	3,416 50	.. ..	.. ..	.. ..	.. ..	.. ..	.. ..	.. ..	.. ..
Larimer	1,897 25	.. ..	925 00	216 93	58 10	.. ..	450 59	295 45	3,330 94	.. ..
Las Animas	1,474 03	.. ..	595 00	.. ..	60 00	.. ..	50 00	.. ..	1,545 72	.. ..
Park	1,790 00	.. ..	.. ..	.. ..	.. ..	.. ..	63 46	.. ..	2,508 46	.. ..
Pueblo	6,371 22	7,954 60	1,800 00	470 00	1,324 16	357 95	801 95	2,133 38	10,297 33	10,915 93
Rio Grande	286 00	1,033 75	.. ..	.. ..	97 20	82 65	190 00	562 32	492 20	1,678 72
Saguache	630 00	.. ..	.. ..	.. ..	.. ..	.. ..	.. ..	.. ..	1,030 00	.. ..
Summit	.. ..	210 00	.. ..	.. ..	.. ..	.. ..	.. ..	.. ..	.. ..	227 50
Weld	6,752 46	8,447 26	5,123 40	1,592 37	497 93	760 78	2,305 42	4,779 31	14,079 21	15,993 64
Totals	\$90,454 33	\$102,783 36	\$65,654 92	\$69,821 86	\$7,389 55	\$6,393 18	\$30,516 58	\$31,815 46	\$204,482 28	\$210,813 86



TABLE VII.  
BOULDER COUNTY.

Number of Districts . . . . .	No. of School Houses . . . . .	Value of School Houses . . . . .	No. of persons between 5 and 21 years of age.	No. of Pupils Enrolled . . . . .	Average Daily Attendance . . . . .	No. of Teachers Employed . . . . .	Average salary per month of male teachers.	Average salary per month of female teachers	No. of Days Schools were in Session . . . . .	Amount received from County Superintendent's	Amount raised in the Districts by Special Tax. . . . .	Total Fund. . . . .	Amount remain- ing in the hands of the District Treasurers . . . . .
1	1	\$ 75	39	22	..	2	\$30 00	\$35 00	120	\$ 258 40	..	\$258 40	\$ 61 45
2	1	180	47	37	35	2	45 00	45 00	120	333 20	140 00	473 20	144 00
3	1	16,000	434	300	190	4	95 00	80 00	186	2,509 20	3,444 55	6,953 75	..
4	1	1,200	67	48	65	2	65 00	30 00	210	435 20	553 55	988 75	..
5	1	400	67	35	22	2	29 75	..	160	268 80	..	268 80	21 30
6	1	2,500	57	48	32	2	55 00	50 00	105	360 40	345 93	706 33	20 02
7	1	500	44	32	21	2	45 00	40 00	75	244 80	..	244 80	110 85
8	1	1,491	43	30	13	1	50 00	..	60	230 40	387 58	590 78	30 40
9	1	1,200	35	21	16	1	..	43 00	100	203 40	142 87	373 27	..
10	1	1,000	20	22	23	1	30 00	..	60	176 80	..	176 80	86 80
11	1	..	19	12	10	1	..	25 00	60	44 10	30 90	75 00	..
12	1	..	43	20	11	1	..	25 00	67	48 00	32 00	80 00	..
13	1	400	27	11	9	1	..	35 00	78	299 20	33 35	332 55	125 23
14	1	500	26	21	..	2	45 00	40 00	130	156 40	210 80	307 20	43 00
15	1	258	36	27	26	1	30 00	..	40	91 60	..	91 60	24 00
16	1	100	40	29	21	1	..	35 00	60	265 20	12 58	277 78	137 00
17	1	150	183	135	114	2	75 00	75 00	180	1,198 80	1,744 38	2,943 18	361 76
18	1	1,000	160	60	50	2	60 00	60 00	120	520 00	393 89	913 89	..
19	1	700	120	55	30	1	75 00	..	130	528 00	31 60	560 20	..
20	1	1,000	30	28	21	1	..	41 66	60	372 00	68 35	340 35	8 66
21	1	1,200	65	46	27	1	..	35 00	90	294 40	300 00	694 40	159 40
22	1	200	39	23	13	2	..	35 00	80	230 00	67 54	297 54	..
23	1	..	46	21	17	1	36 66	..	60	203 50	12 00	215 50	93 50
24	1	1,000	52	24	19	2	58 33	40 00	140	365 20	161 85	437 05	..
25	1	1 100	29	20	..	..	..	..	..	286 40	614 52	694 42	130 40
26	..	..	34	34	17	2	..	37 50	112	218 00	41 46	259 46	30 50
27	..	..	31	..	..	..	..	..	..	..	..	..	..
28	1	568	101	..	..	..	..	..	..	..	..	..	..
29	..	..	25	..	..	..	..	..	..	..	..	..	..
30	..	..	32	..	..	..	..	..	..	..	..	..	..
31	..	..	26	..	..	..	..	..	..	..	..	..	..
32	..	..	12	..	..	..	..	..	..	..	..	..	..
33	..	..	17	..	..	..	..	..	..	..	..	..	..
34	..	..	27	..	..	..	..	..	..	..	..	..	..
34	24	\$34,364	2,044	1,124	744	40	\$51 42	\$42 50	104	\$10,035 80	\$9,769 70	\$19,805 50	\$1,595 87

TABLE VIII.  
BENT COUNTY.

No. of Districts.	1	2	3	4	5	6	7	8	9	10	10
No. of School Houses.			1								1
Value of School Houses.			\$600								\$600
No. of persons between 5 and 21 years of age	164	51	28	49				45		56	493
No. of Pupils Enrolled.	43	34	21	25				25		27	155
Average daily attendance.	33	23	15	18				19		9	118
No. of Teachers Employed.	1	3	1	1				1		1	8
Average Salary per month of male teachers.		\$60	55								\$57½
Average Salary per month of female teachers.	\$100	60		50				75		41	\$65
Number of Days Schools were in Session.	104	125	120	130				70		146	116
Amount received from County Supt's.	\$980 06	504 30	285 44	233 02			114 17	513 81		399 63	\$3,130 43
Amount raised in the Districts by Special Tax.		\$102 75	15 00								\$117 75
Total Fund.	\$1,123 02	630 13	363 24	496 36			208 64	513 81		399 63	\$3,734 83
Amount remaining in the hands of District Treasurers	\$648 02	227 38	3 84	171 36				7 56		69 25	\$1,127 21

TABLE IX.  
CLEAR CREEK COUNTY.

No. of Districts.	1	2	3	4	5	6	7	7												
No. of School Houses . . . . .	1	1	1	1	1	1	1	5												
Value of School Houses . . . . .	\$240 00	22,500 00	2,000 00	867 15	250 00	990	545													
No. of Persons between 3 and 21 years of age.	63	30	508	175	110	49	545													
No. of Pupils Enrolled . . . . .	19	305	82	110	29	321	11													
Average daily attendance . . . . .	9	191	50	56	15															
No. of Teachers employed . . . . .	1	5	2	2	1															
Average Salary per mo. of male Teachers . . . . .	\$53	\$150	95	92½	60	\$112 50	59													
Average Salary per mo. of Female Teachers.	85	40	57½	60																
Number of Days Schools were in session.	103	105	180	152	100	128														
Amount received from County Superintendents . . . . .	\$390 96	1,945 90	872 23	524 10	375 87	\$4,109 06	\$4,147 23													
Amount raised in the Districts by Special Tax . . . . .	3,009 18	1,011 00	524 10	127 05																
Total Fund . . . . .	\$390 96	4,955 08	1,883 13	524 10	502 92	\$8,256 29	\$1,621 12													
Amount remain- ing in the hands of District Treasurers . . . . .	\$125 96	1,286 38			208 78															

CONEJOS COUNTY.  
(No Report.)

TABLE X.  
COSTILLA COUNTY.

3	111	18	18	1	\$40	\$250	\$225 05	\$58 38	\$283 43
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(6)

TABLE XI.  
DOUGLAS COUNTY.

No. of Districts.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	23
No. of School Houses.	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	15
Value of School Houses.	100	500	10	220	50	75	150			3,000		200				350	50		200					4,905
No. of persons between 5 and 21 years of age	28	41	23	27	47	23	19	47		46	62	17	28		44	20	15	21	23	23	25	16	23	595
No. of Pupils Enrolled.	20	26	24	26	18	13	17	38		28	48	17	17		15	15	19	17	16	16	17	8	17	382
Average daily attendance.	9	24	20	15	13	5	7	25		14	26	13	13		12	9	11	17	11	11	11	7		250
No. of Teachers Employed.	2	1	1	1	1	1	2	3		1	1	2	2		1	1	1	1	1	1	1	1		24
Average Salary per month of male teachers.		55			50			45		50	60		40			60	40		37					48
Average Salary per month of female teachers.			45	50		40	40	45					40		40		30				40	45		42
Number of Days Schools were in Session.	96	80	34	79	80	60	82	120		70	110		99			58	120	103	90	64	53			85
Amount received from County Supt's.	226 44	340 00	124 25	222 00	403 24	212 05	134 98	365 24		200 00	368 30	47 64	206 44		326 16	150 85	150 86	123 80	191 35	135 00	112 50			4,041 10
Amount raised in the Districts by Special Tax.	90 65	53 09	138 17				76 35	37 00			232 22		68 79				142 65							838 92
Total Fund.	317 09	393 09	312 50		452 78	212 05	195 25	431 74		397 89	600 50								252 25	187 21				4,880 52
Amount remaining in the hands of District Treasurers	181 20	136 58	174 38		249 78	92 05	31 25	183 71		397 89	25 82		47 53		79 91	131 00					67 00	57 21		1,890 01







TABLE XIV.  
FREMONT COUNTY.

No. of Districts.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	22
No. of School Houses . . . . .	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	13
Value of School Houses . . . . .	\$ 900 00	50 00	100 00	200 00	..	..	50 00	250 00	75 00	50 00	50 00	50 00	500 00	..	..	..	..	150 00	..	..	..	..	\$2,325 00
Number of Persons between 5 and 21 years of age. . . . .	147	71	..	41	21	31	33	42	48	70	38	71	89	..	19	..	..	22	24	294	45	29	1,135
Number of pupils Enrolled. . . . .	84	43	17	41	21	14	25	18	16	48	38	11	53	..	17	..	..	11	14	..	..	..	471
Average daily attendance. . . . .	86	17	..	18	..	12	14	14	6	37	15	5	38	..	13	..	..	6	..	..	..	..	282
Number Teachers Employed..	6	1	1	1	1	1	2	2	1	2	2	2	2	..	1	..	..	1	1	1	1	1	27
Average Salary per Month of Male Teachers.	\$75 00	..	35 00	..	45 00	..	50 00	..	..	50 00	42 50	40 00	55 00	..	..	..	..	45 00	..	..	..	..	\$48 50
Average Salary per Month of Female Teachers . . . . .	..	\$50 00	..	50 00	..	..	40 00	..	..	50 00	50 00	..	45 00	..	35 00	..	..	33 33 <sup>1</sup> / <sub>3</sub>	..	..	..	..	\$44 25
Number of Days Schools were in Session . . . . .	180	119	61	120	60	60	130	120	60	180	90	45	180	..	70	..	..	60	105	..	..	..	103
Amount received from County Superintendents...	\$ 578 55	297 29	90 00	300 00	80 00	..	240 43	..	217 09	546 98	233 81	238 91	686 60	..	..	..	..	106 00	85 00	..	..	..	\$3,700 66
Amount raised in the Districts by Special Tax . . .	\$1,034 50	150 00	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	86 15	..	..	..	\$1,320 65
Total Fund. . . . .	\$1,663 06	447 29	90 00	300 00	80 00	..	306 00	..	217 09	546 98	233 81	238 91	686 60	..	..	..	..	106 00	171 15	..	..	..	\$5,022 04
Amount remaining in the hands of the District Treasurers, . . .	\$256 15	..	..	..	7 50	23 00	..	..	213 14	90 25	86 30	14 40	221 60	..	..	..	..	..	2 60	..	..	..	\$942 09







TABLE XVIII.  
LAKE COUNTY.

No. of Districts.	1	2	3.	4	5	6	7	8	8
No. of School Houses . . . . .	1	1	1	1	1	1	1	1	5
Value of School Houses . . . . .	100 00	\$ 100 00	250 00	325 00	100 00	500 00	500 00	500 00	\$1,275 00
Number of Persons between 5 and 21 years of age. . . . .	14	39	25	38	18	24	8	33	199
Number of pupils Enrolled. . . . .	9	34	21	21	18	8	8	90	90
Average daily attendance. . . . .	17	17	14	19	19	8	8	58	58
Number Teachers Employed..	1	1	1	1	1	1	1	1	5
Average Salary per Month of Male Teachers.	\$60 00	\$60 00	50 00	60 00	60 00	45 00	45 00	\$55 00	\$55 00
Average Salary per Month of Female Teachers . . . . .	\$47 50	47 50	50 00	50 00	50 00	45 00	45 00	\$48 00	\$48 00
Number of Days Schools were in Session . . . . .	120	80	80	60	60	60	60	65	65
Amount received from County Superintendents...	\$ 164 50	230 00	112 00	226 50	36 00	230 70	45 50	63 00	\$1,108 20
Amount raised in the Districts by Special Tax . . . . .	164 50	230 00	112 00	226 50	36 00	230 70	45 50	63 00	\$1,108 20
Total Fund. . . . .	\$ 164 50	230 00	112 00	226 50	36 00	230 70	45 50	63 00	\$1,108 20
Amount remaining in the hands of the District Treasurers, . . . . .	50	50	50	50	50	50	50	50	\$9 50





TABLE XXI.  
PUEBLO COUNTY.

No. of Districts.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	
No. of School Houses . . . . .	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
Value of School Houses . . . . .	\$1,000	200	600	200	200	200	200	200	150	100	100	100	100	320	75	650	200	200	1,800	200	100	200	200	150	50	\$5,580	
No. of Persons between 3 and 21 years of age.	406	47	38	27	20	52	67	20	28	16	12	12	45	69	19	25	36	33	82	127	40	32	29	11	16	74	1,385
No. of Pupils Enrolled . . . . .	240	40	20	21	11	15	19	15	16	12	12	27	59	16	12	10	16	15	54	90	21	32	29	4	16	37	803
Average daily attendance . . . . .	145	22	11	11	11	10	11	8	11	11	11	16	23	12	7	9	15	15	32	72	17	17	17	2	16	37	476
No. of Teachers employed . . . . .	4	1	1	1	1	1	1	1	2	1	1	1	3	1	1	2	1	1	1	2	3	3	1	1	1	3	35
Average Salary per mo. of male Teachers . . . . .	\$55	60	35	40	50	45	40	50	35	50	45	50	39	55	47	45	40	45	75	62½	45	55½	43	40	29	\$41	
Average Salary per mo. of Female Teachers.	\$80	60	40	40	45	45	40	35	45	45	45	39	45	55	47	45	40	45	62½	40	45	55½	43	40	29	\$47	
Number of Days Schools were in session.	149	80	120	73	60	120	60	175	60	148	120	100	100	77	100	100	100	100	165	180	172	60	80	91½	110	110	
Amount received from County Superintendents.	\$3,442 00	397 00	611 07	202 50	196 75	377 25	388 85	152 35	148 87	504 95	506 25	303 55	108 00	225 00	185 90	470 00	218 63	334 15	253 20	103 20	45 85	302 75	103 20	161 98	302 75	\$10,003 79	
Amount raised in the Districts by Special Tax . . . . .	\$861 04	397 00	611 07	202 50	196 75	377 25	388 85	152 35	148 87	504 95	506 25	303 55	108 00	225 00	185 90	470 00	218 63	334 15	253 20	103 20	45 85	302 75	103 20	161 98	302 75	\$1,376 77	
Total Fund . . . . .	\$4,303 04	397 00	611 07	209 60	305 10	1,000 70	388 85	152 35	263 13	741 19	506 25	313 55	108 00	225 00	185 90	470 00	1,399 02	454 15	290 30	103 20	161 98	302 75	103 20	161 98	302 75	\$13,840 98	
Amount remaining in the hands of District Treasurers . . . . .	\$ 61 59	395 50	247 07	311 60	50 10	730 70	78 20	78 20	263 13	450 19	181 25	133 55	133 55	133 55	15 90	13 20	6 52	123 15	43 20	43 20	103 20	161 98	103 20	161 98	103 20	105 75	\$3,210 80



TABLE XXIII.  
RIO GRANDE COUNTY.

No. of Districts.	No. of School Houses . . . . .	Value of School Houses . . . . .	Number of Persons between 5 and 21 years of age. . . . .	Number of pupils Enrolled. . . . .	Average daily attendance. . . . .	Number Teachers Employed.. . . .	Average Salary per Month of Male Teachers. . . . .	Average Salary per Month of Female Teachers . . . . .	Number of Days Schools were in Session . . . . .	Amount received from County Superintendents... . . . .	Amount raised in the Districts by Special Tax . . . . .	Total Fund. . . . .	Amount remaining in the hands of the District Treasurers, . . . . .
1	1	\$100 00	19	59	27	2	\$60 00	\$47 50	235	\$256 35	\$1,107 07	\$1,426 43	\$322 93
2	1	300 00	143	38	25	2	60 00	50 00	154	196 10	385 27	581 37	6 15
3	1	450 00	95	63	52	4	\$60 00	\$49 00	195	\$452 45	\$1,555 34	\$2,007 80	\$329 08
4	1	\$100 00	320	97									

TABLE XXIV.  
SAGUACHE COUNTY.

No. of Districts.	No. of School Houses . . . . .	Value of School Houses . . . . .	Number of Persons between 5 and 21 years of age. . . . .	Number of pupils Enrolled. . . . .	Average daily attendance. . . . .	Number Teachers Employed.. . . .	Average Salary per Month of Male Teachers. . . . .	Average Salary per Month of Female Teachers . . . . .	Number of Days Schools were in Session . . . . .	Amount received from County Superintendents... . . . .	Amount raised in the Districts by Special Tax . . . . .	Total Fund. . . . .	Amount remaining in the hands of the District Treasurers, . . . . .
1	1	\$100 00	38	15	12	1	\$50 00	\$50 00	58	\$110 29		\$110 29	
2	1	300 00	40	40	31	1	55 00	50 00	80	118 80		118 80	
3	1	450 00	53	28	21	1	40 00	55 00	120	180 20	\$133 80	314 00	
4	1	300 00	54	18	7	1	65 00	235 00	60	235 00		235 00	\$213 00
5	1	300 00	32	30	7	1	40 00	161 00	60	167 00		167 00	41 00
6	1	300 00	56	30	7	1	65 00	167 00	74 25	74 25		74 25	74 25
7	1	300 00	35	15	7	1	50 00	50 00	80	118 80		118 80	
8	1	300 00	31	15	7	1	50 00	50 00	80	118 80		118 80	
9	3	\$850 00	339	131	71	5	\$52 50	\$50 00	90	\$1,046 54	\$133 80	\$1,180 34	\$328 25

TABLE XXV.  
SUMMIT COUNTY.

No. of Districts.	No. of School Houses . . . . .	Value of School Houses . . . . .	Number of Persons between 5 and 21 years of age. . . . .	Number of pupils Enrolled. . . . .	Average daily attendance. . . . .	Number Teachers Employed.. . . .	Average Salary per Month of Male Teachers. . . . .	Average Salary per Month of Female Teachers . . . . .	Number of Days Schools were in Session . . . . .	Amount received from County Superintendents... . . . .	Amount raised in the Districts by Special Tax . . . . .	Total Fund. . . . .	Amount remaining in the hands of the District Treasurers, . . . . .
1	1	\$300 00	33	15	14	1	\$70 00	\$70 00	80	\$290 32		\$290 32	\$117 82
2	1	300 00	41	15	14	1	70 00	70 00	80	290 32		290 32	117 82
3	1	\$300 00	74	15	14	1	70 00	70 00	80	290 32		290 32	117 82

(9)

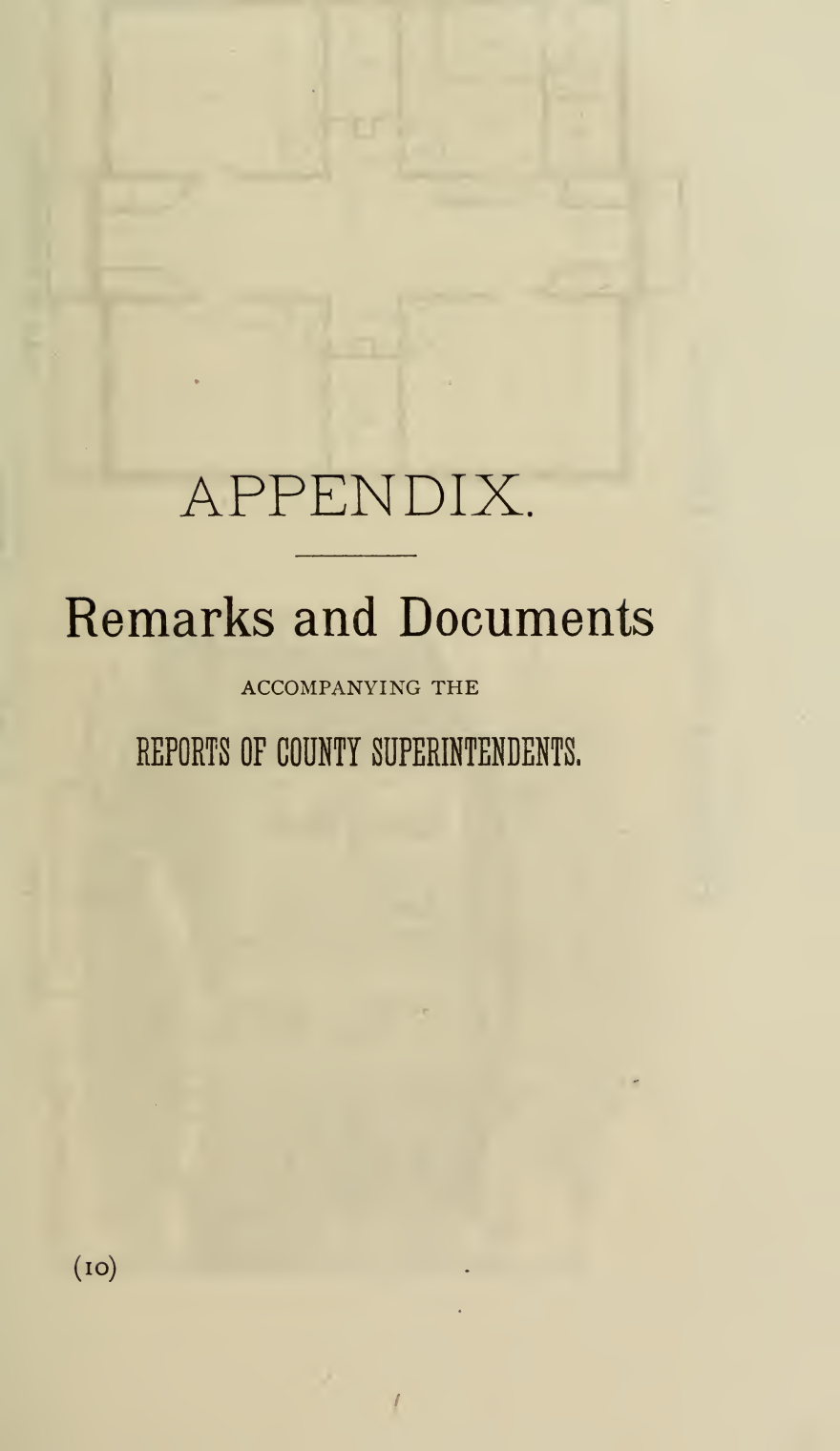
TABLE XXVI.  
WELD COUNTY.

Number of Districts . . . . .	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	31
No. of School Houses . . . . .	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	17
Value of School Houses . . . . .	\$500	1,000	1,000	500	1,300	25,600	100	150	150	300	200	200	200	200	9,000	1,900	300	300	300	300	300	300	100	100	125	125	125	125	125	125	\$41,675	
No. of persons between 5 and 21 years of age.	27	31	27	22	57	421	13	18	29	18	20	20	20	19	150	125	21	18	23	23	23	17	33	23	12	8	31	1	8	24	16	1,275
No. of Pupils Enrolled . . . . .	27	12	23	23	51	348	12	24	18	16	19	15	73	14	14	18	16	17	17	17	17	16	16	16	11	11	24	15	8	24	792	
Average Daily Attendance . . . . .	13	10	16	11	32	243	7	19	15	9	14	11	54	10	10	9	13	12	12	12	12	12	12	12	12	10	10	7	7	7	536	
No. of Teachers Employed . . . . .	2	1	1	1	1	7	2	1	1	1	1	1	3	2	2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	35	
Average salary per month of male teachers.	\$25	40	40	40	83	30	40	40	40	40	40	40	65	37½	80	65	30	30	30	30	30	30	30	30	30	30	40	40	40	40	\$40	
Average salary per month of female teachers	\$30	50	45	50	50	54	25	30	30	30	42	37½	55	42	55	42	35	35	35	35	35	35	35	35	35	35	35	35	35	35	\$43	
No. of Days Schools were in Session . . . . .	120	80	120	120	170	190	148	100	58	100	100	118	115	122	132	191	77	127	155	60	60	60	60	60	60	60	60	60	60	60	110	
Amount received from County Superintend'ts	\$170 50	115 00	230 00	172 00	242 00	2,535 50	90 00	210 75	99 00	104 50	121 00	117 00	764 50	663 75	73 50	73 50	127 25	104 00	94 70	41 00	66 00	170 00	170 00	170 00	170 00	170 00	170 00	170 00	170 00	170 00	\$6,781 95	
Amount raised in the Districts by Special Tax . . . . .	\$ 2 00	746 72	705 00	5,296 99	78 50	60 50	29 46	122 00	29 46	122 00	138 62	1,131 97	73 50	104 00	217 73	126 94	66 00	316 51	40 00	40 00	40 00	40 00	40 00	40 00	40 00	40 00	40 00	40 00	40 00	40 00	40 00	\$8,439 84
Total Fund . . . . .	\$ 186 72	1,713 31	3,609 77	9,496 85	213 56	271 50	124 69	315 18	243 22	138 62	1,913 54	73 50	104 00	217 73	126 94	66 00	316 51	40 00	40 00	40 00	40 00	40 00	40 00	40 00	40 00	40 00	40 00	40 00	40 00	40 00	40 00	\$17,554 39
Amount remaining in the hands of the District Treasurers . . . . .	\$ 19 72	156 07	68 15	978 55	10 00	61 25	84 08	3 02	69 00	91 48	10 00	10 00	106 07	126 94	76 51	35 33	109 80	71 00	448 70	32 80	71 00	195 70	32 80	71 00	195 70	32 80	71 00	195 70	32 80	71 00	195 70	\$1,991 99

## LIST OF COUNTY SUPERINTENDENTS---1875-77.

COUNTY.	NAME.	POSTOFFICE.
Arapahoe .....	W. A. DONALDSON.....	Denver.
Bent .....	JOHN SPIERS.....	West Las Animas.
Boulder.....	J. B. GROESBECK .....	Boulder.
Clear Creek....	P. E. MOREHOUSE .....	Georgetown.
Conejos .....	JUAN F. RUYVAL .....	Guadalupe.
Costilla.....	JOSE DE LA CRUZ MARTINEZ.....	San Luis
Douglas.....	CHARLES E. PARKINSON.....	Castle Rock.
El Paso... ..	B. P. ANDERSON.....	Colorado Springs.
Elbert.....	BERNARD C. KILLIN.....	Middle Kiowa.
Fremont.....	JAMES M. HOGE... ..	Ula.
Gilpin....	W. EDMUNDSON .....	Central City.
Grand.....	W. S. CHAMBERLIN .....	Hot Sulphur Springs.
Hinsdale.....	H. H. WILCOX.....	San Juan City.
Huerfano .....	A. H. QUILLIAN.....	Gardner.
Jefferson.....	R. L. STEWART .....	Golden City.
Lake.....	A. S. WESTON.....	Oro City.
La Plata.....	J. M. HANKS.....	Silverton.
Larimer .....	E. N. GARBUTT.....	La Porte.
Las Animas.....	JAMES R. BROOKING, JR.....	Trinidad.
Park .....	WM. E. MUSGROVE... ..	Fairplay.
Pueblo.....	THEODORE A. SLOANE.....	Pueblo.
Rio Grande .....	D. E. NEWCOMB.....	Del Norte.
Saguache .....	J. ROSS PENNISTEN.....	Bismark.
Summit.....	GEO. W. WILSON.....	Breckinridge.
Weld.....	OLIVER HOWARD.....	Greeley.





APPENDIX.

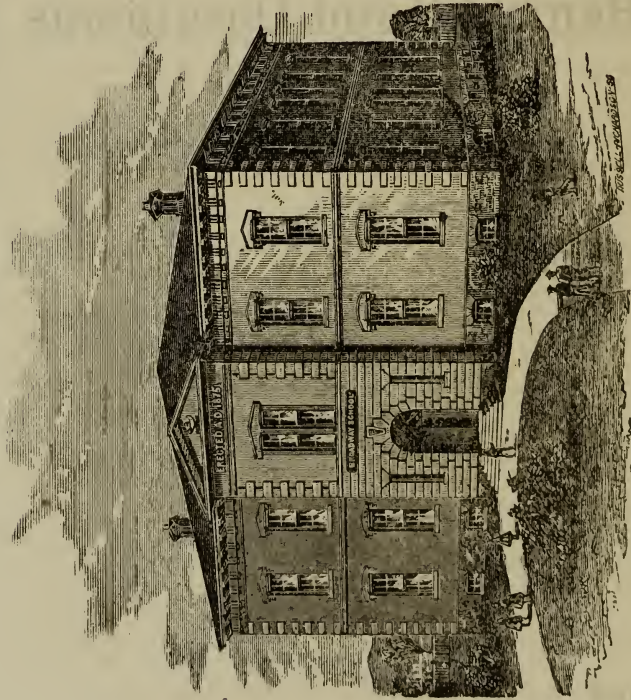
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Remarks and Documents

ACCOMPANYING THE

REPORTS OF COUNTY SUPERINTENDENTS.

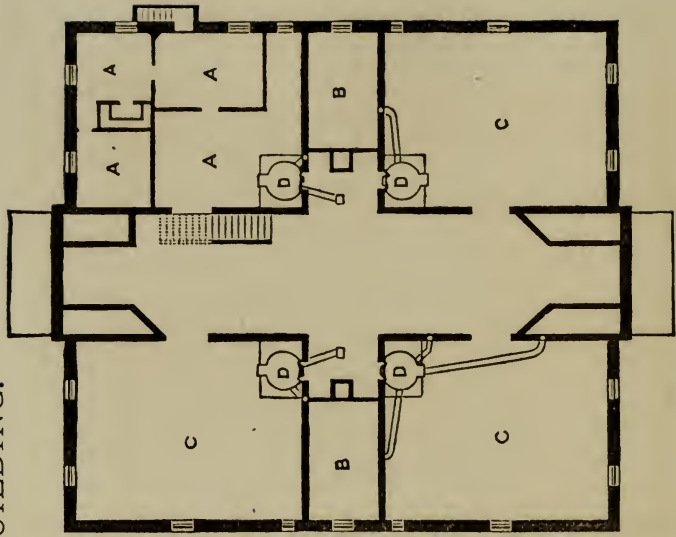
# BROADWAY SCHOOL BUILDING.



*R. S. Reschlaub, Architect.*

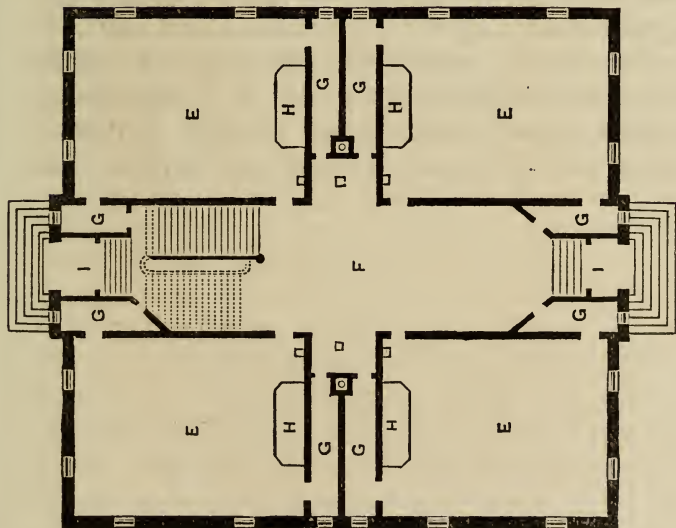
**PERSPECTIVE.**

A.—Janitor's Rooms.  
B.—Coal Bins.



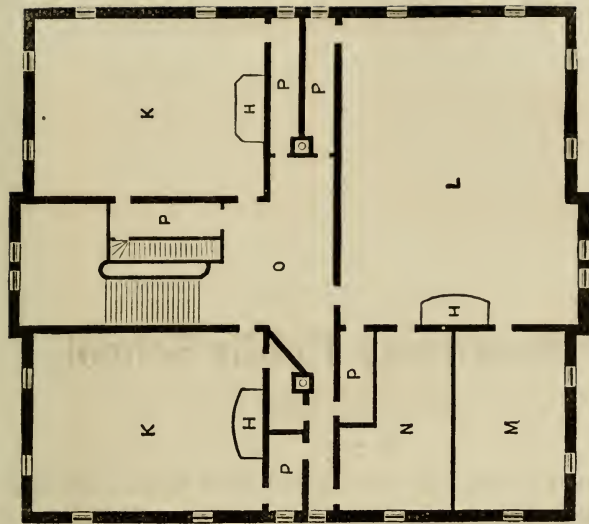
**PLAN OF FOUNDATION.**

C.—Play Rooms.  
D.—Furnaces.



PLAN OF FIRST STORY.

- E.—School Rooms, 28x33 ft.
- F.—Hall, 18½ ft. wide.
- G.—Wardrobes (two to each room).
- H.—Platforms.
- L.—Arched Entrances.



PLANE OF SECOND STORY.

- K.—School Rooms, 28x33 ft.
- L.—School Room, 47x33 ft.
- M.—Recitation Room.
- N.—Principal's Room.
- O.—Hall.
- P.—Wardrobes.

# The Broadway Public School,

DENVER.

---

This structure, recently completed, is of brick with stone foundation and trimmings; two stories above the basement, and contains seven school rooms and two class rooms, besides three living rooms in the basement for janitor, and three rooms for coal and storage. Each school room has two wardrobes. The building accommodates four hundred pupils, and is seated throughout with single seats and desks of the latest improved pattern. The floors are of southern pine; the wainscoting of butternut, oil finished; and the material and work in every particular first class. Nothing has been added to the building for mere ornament, and nothing that could contribute to the convenience and usefulness of the interior, omitted. For the purposes for which it was erected, it is considered a model. R. S. Roeschlaub, the architect, is now duplicating the building in Pueblo. The entire cost of grounds, building and furniture was \$29,000.



REPORT OF  
SUPERINTENDENT OF PUBLIC SCHOOLS  
OF THE CITY OF DENVER—AARON GOVE.

---

*To the Board of Education:*

GENTLEMEN:—I herewith submit my first annual report of the condition of public schools now under your charge.

In September, 1874, by your direction, I assumed the duties of Superintendent. The pupils were then seated in two buildings—the High-School building and the Stout-Street building. I found much good work to have been done by my immediate predecessor. Organization had been effected and the system indicated; sufficient time had not elapsed since the organization to give the greatest efficiency. The element of time in the maturing of any enterprise is an essential that is especially to be remembered in all things pertaining to schools.

The original organization comprised nine grades, of which the ninth included the beginners, the first, the preparatory grade for the High School. I have not changed, but endeavored to adapt the schools to this gradation. The time has passed when any argument for a graded system of public schools is necessary, but it is possible that with the many movements for reform, earnest schoolmasters have carried classification too far—that the good of the pupil has been sometimes sacrificed to the end that perfect system may exist. Our boys and girls are not like so many blocks of metal run in the same mould, but each differs from the other. That there are great dangers menacing an inflexible gradation is yearly becoming manifest.

I have chosen to make for the present, the grade work a matter of acquisition rather than of time; the perfecting of our system and the increase in schools may compel a modification of this plan.

When a teacher has reported a class sufficiently proficient in the work of a grade to justify passing to the next higher, I have, after examination, directed the passing, deeming it unjust to delay because the end of the term or of the year was not at hand.

Your teachers have been instructed to report promptly any marked cases of extraordinary ability or application, that such pupils might be lifted above and beyond their classes. These cases have been more in number than will hereafter occur, consequent on the imperfect grading at the outset. Care has been used to regard the physical as well as the mental qualifications of candidates for special promotion, and when over nervous or delicate children appeared, parents have been consulted before making a change.

Our theory supposes that each class shall do the work each month and each term that is adapted to the average pupil. Some there will ever be who are above, others who are below, that average, and the class must lose them in either case—in the one to go on, in the other to go back.

You will reasonably expect the average age of pupils to be greater than in corresponding grades of older schools. Our children come from all parts, having received their foundation training in schools of varied character. At this early day we can point to no examples of cultured youth, made so by our own schools. Nearly every State and Territory in the Union has been represented on our books the present year. The rapid immigration to the city has an effect to counteract good results which follow permanency. Our population is now more stable than ever before, and a corresponding increase in school efficiency may be expected.

The discipline of your schools was good when I took charge. Owing to a population of so many and varied

origins, the children that attend our schools include much greater diversity of character than is usual in a city of this size. While I believe our school children to be quite as lively and difficult to restrain as those of any community, I also remember that only bright, sharp, shrewd, able boys and girls are troublesome in school. Effort has been made to temper the conduct of our pupils out of school, in the streets and public places of the city. No surer signs of good schools can be, than that the children of a community be well behaved and polite. I am sure some advancement has been made in the direction of general deportment.

The discipline has not been enforced by severe measures. Corporal punishment has been of very rare occurrence. Suspensions have been but five in number, and those temporary. One expulsion for the year is on record, and that would have been unnecessary had the parents used the authority which the people have a right to expect parents to use.

I respectfully call your attention to the number of boys roaming about the city, whose names appear on the register of no school. I have no means of ascertaining the number, but when you contemplate the difference between the census figures and the number enrolled on our books and in daily attendance, making a proper allowance for those in private schools, you will realize that our schools are not doing the work and producing the results for which the people pay, while so many idle boys—sons of shiftless parents—are wasting time in idleness, or, worse, schooling themselves in vice. I am aware that your body has no power in the premises, but a united effort of the Board and of the city government might do much toward placing these vagrants in school, or in preparing a city reform school, which might be made, in time, through the work of its inmates, self-sustaining.

The attendance for the year is shown in the tabular statement below. There is truly room for improvement here. No suspensions have been for irregular attendance. Too many cases of truancy have occurred, but I have

usually found the parents ready to co-operate with the teacher in reforming truants.

Teachers have done much in the way of visiting parents of their pupils. Troubles in the management of a room often arise from misunderstandings on the part of parents. We have learned that a large part of such difficulties are easily adjusted upon personal contact with one or both of the parents,

Punctuality with the children in school means promptness in meeting engagements in adult life. The pupil who is habitually prompt in attention to school is doing the best thing for himself, not so much on account of immediate school results, as for the formation of such habits as shall cause him to be, ever after, in all his enterprises, "on time." Absence from school must sometimes occur. Tardiness cannot often be properly accounted for.

At the commencement of the year, the pupils of the ninth grade were in school but one-half the day. By this arrangement the seating capacity of the ninth-grade rooms was doubled, while the children remained in school three hours instead of the full time of four and a quarter hours. Under the present law, which admits pupils at the age of five, I believe a three-hour session to be sufficient time for the confinement of pupils of that age. The matter is, indeed, no longer one of experiment, but of actual experience. Eastern schools have proved that very young pupils attain as high a grade of scholarship in a session of three as in more hours a day at school, while the physical development is not retarded. It cannot be denied that many of the objections to the three-hour session for children under six years of age come from those who look upon the school somewhat as they look upon the nursery.

Seventh and eighth grade pupils are in school two sessions each day; the first of which is three hours, the second, one and one-half hours. All other grades have the full day in school.

The study of the German language is receiving its full share of time and attention. Some modifications in the

course have been made under the direction of your committee on German, to whose report you are referred for a more complete statement.

The High School has completed the first year of its existence. The careful attention of your body to this young institution has already had a marked effect.

I submit herewith the general statistics relative to the year's work. The showing is encouraging.

Your frequent visits to the schools, your long and zealous discussions as to the proper management, your careful consideration and selection of teachers, and the unanimity which has characterized your action in the execution of every measure when once determined—these, added to the kindly and earnest support received by the teachers from your body, are some of the reasons that make a bright and cheering future for the public schools of East Denver. Add to these the oneness of desire on the part of our citizens and the daily attention from parents, and we can predict a school system superior to many that boast of much older birth.

## TABULAR STATEMENT.

SHOWING ATTENDANCE, ETC., BY GRADES.

	High School and 1st and 2d grades	Third Grade . .	Fourth Grade . .	Fifth Grade . .	Sixth Grade . .	Seventh Grade . .	Eighth Grade . .	Ninth Grade . .	Summary . . .
*Enrollment, {									
Boys . . . . .	53	48	89	82	123	184	178	171	928
Girls . . . . .	55	37	65	59	126	141	176	182	841
Total . . . . .	108	85	154	141	249	325	354	353	1796
Average age, {									
Boys . . . . .	15	14.7	13	12.9	10.3	9.2	7.7	6	..
Girls . . . . .	15	14.8	23.5	12.7	10.5	9.2	8.2	6.2	..
Average daily attendance . . . . .	69	87	95	89	140	178	197	167	1012
Average number belonging . . . . .	70	94	101	97	151	193	221	285	1212
Average monthly per cent. of attendance . . . . .	94	92.5	94	92	93	90	92	87	91
Number of tardinesses . . . . .	278	220	307	539	373	797	536	753	3803
Cases of suspension . . . . .	..	..	3	1	..	2	..	..	6
Cases of corporal punishment . . . . .	..	..	..	0	1	..	..	4	4
Visits by members of the Board . . . . .	34	32	44	32	29	70	46	19	306
Visits by parents and others . . . . .	110	227	373	121	210	281	372	196	1890

\*Omitting all received by transfer or re-enrollment.

# BOARD OF EDUCATION, DENVER,

For 1875-76.

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D. HURD, .....	<i>Term expires,</i>	1876
W. C. LOTHROP, .....	“ “	1876
W. M. NEWTON, .....	“ “	1876
E. M. ASHLEY, .....	“ “	1877
P. GOTTESLEBEN, .....	“ “	1877
ALBERT BROWN, .....	“ “	1877

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## OFFICERS:

D. HURD,

*President.*

W. M. NEWTON,

*Secretary.*

W. C. LOTHROP,

*Treasurer.*

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AARON GOVE,

- -

*Superintendent.*

# RULES ~~AND~~ REGULATIONS

— OF THE —

## Denver Board of Education.

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1. The election of Directors and of President, Treasurer and Secretary of the Board, shall be at the time and in the manner prescribed by the special School Law of the Territory, approved Feb. 13, 1874. (See Appendix.)

2. The President shall at the first regular meeting in May of each year, or as soon thereafter as practicable, appoint the following standing committees :

1. Committee on Teachers and Text Books.
2. Committee on Buildings and Grounds.
3. Committee on Finance.
4. Committee on High School and German.
5. Committee on Supplies.

3. It shall be the duty of the Committee on Teachers and Text Books to examine, or cause to be examined, applicants for positions as teachers, to make, with the advice of the Superintendent, transfers of teachers, to recommend changes in salaries, dismissals of teachers, issue of certificates, and changes in text books; to recommend, from time to time, such improvements in the course of instruction and the purchase of such maps, apparatus, etc., as may be deemed expedient.

4. It shall be the duty of the Committee on Buildings and Grounds to examine, frequently, all the real estate belonging to the Board; to recommend such repairs and alterations of buildings and their appurtenances as they think proper. They shall have charge of repairs and alterations ordered.

5. It shall be the duty of the Committee on Finance to recommend to the Board such measures of finance as shall seem to them expedient. They shall examine the accounts and financial papers and books of the Board from time to time, and see that they are properly kept; they shall consider and report upon all financial claims referred to them by the Board and report thereon as soon as practicable.

6. It shall be the duty of the Committee on High School and German, in connection with the Superintendent and Principal of the High School, to arrange proper courses of study and daily programmes; to recommend teachers and text-books, and to give special attention to the needs of this branch



of our schools; also to recommend such courses and methods of instruction in the German language as will, in its judgment, best serve the public weal.

7. It shall be the duty of the Committee on Supplies to see that the schools are supplied with fuel, brooms, crayons, ink and all incidental needs, including janitor's supplies.

8. The regular meetings of the Board shall be held at the office in the High School building on the Tuesday preceding the last Friday in each month.

9. The President of the Board, besides exercising the customary duties pertaining to his office, shall have the authority to dismiss the schools temporarily, when, in its judgment, it is desirable.

10. The Secretary shall keep a correct record of all the proceedings of each meeting of the Board in a book provided for the purpose, and shall have charge of the records of the Board; shall give notice of all meetings; perform all the duties devolved upon him by the school law, and such other duties as may from time to time be directed by the Board.

11. The Treasurer shall receive and keep all monies, bonds, insurance policies, deeds and valuable papers belonging to the Board, and shall make all disbursements in the manner hereinafter provided.

12. All bills, before payment is ordered, shall be read at a regular meeting of the Board, and referred to the Committee on Finance for approval, provided any bill, by unanimous consent, may be allowed without reference.

13. When a bill has been allowed by the Board, it shall be the duty of the Secretary to draw an order on the Treasurer for the amount, which warrant, after having received the signature of the President, shall be cashed by the Treasurer out of any proper funds in his possession.

14. The following shall be the order of business at the regular meetings of the Board, and all reports of committees shall be written.

1. Roll call.
2. Reading and approval of minutes.
3. Reading of communications.
4. Reports of Superintendent.
5. Reports of standing committees.
6. Reports of special committees.
7. Unfinished business.
8. New and miscellaneous business.

#### GENERAL RULES.

15. No public school building or premises shall be rented or be permitted to be used or occupied for any other purpose whatever than for public schools.

16. The houses and rooms shall be kept locked during the absence of the teachers, and no person except those who have charge of said houses shall have permission to remain in or enter them during such absence; provided, that, for good cause, the Superintendent may suspend the last clause of this rule.

17. The hours of tuition shall be from nine o'clock in the forenoon to twelve o'clock, noon, including a fifteen-minute recess; and from half-past one o'clock to four o'clock in the afternoon, including a ten-minute recess. The primary schools may be dismissed at an early hour in the afternoon. The hours of tuition in the High School shall be such as may be recommended by the committee and approved by the Board.

18. The books used and the studies pursued shall be such, and such only, as may be authorized by the Board; and no teacher shall require or advise any of the pupils to purchase or use in the schools any book, pamphlet, or publication not contained in the list of books directed and authorized to be used in the schools.

19. New classes in the ninth grade shall be formed only at the commencement of each term.

20. The schools in the charge of this Board shall be divided into nine grades and a High School. The first, second, third and fourth grades shall constitute the Grammar schools; the fifth and sixth grades, the Intermediate schools; the seventh, eighth and ninth, the Primary schools.

21. Non-resident pupils shall pay, in advance, the following rates of tuition:

High School—Five dollars per month.

Grammar School—Four dollars per month.

Intermediate School—Three dollars per month.

Primary School—Two and a half dollars per month.

#### DUTIES OF THE SUPERINTENDENT.

22. The Superintendent of Public Schools shall have his office at the High School building. He shall have regular daily office hours at other time than during school hours, to the end that consultation with teachers, parents and citizens may be convenient.

23. He shall keep in his office a register of the names of all pupils enrolled in the public schools, together with the residences, names and occupations of parents, and such other *data* as may be directed by the Board.

24. He shall not leave the city during school days, except by consent of the Board, through the President.

25. He shall assist in conducting examinations of applicants for positions as teachers; and shall issue certificates, as provided by law, under the direction of the Board.

26. He shall visit all the schools as often as his duties will permit; and shall pay particular attention to the classification of the pupils in the several schools, and to the apportionment of them among the classes of the prescribed studies.

27. He shall have authority to call meetings for the purpose of conferring with the teachers in respect to the best methods of discipline and instruction. He shall have the privilege of calling together, at those meetings, such classes of the schools as he may wish to employ in illustrating the principles presented.

28. He shall carefully observe the teaching and discipline of all the teachers employed in the public schools, and shall report to the Board of Education whenever he shall find any teacher deficient or incompetent in the discharge of his or her duties.

29. He shall devise and report to the Board a system of blanks for registers and reports; have charge of their distribution to teachers, and return by them; and prescribe to teachers rules for keeping the same. These blanks shall be specially adapted to show the scholarship and actual attendance of each pupil in the schools, the number of those who are constant and uniform in attendance, and of those who are not, together with the degree of irregularity.

30. He shall acquaint himself with whatever facts and principles may concern the interests of popular education, and with all matters in any way pertaining to the organization, discipline and instruction of public schools, to the end that all the children of this district who are instructed in the public schools may obtain the best education which these schools can impart.

31. He shall attend all meetings of the Board of Education.

32. He shall have power to fill vacancies, in case of the temporary absence of teachers, and to suspend pupils for neglect of the rules and for misconduct.

33. All directions to scholars or teachers from the Board shall be communicated through the Superintendent.

#### TEACHERS.

34. In order to obtain a legal certificate to teach, it is necessary that the applicant be present at the examination of teachers. The examination is both oral and written, and embraces Reading, Spelling, English Grammar, Physical and Descriptive Geography, Arithmetic, Elements of Algebra, United States History, English Literature, Elements of Vocal Music, and Methods and Theory of Teaching.

35. The schedule of salaries of teachers is as follows:

*In the Primary, Intermediate and Grammar Grades—*

For the first three months (on trial), per month,	\$	60	00
For the remainder of the first year, “ “		70	00
For the second year..... “ “		80	00

*In the High School—*

For the first year... .. per month,	\$	80	00
For the second year..... “ “		90	00
For the third year..... “ “		100	00

36. The Board reserves the right to increase, for special merit or extraordinary success, the salary of any teacher. This may be done at any regular meeting, by unanimous vote.

37. Teachers are not engaged by correspondence.

38. The tenure of office of all teachers shall be at the pleasure of the Board, and superior qualifications as to moral character, literary attainments, industry and practical skill shall be specially regarded in their employment

and continuance. They shall have the right to resign only when two weeks' notice of such intention is given; and the Board reserves the right to dismiss any teacher for violation of rules, unfitness or incompetence, at any time.

39. Teachers shall be at their school rooms at least twenty minutes before the opening of school in the morning, and fifteen minutes in the afternoon. Teachers not present in accordance with this rule shall report themselves as tardy.

40. They shall see that the school-room clocks are with the authorized school time. Principals will see that the clocks in the building are weekly adjusted to the time of the regulator in the High School building.

41. They shall require the pupils to be in their respective school rooms punctually at the appointed hour, and all pupils not in shall be marked absent, or tardy, as the case may be; a notice of which absence or tardiness shall be sent to the parent or guardian, at the close of the afternoon session.

42. Corporal punishment shall never be inflicted until after consultation with and approval of the Principal. When practicable, the Superintendent should be consulted.

43. Principals shall have power to suspend from the privileges of the school pupils guilty of gross misconduct or continued insubordination to school regulations.

44. In all cases of corporal punishment or suspension, the parents and Superintendent must be promptly informed by letter, stating the case in full.

45. No teacher shall read, or allow to be read, any advertisement, or allow any advertisement to be distributed in school or on the school premises. No agent or messenger shall be allowed to announce any public entertainment, nor shall any one take up the time of the school by lectures of any kind, without the special vote of the Board.

46. Teachers are expected to enter upon the opening exercises of their respective rooms at the precise minute appointed, and on no account shall they dismiss their pupils earlier than the appointed time, nor for any day or part of a day, without permission of the Principal. They shall remain in their own rooms, and devote their energies to the discharge of their duties. Visiting each others' rooms, except on business of the school which cannot be postponed, all reading and writing not immediately connected with the school, and all work not tending directly to the advancement of the pupils, are strictly forbidden.

47. Teachers are expected to conduct recitations in Grammar, Arithmetic and Geography without the text-book in hand.

48. Each teacher shall prepare a programme of daily exercises, and shall furnish a neat copy to the Superintendent within two weeks after the terms commence, and shall give him notice of any change made therein.

49. Each teacher is required to have a copy of the regulations in his or her school room, and to read to the scholars at least once in each term so much of the same as will give them a just understanding of the rules which apply to them and by which they are governed.

50. The Principals shall be held responsible for the general management and discipline of the schools, and the other teachers shall follow their directions and co-operate with them, not only during the school hours, but during the time when the pupils are on the school premises before and after school and during the recesses. Each assistant shall be held responsible for the order and discipline of her own room, under the general direction of the Principal.

51. The Principals of the different schools shall establish special rules for the purpose of securing uniform good order on the part of the scholars in passing through the halls and stairways, at the commencement of the school, at recess, and at dismissal. It shall be the duty of the other teachers to co-operate fully in securing this object.

52. The Principal shall prescribe such regulations as shall ensure the good condition, neatness and cleanliness of the yards, basements and out-buildings.

53. The Principal shall examine the class books and registers at least once a month, giving such directions as will insure their being kept in a proper manner. All records, except in the class books, must be made in ink. All the class books and other record books, when filled up, and at the close of each school year, are to be returned to the office of the Board of Education.

54. Teachers shall send no pupil, during school hours, upon errands not pertaining to the business affairs of the school.

55. The teachers may, for the purpose of observing the modes of discipline and instruction, take two days in each year to visit any of the public schools; but such visiting days shall not both be taken in the same quarter, nor till provision, satisfactory to the Superintendent, has been made for the proper care of the pupils under their immediate charge.

56. It shall be their duty to practice such discipline in their school as would be exercised by a kind and judicious parent in his family, always firm and vigilant, but prudent. They shall endeavor, on all proper occasions, to impress upon the minds of their pupils the principles of morality and virtue, a sacred regard for truth, neatness, order, sobriety, industry and frugality. But no teacher shall exercise any sectarian influence in the schools.

57. Teachers of Grammar schools shall have written examinations of the month's work at the close of each month. The rating of the papers must contribute towards the pupil's monthly scholarship standing. Papers noticeable for special merit should be sent to the Superintendent.

58. Teachers of Intermediate and Primary grades will hold, in the same manner, the monthly examinations, except that most of the work should be oral.

#### PUPILS.

59. No pupil shall be admitted to the Public Schools until his name has been properly registered at the Superintendent's office.

60. Principals will receive new pupils on Monday morning of each week upon presentation of a certificate of admission properly signed. [For ninth grade pupils, see Rule 19.]

61. No pupil affected with any contagious disease, or coming from a house

in which such disease exists, shall be allowed to remain in any public school.

62. Any child coming to school without proper attention having been given to the cleanliness of his person or dress, or whose clothes need repairing, shall be sent home to be properly prepared for the school room.

63. No pupil shall be allowed to retain connection with any public school unless furnished with books, slate and other utensils required; provided, that no pupil shall be excluded for such cause unless the parent or guardian shall have one week's notice, and be furnished by the teacher with a list of books or articles needed.

64. Whenever a pupil passes from one Ward School to another, he shall be required to present to the Principal of the school which he wishes to enter a certificate from the Principal of the school which he leaves, stating that he is in good standing at the time of leaving, and specifying the grade and class to which he belongs. He shall then be allowed to enter a class in the same grade as that which he left.

65. Every pupil who shall be absent from or tardy to school, shall bring to his teacher a written excuse from his parent or guardian, stating the cause of such absence or tardiness.

66. Six half-days' absence—two tardy marks being equivalent to a half-day's absence—in any four consecutive weeks, sickness alone excepted, shall render the pupil liable to suspension.

67. Absence from any regular examination, or previously appointed examination by the Superintendent, for any cause except sickness, shall be considered sufficient reason for placing such absent pupil in the next lower class, or excluding him from school.

68. Pupils shall not collect about the school buildings before a quarter after eight; and pupils who desire to remain in the school room at noon shall first get permission from the Superintendent, and shall be subject to such restrictions as he or the teacher may impose, and shall in all cases be held responsible for damage done to the room or its contents, and for any disorder or misplacement of books or furniture.

69. Pupils shall walk quietly, and in single file, up and down stairs and through the halls; make no loud noise at any time in any part of the buildings; shall not remain in the halls, or stairways, and at no time converse in passing in or out from school, or enter or rap at the door of any room not their own, without previously getting the consent of the proper teacher.

70. Pupils must leave the school premises and go directly home after school is closed, both at noon and night, unless otherwise permitted by the Principals, and must not bring to the school books or papers foreign to the purpose of study.

71. Any pupil that may be aggrieved or wronged by another pupil, may report the fact to his teacher. No pupil, in any case, shall attempt to avenge his own wrong.

72. Pupils are forbidden to throw stones, snow-balls, or missiles of any kind, upon the school grounds, or in the streets in the immediate vicinity of the school grounds.

73. Pupils shall not mark, scratch, or break in any way, the furniture, casing, walls, windows, fences, or any of the appurtenances of the school premises. Pupils committing such injuries, accidental or intentional, shall immediately procure the necessary repair, or be assessed by the Superintendent a sum sufficient to cover the damage; and, on refusal to comply with this rule, may be expelled from school.

74. The promotion of pupils from one grade to another shall be made at such times as the interests of the schools may require. No pupil shall be promoted from one grade to another till he is able to sustain an examination satisfactory to the Superintendent on all the studies of the grade from which he is to be transferred. Pupils may be sent into the grade next below the grade to which they belong whenever their scholarship falls below the standard fixed for admission to the grade, but such pupils may be permitted to regain their lost position within one month if their scholarship warrants it.

#### TEACHERS' MEETINGS.

75. A general meeting of teachers shall be held at half-past three o'clock in the afternoon of the first Monday of each school month, at which meeting every teacher in the employ of the Board is expected to be present.

76. Weekly meetings, for consultation, shall be held as follows: High School—Monday afternoons; Stout-Street School—Tuesday afternoons; and Broadway School—Thursday afternoons. The meetings commence at half-past three o'clock. Principals will cause the schools to be closed in time.

77. Monthly meetings for instruction and drill in grade work shall be held as follows: Primary School teachers—first Saturday in the school month; Intermediate School teachers—second Saturday in the school month; Grammar School teachers—the third Saturday in the school month. These meetings to be at the High School, commencing at nine o'clock in the forenoon.

#### JANITORS.

I. Janitors shall have sole management of the heating apparatus of the buildings, acting under direction of the Principal. He must attend, also, to the following duties:

II. To sweep thoroughly every school-room, corridor, and stair-way, at least once each day, the stair-ways and corridors oftener, if necessary; and with a cloth or feather brush to remove all dust every morning from the desks, tables, chairs, seats, etc.

III. To keep the snow off the steps and all walks inside the school premises.

IV. To wash at least once per month the platforms or rostrums and the unoccupied space about them, also the stairs and corridors as often. To wash all the inside wood-work and the windows at least twice during the year—once at the spring vacation; once at the close of the summer vacation.

V. To keep the privy seats and floors neat and perfectly clean, washing them as often as in the judgment of the Principal may be necessary.

VI. To assist the Principal and teachers in maintaining proper police reg-

ulations about the premises, and in carrying into effect the Special Rules.

VII. To wind the clocks as often as necessary; to ring the bell at proper times; to provide water for pupils and teachers at recesses; to have the care of the school-house and grounds at all hours and times—during school hours, out of school hours and during vacations; to clean out the furnace flues and smoke ducts, and keep the furnaces in proper order; to take charge of the trees, flowers and shrubbery; to keep the premises in good order, and to attend to anything and everything that may tend to make the school-house and premises healthful, neat, attractive, comfortable and agreeable.

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## MANUAL AND COURSE OF STUDY

FOR THE

*Primary, Grammar and Intermediate Schools of District  
Number One, Denver, Col.*

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### SUGGESTIONS TO TEACHERS.

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The following synopsis of grade work is not the *ultimatum* for the teacher. Changes will be indicated from time to time as observation and experience suggest. In the absence of other instructions from the Superintendent, teachers will follow the exact course indicated here, and at grade examinations will be held responsible for this work, and this work only.

It is not expected that all classes will complete the work of a grade in equal times, for teachers and classes are not of uniform ability. Whenever a class is ready to pass grade, the Superintendent should be notified through the Principal, and no pupil is to be permitted to pass grade until the permission of the Principal has been obtained.

Teachers of like grades should make frequent comparison of methods and results. The two visiting days allowed by the Board will give opportunity for observation.

When a new pupil enters the grade unprepared in one branch, special effort should be made to bring him up, rather than to pass him to a lower grade; most pupils will readily appreciate the position and exert themselves to attain the desired standing.

Recesses are not for teachers; much can be learned then by careful observation of the pupils that will aid in proper discipline.

Oral spelling should include a distinct and proper pronounciation of each word and each syllable.

Programmes should be conscientiously followed each day.

Pupils who distinguish themselves on account of unusual ability or appli-



cation, should be promptly reported; the tendency is to keep such pupils, for the teacher dislikes to lose them from the room.

Everything upon the printed page in the Reader should be understood, and every word spelled, including capitals, hyphens and apostrophes. Grammar schools should have frequent written recitations, and the pupils held for capitalization and spelling in all written exercises.

Monitorial and self-reporting systems are not approved.

Pupils should not sit on desks or window sills.

Pupils should not be permitted to leave the room for trivial reasons; few should ask to go out—none in the upper grades.

The teacher should make himself acquainted, as far as possible, with the parents of his pupils—in all cases where the pupil is troublesome.

There should be frequent conversations with the pupils about proper deportment on the street, hanging on to vehicles, vulgarity, etc.

Let the teacher frequently ask himself questions similar to the following: Is the floor clean? Are the desks spotted with ink? Are the lips moving during study? Are the pupils polite to the teacher and to each other? Do they stare at visitors? Is the owner's name written legibly in ink in each text book? Is the board clean, or are there any marks thereon that do not legitimately belong to school work, and are all marks neatly and properly made?

Definite direction in methods will be given at the monthly meetings of teachers.

## PRIMARY SCHOOLS.

### NINTH GRADE.

*Reading*—Charts and the first seventy pages of Edwards's First Reader. Let the teacher read critically the author's remarks. Give attention to articulation and natural expression. Name the punctuation marks, Roman and Arabic numerals as they occur in the reading lessons.

*Spelling*—The words of the reading lesson by letter and by sound; mention in every instance capitals, hyphens and apostrophes.

*Writing*—The letters of the alphabet, short words and sentences from models on the board. Avoid flourishes; select the simplest forms of capitals.

*Number*—Clear and ready perception of numbers from one to ten, to be developed by the use of objects; at every successive step all possible combinations to be learned. Roman notation to L (see *Reading*), Arabic notation and numeration to one hundred.

*Language*—Cultivate the pupil's oral language by frequent conversations in which he is led to repeat several original sentences in quick succession; see that he has something to talk about before urging him to talk.

*General Lessons*—Size, place, human body.

*Music and Drawing*—See special instructions.

REFERENCE BOOKS: Cowdery's Moral Lessons, Willson's Manual, Calkin's Object Lessons, Sheldon's Elementary Instruction.

Recitations not to exceed in length fifteen minutes.

## EIGHTH GRADE.

*Reading*—First Reader completed; Second Reader to page one hundred. Everything upon the printed page to be understood by the pupil. Talk with the class about the subject matter of the lesson, at the beginning of the recitation. Read the preceding day's lesson in review each recitation, and develop the pupil's language in the conversation thereon. Give attention to distinct articulation and a correct enunciation of vowel sounds.

*Spelling*—As in ninth grade with frequent reviews. Teach the pupil to study the lesson by copying the words, ever remembering capitals, hyphens and apostrophes. Spell new words as they occur in recitation, and hold the pupil responsible for them thereafter.

*Writing and Language*—On slates, write sentences from dictation and little stories from the pupil's life, teaching thereby the use of capitals, periods and interrogation marks. Each pupil taught to write with pencil his own name. Insist upon the omission of every meaningless or superfluous mark. Approbate neatness in execution.

*Number*—Teach orally the subject matter contained in the Primary Arithmetic to the seventy-second page.

*General Lessons*—Color, form, direction, time and weight.

*Music and Drawing*—See special instructions.

Recitations not to exceed in length twenty minutes. Teachers are cautioned to avoid many concert recitations.

Reference books same as in ninth grade.

## SEVENTH GRADE.

*Reading*—Second Reader completed; Third Reader to page one hundred (see *Reading* eighth grade). The teacher should study the remarks of the author.

*Spelling*—Four written recitations a week of not less than twenty words each; oral recitations each day. (See *Spelling* eighth grade.)

*Writing*—Nos. one and two with ink. P. D. & S.'s Primary short course.

*Arithmetic*—Primary Arithmetic, from page seventy-two to the end. (See San Francisco report 1874, pp. 67 to 72.)

*Language*—Continue eighth grade work.

*General Lessons*—Written and oral statements on subjects connected with the pupil's out-door life, thereby cultivating habits of observation.

*Music and Drawing*—See special instructions.

Recitations not to exceed in length twenty-five minutes.

## INTERMEDIATE SCHOOLS.

### SIXTH GRADE.

*Reading and Spelling*—Third Reader completed. Everything upon the printed page to be understood, and every word spelled. Written recitations in spelling four times a week. Oral spelling every day. All words spelled by sound. Learn to use the dictionary and to determine the meaning of phonic characters found therein. New and difficult words occurring in any lesson, especially in geography, arithmetic and general lessons, to be written by the pupils.

*Writing*—Nos. two and three P. D. & S.'s.

*Arithmetic*—Intermediate Arithmetic to page eighty seven. Teacher study the introduction. Give much original work. This work must be very familiar before the pupil is permitted to pass grade. The class must be ready in the solution of all possible original examples within the limits of the grade work.

*Language*—Continue the work indicated in the seventh grade (refer to Swinton's Language Primer). Learn and practice the use of period, interrogation, exclamation, quotation marks, hyphen, and semi-colon.

*Geography*—First twelve weeks, four lessons a week, oral instruction. Primary Geography to twenty-third page. Teach the estimation of distances on a map.

*General Lessons*—Botany, the work to be illustrated directly from nature. How plants grow, names and uses of parts, names and uses of trees, kinds of trees in Colorado, altitudes in Colorado at which the various kinds cease to live, timber-line, deciduous, evergreen. Distinguish name of woods by studying specimens brought by the class, and by observing the joinery and furniture of the school house and home. Why so few kinds of trees in Denver; causes and remedies of the death of trees: (a) drouth, (b) insects. How the latter effect injury, illustrate by examples on the streets. That our boys and girls love and care for the trees of our city and regard any wilful injury to them a great wrong, should be one result of this work.

*Music and Drawing*—See special instructions.

### FIFTH GRADE.

*Reading*—Intermediate Reader. First half of book, first half of introduction.

*Spelling*—Written and oral, by letter and by sound, all words used, from the text books and in conversation on school work.

*Writing*—Nos. three and four.

*Arithmetic*—Intermediate Arithmetic to page one hundred and forty-two. Much original work must be given.

*Geography*—Primary Geography completed. Sketch the maps on the board from memory. Give attention to neat as well as accurate work; let every mark mean something. A careful descriptive and physical geography of Colorado (this work is not found in any text book).

*Language*—Language lessons to page seventy-six.

*General Lessons*—Physiology and Hygiene: bones, digestion. Zoology: mammals, birds, fishes, batrachians, reptiles. The likenesses and differences developed, commencing with the typical individual.

*Music and Drawing*—See special instructions.

## GRAMMAR SCHOOLS.

### FOURTH GRADE.

*Reading*—Intermediate Reader completed with second half of introduction.

*Spelling*—As in fifth grade, the lessons to be written with ink, four times a week. Use National Spelling Blanks, number one, when practicable.

*Writing*—Nos. four and five.

*Arithmetic*—Intermediate Arithmetic complete, with review of the book.

*Geography*—No. III, from page thirty-one to page seventy-four. Sketch the maps from memory. See that the class have an appreciation of distances on their maps.

*Language*—Language lessons completed.

*General Lessons*—Physiology: respiration, circulation, laws of health; Zoology: carnivora, herbivora, rodentia, likenesses and differences, adaptation of parts to habits, usefulness to map. Develope from the individual.

*Music and Drawing*—See special instructions.

### THIRD GRADE.

*Reading*—Fourth Reader.

*Spelling*—As in fourth grade.

*Writing*—Numbers six and seven.

*Arithmetic*—The Complete Arithmetic to page one hundred and twenty-five

*Geography*—No. III, page one to page thirty-one; four lessons a week; to include a careful drill in mathematical geography, of which only a small part is found in the text book.

*Language*—Composition; first half of the book.

*General Lessons\**—Physics: (let illustrations by actual experiment, whenever practicable, precede the development of general laws, in this as well as in the second and first grade.) 1. gravitation and pressure (weight, pump, pendulum, barometer); 2. cohesion (glue, cement), adhesion, capillary attraction (lamp-wick, sap, sponge, sugar); mechanical powers (lever, pulley, inclined plane, wedge and screw friction).

*Music and Drawing*—See special instructions.

Declamation once a month.

\*) W. T. Harris' Report, 1873.

## SECOND GRADE.

*Reading*—Fifth Reader—first half.

*Spelling*—Written, with ink, in No. 2. Spelling Blank; follow printed instructions. The class is responsible for the correct spelling of all words used.

*Writing*—Numbers seven and eight.

*Arithmetic*—To page two hundred and forty-six.

*Geography*—No. III. Four lessons a week; complete the text with a topical review of the entire book.

*Language—Composition*—Complete the book.

*General Lessons*—Physics: heat, (sun, combustion, friction, thermometer); light, (sources, reflection, mirrors, refraction, spectacles); electricity, (lightning); magnetism, (compass, telegraph); steam, (application to machinery.)

*Music and Drawing*—See special instructions.

Declamation once a month.

## FIRST GRADE.

*Reading*—Fifth Reader.

*Spelling*—With ink, in Blank No. 3.

*Writing*—Numbers nine and ten.

*Arithmetic*—The book completed; topical review of Arithmetic.

*History*—United States.

*Language*—English Grammar.

*General Lessons*—Physics: astronomy, (stars, some idea of size and distance, sun; planets). General exercises on current topics of interest, including the composition and work of the National Congress and State government.

*Music and Drawing*.

Declamation.

## GERMAN LANGUAGE.

All pupils in the sixth grade, and above, are permitted to study the German Language.

The German teachers will visit each room for a daily recitation. All other work in instruction must cease during recitation in German.

Grade teachers will assist the German teachers in securing the accomplishment of assigned tasks.

## TEXT-BOOKS.

## PRIMARY SCHOOLS:

Edwards's First, Second, and Third readers.

Nos. 1 and 2, P. D. & S.'s Primary Writing Books.

White's Primary Arithmetic.

## INTERMEDIATE SCHOOLS:

Edwards's Third and Intermediate Readers.  
 Nos. 2 and 3, P. D. & S.'s Writing Books.  
 White's Intermediate Arithmetic.  
 Eclectic Primary Geography.  
 Swinton's Language Lessons.

## GRAMMAR SCHOOLS:

Edwards's Intermediate, Fourth and Fifth Readers.  
 National Spelling Blanks Nos. 1, 2 and 3.  
 Nos. 4 to 10, P. D. & S.'s Writing Books.  
 White's Intermediate and Complete Arithmetics.  
 Eclectic Geography, No. III.  
 Swinton's Language Lessons and Composition.  
 Green's Grammar.  
 Singing Book.  
 Venable's United States History.  
 Ahn's German Series.  
 Worcester's Comprehensive, or  
 Webster's Academic Dictionary.

## TEXT BOOKS USED IN HIGH SCHOOL.

Ray's Higher Arithmetic.	Ahn's German Series.
Greene's English Grammar.	Schiller's William Tell.
Mitchell's Physical Geography.	Fasquelle's French Course.
Robinson's Algebras.	Putnam's Student's Atlas.
Sewell's Hooker's Physiology.	Harkness's Latin Grammar.
Hart's Rhetoric.	Harkness's Latin Reader.
Cooley's Philosophy.	Arnold's Latin Prose Composition.
Gilman's History.	Hanson's Latin Prose.
Robinson's Geometry.	Bowen's Virgil.
Youman's New Chemistry.	Anthon's Classical Dictionary.
Gray's Botany.	Crosby's Greek Grammar.
Steele's Geology.	Crosby's Greek Reader.
Robinson's Trigonometry.	Arnold's Greek Prose Composition.
Haven's Mental Philosophy.	Felton's Greek Reader.
Steele's Astronomy.	Boise's Xenophon's Anabasis.
Bowen's Political Economy.	Boise's Homer's Iliad.
Shaw's English Literature.	Andrew's Latin Lexicon.
	Lindell & Scott's Greek Lexicon.

## EXTRACTS FROM REPORTS

—OF—

# County Superintendents.

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ARAPAHOE COUNTY—W. A. DONALDSON, *Sup't.*

The accompanying report is not full and complete, but it is the nearest approach that can be made with the items furnished by the District Secretaries. In most cases their reports to me were very meager; the fault, not so much of the directors as of the electors of the districts for changing directors so often that the incumbents never become familiar with the duties of their offices. Taking the average attendance in the districts where that item is reported, for data, and but little more than half the pupils enrolled in the county were in daily attendance, and the average daily attendance is considerably less than one-third of the number of persons between the ages of five and twenty-one. These results suggest the question as to whether our plan of apportioning the public funds could not be materially improved. As it is, the district that can enumerate fifty persons between five and twenty-one, and sends but ten of them to school, gets as much of the public money as the district that enumerates the same number between those ages and sends forty of them to school. If the law were changed so that the one with four times the aggregate attendance of the other, should receive four times as much money, there would be more interest felt on the part of the people of the district in placing their available urchins

where they would do the most good. Under the present system what is there to prevent a District Secretary from reporting to the County Superintendent fifty persons between the lucky ages, in his district, and the District Treasurer from coming regularly with an order for the amount to which the district is entitled by each apportionment, and in the course of the year from drawing somewhere near five hundred dollars from the treasury without ever having a month's school? In fact I know of one district that drew \$130 from the treasury last year that did not have a day of school during the year. A teacher was employed for two or three months who managed to put in his time some way, but the only hard work he did was to draw his pay, as never a scholar put in an appearance during the term. The people of the district were at loggerheads over the building of a school house, the directors being bachelors not favoring the enterprise, and the people having the children not proposing to send them to the house designated by the directors as the place for holding the school. Whether or not the directors shared the spoils with the teacher, deponent saith not. It is not likely they did; but who can deny that the teacher was an uncommonly ungrateful sinner if he did not feel a very strong impulse to reward his benefactors handsomely, after having such a soft place furnished for him?

There are at present twenty-six school districts in the county, two new ones having been organized last Summer. I have visited most of them, and find all kinds of schools, good, bad, and indifferent; though the good ones, I am happy to say, are considerably in the majority. A few are provided with excellent patent school desks and well supplied with blackboards. But the greater part of them have nothing to boast of in these particulars. In only five have I found either charts, maps, or globes. The reason always given for not having these things is that the districts are "too poor"—so poor, I am inclined to think, that they can not afford to do without such helps as school tablets for teaching beginners in reading. In the matter of text books,



if variety is at all desirable, then quite a number of districts are to be heartily congratulated, for nearly every pupil has a separate and independent series of his own. Directors *could* insist upon having one series, and only one, used in the school ; but as a general thing directors do not so insist. The school is largely made up of children whose parents moved into the district recently from the States or from some other district in the County or Territory, and brought school books with them, and of course nearly all of them are different from all the rest. Many are unable and all are unwilling to pay out money for new books when the ones they have are just as good, and they can't see why their children can not just as well use the books they have as any others. And the directors, thinking it would be a great hardship to the parents to have to buy new books or keep their children out of school, allow the children to come with the old ones, and allow the teacher to do the best he can. A uniformity of text books in the Territory would afford no relief for those cases where the people have come recently from the States. And nothing will, except for the district to buy the books when parents are not able to do it.

There is no question but that we have most excellent material here from which to select our teachers. That directors always make a judicious selection, may not be quite so self-evident. There are, I regret to say, a few aspirants to the honor of holding an Arapahoe County teacher's certificate, who would hardly shed lustre upon the profession ; but they generally come well armed with first class certificates from the back settlements of some of the Western States, and manifest no end of chagrin when they find that their aspirations to enlighten these Rocky Mountain heathen can not be gratified without further ceremony. It is too often the case that directors urge superintendents to give a license to favorite but unqualified candidates, seeming to be exceedingly desirous of paying their money, not for the best, but the poorest article in the market. It is doubtful whether they would act upon the same principle in the transaction of their own affairs.

It would be an excellent thing if some plan could be devised to get the best teachers into the schools and the worst ones out, but under existing laws I see but slight prospect of such a result. There are too many competent teachers out of employment, and too many incompetent ones that ought to be but are not. The reason why they are not is because they will work for less pay than a well qualified teacher is willing to accept. The question naturally arises, will the time ever come when teachers will be selected according to value, and merit will have its reward—in other words, when all of the teachers of the County will be appointed by some central examining and appointing board, composed of persons above and beyond the pressure so often brought to bear by friends of unworthy candidates, and who will *not* advertise for bids, with no other object in view than finding the cheapest teacher in the market?

I append a few sample questions used upon recent occasions in the examination of teachers.

#### HISTORY.

1. When, and by whom, was the first permanent English settlement made in New England?
2. Where, and by whom, was the first permanent colonization of New York begun?
3. What caused the Pilgrims to come to this country?
4. How, and where, was Negro slavery first introduced into the English Colonies in America?
5. When, and where, did the first Legislative Assembly convene in America?
6. When, of whom, and for how much, was Louisiana purchased?
7. State what the Alien and Sedition Laws were?
8. What was the cause of the Mexican war?
9. Give briefly the causes of the Southern rebellion.
10. Give the names of the Presidents in order, from Washington to Grant.

#### GEOGRAPHY.

1. What motions has the Earth?
2. What are the causes of the change of Seasons?
3. What are the Tropics, and how far are they from the Equator?
4. Name the Zones, and give the width in degrees of each.
5. How do you account for the difference in the length of days at different seasons of the year?
6. What are tides, and what cause them?

7. How can a vessel of light draughts make its way from Charleston, S. C., to Lake Superior?
8. To sail from St. Petersburg to Odessa, through what waters would you pass?
9. Name the countries of South America.
10. Name the grand divisions of the land surface of the globe, and give the largest city in each.

## ARITHMETIC.

1. A man gave \$150 for a watch and chain, and the chain cost three-sevenths as much as the watch; what did each cost?
2. If to five-sixths of a man's age 15 years be added, the sum will be five-fourths of his age; how old is he?
3. From six and one-fourth tenths, take eighty-seven and one-half thousandths.
4. Divide twenty-four thousandths by sixteen millionths.
5. A bin is 8 ft. long,  $3\frac{1}{2}$  ft. wide, and 4 ft. deep; how many bushels of grain will it hold?
6. The longitude of Cincinnati is  $84^{\circ} 26' W.$ , and San Francisco is  $122^{\circ} 26' 15'' W.$ ; when it is noon at Cincinnati what is the time at San Francisco?
7. A man sold a watch at \$180, and lost  $16\frac{2}{3}$  per cent.; what was the cost of the watch?
8. A factor sold \$15,000 worth of goods at 10 per cent. commission, and invested the proceeds in cotton, first deducting 5 per cent. commission for buying; how much money did he invest in cotton?
9. If it cost \$110 to dig a cellar 40 ft. long, 27 ft. wide and 4 ft. deep, how much will it cost to dig 36 ft. long, 30 ft. wide, and 5 ft. deep?
10. A ladder 45 ft. long just reaches to the top of a house 35 ft. high; how far is the foot of the ladder from the house?

## GRAMMAR.

1. Define an abstract, a collective, and a verbal noun.
2. Give the rules for forming the plural of nouns.
3. How is the possessive case of nouns formed?
4. Define a personal pronoun, and give a list of personal pronouns.
5. Define a relative pronoun and give a list of relative pronouns.
6. Give the synopsis of the verb "rise."
7. Give the principal parts of the verbs "sit" and "set," and state in what respects one differs from the other.
8. State how many parts of speech the word "that" may be, and give examples of each.
9. "That they were foreigners were apparent in their dress;" correct and give reason for correction.
10. "That we differ in opinion is not strange;" analyse and parse all the words.

## ELOCUTION.

1. Define articulation.
2. What are oral elements, and how are they produced?

3. What are the principal organs of speech?
4. How is voice produced?
5. State into how many classes oral elements are divided, and define each class.
6. Make a table of tonic elements.
7. Make a table of subtonic and atonic elements.
8. Make a table of cognates.
9. What is the difference between a diphthong and a digraph, and give examples.
10. How will you teach the alphabet?

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BENT COUNTY—JOHN SPIERS, *Sup't.*

Herewith I have the honor of enclosing School Report of this county. Owing to dilatoriness on the part of District Secretaries, I have been unable to complete my report sooner. I regret its incompleteness, which is caused by meagerness of district reports. Having been elected to this office at last election, I am unable to speak personally of the condition of schools in outlying districts, but understand they are as prosperous as circumstances will permit. In District No. 1 (West Las Animas) no school has been held since January, owing to lack of accommodations. A school house is now in course of erection, at a cost of about \$5,000, which, when complete, will amply supply all requirements. A school, I trust, will be continued throughout the year, without intermission.

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BOULDER COUNTY—J. B. GROESBECK, M. D., *Sup't.*

BOULDER, COL., January 1st, 1876.

*Hon. H. M. Hale, Supt. Public Instruction:*

DEAR SIR: Herewith I enclose an article written pursuant to your request of the 14th inst. You then desired me to prepare a written article for your printed report, of from three to eight printed pages, so as to transmit to you by January 1st, 1876. Therefore I send this, endeavoring to comply as best I can with your request. If it will

answer the design, you are at liberty to use it. If it does not, please return to me, and "*all is well.*"

A few words about the article which I read before the Teachers' Association, and which, on motion of Mr. Orr, was ordered printed among the proceedings, and as the sense of the Association. I handed it to Prof. Gove, but he may have handed it to Mr. Rapp, of the *Tribune*. I would like to have the Mss. returned to me, especially if it is not printed:

"Only a little child; oh! masters and teachers of men,  
Here is the sheet as white as snow, for which you hold the pen;  
The pure, unsullied page, to take the impress of your touch,  
By which a life shall happy be, or suffer overmuch;  
In spotless innocence it waits and watches at your feet,  
This matchless mechanism of mind, so perfect and complete;  
Fresh from the master-mind itself—committed to your hand,  
To be led up the rugged heights—where wisdom crowns the land.

"Only a little child—but the child grows into the man!  
Here is the noblest work of life—to counsel and to plan;  
The future of these little ones, whose trusting faces show  
How willing are their feet to tread the way you bid them go;  
The sunshine here, the shadow there, the unknown land afar,  
And yonder in the ebon sky, one solitary star—  
The star of knowledge, shining down upon man's dwelling place,  
To lead him on to higher planes, to richer gifts of grace."

PABOR.

"The amount of latent and dormant power; of wealth-discovering and wealth-producing energy; of beauty-loving and beauty-inspiring taste and skill, that lies concealed and slumbering in the brains and hearts and hands of the keen, shrewd, capable, but untutored millions of our youth, is beyond computation." "As in the material world the wonderful resources of the soil await but the labor and skill of the agriculturist; so in the intellectual, the forces and possibilities inherent in the mind of the race are latent and dormant, awaiting but the summons of the moral husbandman, the sunshine of opportunity, ready to respond to the touch of the true educator. Harvests of ideas will not spring from the brain without culture, any more than wheat from the desert or the swamp." Who shall estimate the loss sustained by the world in neglecting to educate properly the common people, or by unjust, ill-contrived or abortive schemes of education? If the tillage of the ground

is defective, what shall be said of that of the schools, and who shall fix the ratio of the truly and properly educated to the aggregate population? Who does not feel that there are powers and possibilities within him that have not been reached, and that an earlier, wiser and better culture could have made him a stronger, nobler and better man? The range of possibilities for the race is grand and illimitable; but there can be no second or succeeding step without the first, and the free common schools open the way that all may take that first step. Nature is cosmopolitan. Regal gifts of intellect are found to belong not alone to the children of opulence and station. By the free common schools hundreds of the sons and daughters of the poor and the lonely are found to possess talents worthy to adorn and to bless the world. Here and there, from many a humble district school house, flames out the light of genius, and "prophecy writes on our national tablets another name that will never die." Our free common schools have proven that beneath the coarse homspun, or buckskin of the brave hunter or backwoodsman's boy, a heart may beat responsive to the loftiest inspirations of heroic manhood. They have proven that not alone from halls of universities and colleges have come those whose names, in science, in art and letters, are household words, and whose lives are grandest in history. "Not from Oxford or Cambridge went forth Ferguson, to astonish the scholars of England in the realms of physics and mechanical philosophy; nor Miller, to build for himself a monument as a student in geology, that will endure till the 'Old Red Sandstone' itself shall have passed away. Neither Harvard nor Yale can claim as its foster-child the son of the Boston tallow-chandler, whose wonderful wisdom, unstudied frankness and encyclopedian knowledge of his country overmatched the subtlest diplomacy of Europe; nor the great commoner of Kentucky, whose dust reposes beneath the shadows of Ashland. And when the Great Republic shall have passed away, will not the muse of history linger long and lovingly upon the epoch made illustrious by the names of Lincoln

and Douglas?" The district school was their only college. And more abundantly will such fruits be reaped in the future if we properly care for our common schools. Year after year and age after age, from the countless numbers gathered into our common schools, then will go forth those destined to become inventors, discoverers, machinists, manufacturers, engineers, agriculturists, chemists, botanists, geologists, jurists, commanders and statesmen, to develop the resources, add to the wealth, stimulate the enterprise, lead the armies, adorn the history, and add fresh lustre to the glory of the nation, of whom it may be said that but for the district schools their latent energies and capacities might never have been aroused, and their useful lives given to the country and to the world. To aid these vast and inestimable interests, by making the public schools better—better in what they teach and in what they inspire, better in their methods and processes, more thoroughly practical in their application, is the immediate duty of all true friends of education, of our country and of the human race. To this end, more care, more thought, and better supervision must be given to our common schools. Our teachers must be those, and those *only*, who are truly instructors; capable, honest, faithful, with a heart in their calling. They must understand correctly, the principles of physiological and hygienic development, more especially during the period of childhood and youth, that they may in conformity therewith carefully and tenderly guide, guard and develop the youth mentally, morally, and physically. The laws of life, in their essential sanctions and exhibitions, should be taught early and earnestly to our children in our common schools, for they are within the comprehension of children, and should be learned and obeyed by them, for it is God's will that His children should be healthy as well as holy and intellectual; and a sound and vigorous mind can not possibly exist in an unsound body. No teacher of ignoble character, depraved principles, or corrupt practices should be admitted into our common schools. They should

be pure and noble—such as we would wish our children to imitate and emulate, for

“As from an Alpine height a chance spoke word is like a shock,  
 To loosen and to overturn a mighty mass of rock ;  
 And send it down the craggy side with ruin in its path,  
 So can a teacher's careless words lead down a soul to wrath ;  
 Only a word in thoughtlessness dropped from your open lips,  
 But sinking in your pupil's soul, until, like an eclipse,  
 Its shadow falls upon the wall where sunshine ought to dwell,  
 And life is darked by regrets that tongue can never tell.”

The wild folly, almost crime, that thinks anybody can teach school, must be eliminated from the thought and practice of our people. There must be more scholarship, more learning, more intellectual discipline, more culture, more breadth, and life and power in the body of our teachers. Our people must more thoroughly recognize and acknowledge the grave and high responsibilities of our teachers. “The teacher's platform must be attainable only through gates as straight and ways as narrow as those that lead to the pulpit, the bar, the office of the physician and the editor's chair, for the science and art of instruction demands talents, capacities, knowledge and culture as great, if not greater than is exacted for any other calling in the world. It is the science of sciences, for it lays under contribution every department of knowledge and every realm of thought. Dealing from the first, and always, with the intellectual and moral nature, it is impossible to succeed well without a clear conception of the constitution of the human mind, the laws of mental and moral growth, and the fixed conditions of healthful development and progress.” When our people recognize these facts, as essential, then, and then only will our schools fully answer the requirements of the race, then, and then only will the education of our children be worthy of the day and age in which we live.

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CLEAR CREEK COUNTY—P. E. MOREHOUSE, *Sup't.*

My inception in the office of County Superintendent was most unfavorable, as within a few days thereafter I was



compelled to go East on urgent business, which detained me two months, and since my return have been so pressed with other duties that I have not been able to devote the time to the subject that was necessary to insure a full and satisfactory report. I have, however, visited all the schools *once*, and most of them *twice*, and am in a general way prepared to state as to their *condition* at present, while I am not so prepared as to their *progress* in the past. I must, if I speak my honest convictions on the subject, say that, all things considered, we have in a *majority* of cases *poor schools* in this county. One needs only to look in upon most of the schools for a few minutes to discern the fact that they are *running themselves*, entirely free from all restraint from the care of patrons or local official oversight. The character of many of the school buildings, in structure and condition, the almost total freedom in furnishing, from anything like embellishment and necessary common apparatus, such as globes, maps, blackboards, time-pieces, teachers' desks, etc., etc., all betoken the need of a revival, deep and thorough, on the school question. All these things are a natural outgrowth of simply *letting the schools alone*, on the part of those who ought to take the deepest interest in them, viz: *parents*. One school visited revealed the fact that in eighteen months' teaching in that place the teacher had been visited but *twice* by persons living in the district, and then by parties who had no children in school. I found this school in the most deplorable condition imaginable. I have never, in fifteen years' experience in schools and with teachers, seen a school that would compare with it: no *plan* in its conduct; no *spirit* of teaching: no *order* in anything—consequently, a "little hell" on earth. (Excuse the expression, but it is so appropriate that I could not refrain from using it.) The calling and *hearing* of a reading class will illustrate how it was done there: "Third-reader class take their places!" Up jumped seven boys and girls, so called, and made with one accord, or *discord*, for a corner, each bent on having the first place in the class. A few "yelps" from the teacher

(?) like, "Quit that fooling!" "Get still," etc., accompanied with a few *emphasized cuts* from the three-foot stick, always in hand, resulted in a sort of lull, and the class work commenced. *Teacher*—"Where is the lesson?" *Class*—in varied chorus—"Page twenty-one," "Tain't!" "Torn out of my book!" "We didn't read that further!" "Left my book home!" "Tom won't let me look in his book!" etc., etc. *Teacher*—"Stop your noise, all of ye, and open your books to the piece we read yesterday—about the 'Little Mourners.' Jane, read!" And Jane did read, and so did all the others—the teacher, in every case, starting the pupil, by reading the first few words, and the pupil repeating after. When the "and" was called "but," or "by" "in," the teacher chimed in the correction. This part of the exercise reached a climax, when, after quite a pause by the reader, from an effort to *study out* his lesson, the teacher discovered a boy *standing* in his seat, near where I was setting, and called out, "Tom, set down." "Tom, set down!" came from the puzzled pupil. That was where the laugh came in for me, and I did not attempt to suppress it.

All the exercises witnessed in that school were on a par with this, and I might, but for occupying too much space, give others in detail, but I forbear. That school don't "keep" any more with that teacher. I am glad to be able to say that the case cited is *one* extreme, and that in some of our schools we are *approximating* to the other, as, for instance, in the Georgetown public school, now under the charge of Frank Carpenter, assisted by an excellent corps of teachers. In this connection, if I am allowed to be personal, to such an extent, I wish to make mention of Miss Washburn, who devotes one-half of her time to the First Primary Department, and the remainder to the highest department, thus relieving Mr. Carpenter from the care of that department, exclusively, and allowing him to do general work. I have never met a person in the school-room who seemed to be more in the spirit of a true teacher, and better qualified by nature and experience for the position. I do not by this mention intend to detract from the real

worth of any teacher, or to institute any undue comparison, but I cannot help wishing that we had a host of such or *similar* teachers.

Among the improvements that I note in school facilities during my residence in the county of nearly eighteen months, is the erection at Idaho Springs of a good-sized addition to the former school building, thus giving the citizens of that very pleasant town the advantages of a graded school. The cost of said improvement was about \$800. I am proud to mention, also, the completion in Georgetown of a public school building, at a cost of about \$25,000, that does credit to the community that built it, and will, with proper attention from those who have given so freely of their means for its erection, become and remain a mine of mental and moral value, beyond computation. To every community in Colorado I feel like sounding loud the injunction, "Guard well the Public School!"

I shall, I trust, have the courage to do my whole duty as County Superintendent in the matter of selecting persons to fill the positions in all our schools. And I promise through the medium of examinations, personal observation, advice, reproof, and commendation to elevate the standard at a rate commensurate with all the circumstances of material, and proper patience joined with all possible co-operation with parents and school officers.

I am heartily in favor of a "Compulsory Education" clause in our new Constitution. I know that such an avowal invariably calls out such expressions as this: "Too much like monarchy;" "Not consistent with our boasted freedom," etc., but the case strikes me something like this: I am poor and unable to give my children the advantages of even a common education. My next door neighbor is rich and able to provide in every particular for all the mental and physical advantages and necessities of *his*; but the law says he must do *more*—he must do his share toward providing to a reasonable extent for *mine*. Now it strikes me that there is less abridgment of liberty in *requiring* me to avail myself of this provision, drawn from my

neighbor, than there is in requiring him to make it, for my neglect to avail myself of this provision may, and as a rule *will* necessitate another draft on my neighbor's means to maintain my children as criminals or paupers. This leaves entirely out of the question the present and future moral status of the subject of such a law. I cannot but believe that in the near future, all over this glorious land of ours, there will spring up a sentiment in favor of just such an enactment as will place and keep within the influence of our public schools thousands, who are to-day, for lack of care and interest on the part of parents and guardians, learning in the street schools and haunts of vice lessons that crush out all that is noble in the soul, and cut off from usefulness many who might otherwise be a power for good in the forces that are marshalled as helps to our fallen natures, toward a higher manhood and womanhood. I think, too, that no one, who has given the matter any thought or attention, can feel otherwise than that the office of County Superintendent should be a *salaried* one. Certainly the office will not be "magnified" into just proportions until such is the case. Even in as small a county as ours the largest portion of a competent person's time could be profitably spent in working up these interests, and the expense of such service come back in double ratio to all the real interests of the people. The majority of teachers need so much assistance and advice as to methods of instruction and management, school officers need so much spur and whip to keep them up to duty, parents need to be so much reminded of *their* relation and duty to the schools, etc., etc., that it is not hard to see how a Superintendent could employ all his time in such a way as to be profitable. No doubt the time will come when such will be the case, and the sooner we see it the better.

Our examinations are both oral and written. If a small number of applicants are in attendance I prefer the oral method, if otherwise, we facilitate matters by making them partly oral and partly written. I forbear lists of questions, fearing that this report is already too long.

We have no county teachers' organization, but hope to be able to report one at no distant day.

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### CONEJOS AND COSTILLA COUNTIES.

Every possible effort has been made by myself, and by my predecessor in office, to obtain from these counties reports of the condition of the schools. Letters have been written to County Clerks and County Superintendents, but no satisfactory replies have been received. By dint of persistent correspondence, I succeeded in ascertaining the name of the Superintendent of Costilla county, Jose de la Cruz Martinez, from whom a partial report of one district in his county, has been received. Who is County Superintendent of Conejos county I know not. From private sources I learn that the schools interests in these counties are sadly neglected. Children are plentiful enough, but they are permitted to grow up in utter ignorance. A compulsory law, strictly enforced in this portion of Colorado would result in good.

H. M. HALE,

*Supt's Pub. Instruction.*

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### DOUGLAS COUNTY.

Douglas county has been very fortunate in the selection of County Superintendent, in getting earnest and efficient men. The reports are complete and in accordance with law, while there are no large districts in the county, and no expensive school houses, yet nearly every district has a comfortable house, and facilities are afforded for a common school education to all the children. The present Superintendent, Charles E. Parkinson, is a practical teacher and is earnest and conscientious in his endeavors to build up the schools of his county.

SUP'T PUB. INSTRUCTION.

## ELBERT COUNTY.

Elbert county is a new county, having been organized from a portion of Douglas county in 1874. The school facilities are similar to those of Douglas. Every district has a school house, and the people are interested in their schools. This county was unfortunate in the selection of a Superintendent in September last, Charles S. Dewey, he having recently absconded, taking with him the school fund which he had in hand. This must prove a serious loss to the many small districts wherein schools were commenced, the sustenance of which wholly depended on this fund. The present Superintendent, appointed to fill the vacancy thus made, Bernard C. Killin, is a man who takes an interest in his office, and who will do all in his power to remedy the wrong wrought by his defaulting predecessor.

SUP'T PUB. INSTRUCTION.

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## EL PASO COUNTY.

El Paso county is doing thorough and satisfactory work in the school line. Colorado Springs completed, last fall, a beautiful and commodious school house, at a cost of \$23,000. More than half of the rural districts have comfortable school houses; and the county is settled with a class of people who believe in schools, and who also possess that knowledge of American human nature which tells them that they may not expect intelligent people to immigrate to a section of country in which public schools are neglected. Nothing can be more evident to intelligent, philosophical people than the fact that to those counties in this new land of ours which offer the best facilities for educating their children will the enterprising and thrifty emigrant drift. It should be a matter of policy, as well as of pride, therefore, to provide every means for maintaining the public schools. The present superintendent of El Paso county, Dr. B. P. Anderson, will doubtless see that the schools under his charge are kept in full blast.

SUP'T PUB. INSTRUCTION.

Manitou is building a comfortable stone school house, which will be ready for occupancy in the spring.

#### DEAF MUTE INSTITUTE.

The Deaf Mute Institute may properly be classed among the institutions for public instruction, it being wholly supported by the Territory, and no charge made to the pupils either for tuition, text-books or board. This school was established by act of the Legislature, approved February 13th, 1874. The school was organized under the principalship of J. P. Ralstin, with J. R. Kennedy, Steward, and Mary Kennedy, Matron, March 3d, 1874. The pupils numbered, at the opening, seven. The number increased to twelve during the term. Each successive term brought new pupils. There are now nineteen pupils attending. There is connected with the institution a printing office, from which is issued, monthly, "The Deaf Mute Index," and, annually, a report of the "Institute," all the composition and press-work being done by the pupils. A comfortable stone building has just been completed on the grounds donated by the Colorado Springs Town Company. It is amply furnished with desks, maps, charts, text-books, slates, etc. The officers of the Board of Trustees are: R. G. Buckingham, Denver, President; A. Z. Sheldon, Colorado Springs, Secretary; and J. S. Wolfe, Colorado Springs, Treasurer.

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#### FREMONT COUNTY—JAMES M. HOGG, *Supt.*

You will observe, by reference to my statistical report, that there are three districts in my county from which I have received no report. I am inclined to attribute this neglect on the part of the district Secretaries to ignorance of the school law, there being an inadequate supply of the same. There is considerable difficulty experienced in getting efficient and permanent school boards in several districts. This difficulty is owing to the fact that members

elected—particularly those who have no families—move out of the district, and return again after an absence of from three to six months. “Few of them die, and none resign.” They are frequently absent when most needed, and there seems to be no remedy provided by law. Will you please advise me what to do in such cases. I think we shall have good schools in most of our districts during the ensuing year, our Commissioners having levied a tax of five mills for their support. I have but recently entered upon the duties of this office, and shall gladly receive any advice and suggestions that you may be pleased to offer.

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GILPIN COUNTY—W. EDMUNDSON, *Sup't.*

Little Gilpin is progressing in matters relating to public schools. Although our county is the smallest in the Territory, there seems to be an ever increasing tendency of the population to concentrate more and more around the business centers, so that all, except sixty-three, of a school population of one thousand and ninety-three live within an area of less than three square miles. The following table exhibits the increase for five years, in the number of persons between the ages of five and twenty-one years in the five school districts of Gilpin county from which reports have been received:

	1871.	1873.	1875.
District No. 1—Central City, -	341	384	534
“ “ 2—Nevada, - -	162	159	163
“ “ 3—Black Hawk, -	207	220	333
“ “ 5—Russell Gulch, 52	52	44	45
“ “ 6—Lake Gulch, - 33	33	21	18
Total, - - - -	795	828	1093

It will be seen by the above that we are not quite at a stand-still. Our schools are keeping pace with the increasing population. All of the districts have comfortable and commodious school houses, and competent teachers; and we still continue to regard our schools as being among the very best in the Territory.



## HUERFANO COUNTY.

Accompanying the report for 1874, the Superintendent, for that year, W. M. Allen, says: "Please excuse the delay in forwarding my report. There were no reports sent to me at the expiration of the time required by law; and I have been waiting upon and working with district officers since that time, in order that my report might be as full as possible. The reports received are very imperfect and unsatisfactory; items of great importance are omitted in all of them. Although we had very few schools last year, and very few pupils in school, the prospects are good for the present year. Our people are awakening to a realization of the importance of providing the means for educating their children; and do not intend that the neighboring counties shall excel us in this particular. Our county fund is too small, the rate being only two and three-fourths mills. Most of the districts, however, make up the deficiency by levying a special tax, or by contributions. We expect soon to organize a Teachers' Institute. I consider them of great value in building up our school system. Our teachers unanimously favor the project, and express a willingness to participate in the work."

The report of 1875, of the present Superintendent, A. H. Quillian, indicates considerable improvement in school attendance. There is abundant room, however, for still greater improvement. Any community which permits ninety per cent. of its school children to grow up in utter ignorance needs to be spurred a little. According to the report sent in, but ten per cent. of the number of persons of school age attended school one hundred and eight days during the last school year.

SUP'T PUB. INSTRUCTION.

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 JEFFERSON COUNTY—M. C. KIRBY, *Sup't*, 1874.

The system of public education does not seem to be understood—or, rather, it is misunderstood—by the law-

makers of Colorado; and it does not appear from past legislation that it has commanded that attention which it deserves. If our school law could receive the especial attention of our legislators, and be so amended and revised as to meet our immediate wants—keeping in view the building up of the cause of education—instead of acting as though the system were complete and perfect, we should have, at least in this county, a much better prospect of success. Our County Commissioners act very much as do our law-makers—that is, upon the supposition that the system, now being complete, needs only a moderate sustenance—hence they fail to give the necessary financial help. Under the law, schools are required to be in session three months, or they may forfeit their portion of the public money; yet, under the assessment of this county, very few districts could have three months of school without special taxation.

The Secretaries have failed to make accurate reports. The failure has arisen from a change of officers each year, and their neglecting to keep a full record of the work done. This continual change of administration is very detrimental to the work, and the wrong should be remedied. I would recommend that the pay of the Secretary and Treasurer be fixed at five dollars per day for the time actually devoted. This would insure accurate reports. I would recommend, also, a repeal of the law by which a special tax may be levied, for the reason that, in my experience, its working has proved detrimental to school interests; would also recommend that there be a uniform series of text books adopted. At present, we have all kinds of books; and every teacher has some new plan and some favorite publisher to favor.

Our college, Jarvis Hall, at Golden, now under the care of Bishop Spaulding and his competent faculty, is in a more prosperous condition than ever before, and is worthy of the patronage of our people.

The School of Mines, also at Golden, is under the charge of an able and efficient gentleman, Prof. E. J. Mallett. This

institution will become one of the most important in our Territory, as affording an opportunity for the acquisition of a practical knowledge of metallurgy.

Notwithstanding the many disadvantages which we have had to contend with, we are advancing, step by step, to success; and, before the close of the present decade, we expect Jefferson county to rank equal in the great cause of education with any county in the Territory.

R. L. STEWART, *Supt.* 1875.

At the close of the year 1875, Jefferson county reports twenty-eight school districts and thirty-two schools; also, a school of mines, a divinity school and college. Most of the schools are in session at the present time, and seem to be giving satisfaction. Some of the districts prefer a summer school, and have made no arrangements for a winter term. Twenty-five, out of the thirty-two schools reported, are provided with school buildings. The majority of these are comfortable. The minority, however, of uncomfortable and insufficient ones, is larger than it ought to be. A new building of cut stone has been erected at Morrison, during the year, at a cost of \$6,000, which is an ornament to the place, and admirably adapted to the wants of that growing town and community. The graded school at Golden is increasing in numbers, popularity and usefulness, and is now in excellent condition. It has been found necessary to add another to the corps of teachers since the term commenced, making five in all.

When we consider the difficulties which have been surmounted, and the recent settlement of the country and the heterogeneous character of our citizens, it is a matter of congratulation that our educational advantages are on as good a basis as they are. While this is admitted, it is equally evident that the time for better things has undoubtedly arrived. The make-shift expedients, the mistakes and hasty legislation which seem to be inseparable from all recent undertakings of this nature, should not be perpetuated and stereotyped. Now that we are about to emerge

from a condition of nonage to claim the rights of Statehood, it is time to put away childish things. With so many excellent systems to select from, it would be a shame if our system should not be a model one. The action of the recent educational convention at Denver with reference to this matter, if endorsed by our Legislature, will remedy most of the crudities and deficiencies of our present system.

Legislation, however, is of little importance if its enactments are not rigorously enforced. So far as my knowledge extends, this, rather than imperfections in the laws, has been the *great hindrance* thus far to the cause of education in Colorado. To disregard the law in its most essential features, seems to be the rule, rather than the exception, in many, if not in a majority, of cases. Much of this, in my judgment, is due to a wrong impression which is prevalent in regard to the real duties of the County Superintendent. If the duties of his office are (practically) limited to the disbursement of funds and the examination of teachers, the office itself is a farce—a useless expense to the County. If, as some openly affirm, he may not visit the schools, even once in a year, for fear of adding expense to the county, it is high time either that the office should be reconstructed or abolished. To see that the law is enforced and its provisions are faithfully carried out; to visit the schools, and strengthen the things that are ready to die; to advise, encourage, and assist—in short, to personally superintend the schools—is the special work of the County Superintendent: and the people should be satisfied with nothing less than this. Until we recognize this fact, and act upon it, we cannot expect that efficiency and perfection which characterizes the workings of this system in other States. We should strive to make this office what it was designed to be and what it really is elsewhere, or else dispense with it altogether. The County Treasurer could disburse the funds as well as he; and a capable man at the county seat could examine all applicants at a very trifling expense to the commonwealth, if this were all.

In view of the fact that the average attendance on our

public schools is less than thirty-three per cent. of those between six and twenty years of age, a very determined effort should be made by the friends of education, not only to place our schools on a firm, substantial basis, but also to arouse the public interest on this subject. It is one of vital importance; and, if need be, the attendance should be made compulsory. There are other ways, I believe, in which the same results can be reached, and it is time that we should realize our deficiencies in this respect, and apply the remedy. In the New England States, the average attendance of those between five and fifteen years is more than seventy per cent.; but this has only been reached by long and persistent efforts. Ignorance and crime are twin sisters; and it is a matter of history that, the more perfect the schools, the less costly are the prisons and almshouses.

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LAKE COUNTY—A. S. WESTON, *Sup't.*

I regret very much my inability to make a full report on account of the failure of district secretaries to make anything like a complete report. I commenced in August to "drum them up." Notwithstanding this, they came in too late. The County clerk did not notify me of the total amount of tax levied by the County Commissioners, but it was about \$1,250.

I have a suggestion to make in regard to the school law. No money should ever pass through the hands of the County Superintendent. In this county we have rarely had a Superintendent who settled his accounts promptly at the close of his term. I think the proper way would be for the Superintendent to draw on the County Treasurer, in favor of the District Treasurer, for the amount due the district. By this course the risk of loss to the school would be much reduced; and I think it would be as convenient, in every way, for the district officers. I find no provision of law requiring the County Superintendent to settle with the County Commissioners. If the law is not changed as

to the manner of drawing funds from the County Treasurer it is very important that the County Superintendent be required to settle with, or at least report to, the County Commissioners, at least twice each year. It seems to me that it would also be wise to have him report to them annually the condition of the schools of the county, that the taxpayers may know something of the workings of our system. Our population is so widely scattered that many children are unable to attend school at any time during the year. There seems to be an increasing interest in the prosperity of the schools of the county.

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LA PLATA COUNTY—J. M. HANKS, *Sup't.*

This is one of the new counties organized in 1874. The Superintendent says: "I have no official and full report to make. I have made every reasonable effort to organize schools in this county, but owing to the nature of our country—the major part of the people leaving every fall—I have made but little progress. I have organized one district in which twenty-eight children of school age are enrolled. There is a private school in operation here. A fine schoolhouse has been built at Silverton, and I hope to be able to make a good report next year."

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LARIMER COUNTY—E. N. GARBUTT, *Sup't.*

My report is not as full and complete as I could desire, owing to the carelessness or ignorance of the district secretaries in making out their reports—some neglecting one item, others, another, so that very few of the reports are as complete as they should be.

Within the past year three new districts have been formed, and the number of persons of school age has increased over thirteen per cent. In no district has school been held for a less term than sixty days, and the average for all the dis-

tricts in the county has been one hundred and eighteen days.

Nearly all of the districts have good schoolhouses, and those that have none are so situated that they can rent suitable buildings for school purposes until the wealth of the districts will warrant their building.

We have a very fair corps of teachers—some of them being graduates of Eastern Normal schools and colleges. The people are beginning to believe, and to act on the belief, that a good teacher at a fair price is better than a poor teacher at any price.

The grade of examinations here is on a par with that of other counties—the point aimed at being to have none but thoroughly qualified persons for teachers. So far as the education of an applicant for a certificate is concerned, the Superintendent can judge very easily, but this is only one of the required qualifications of a good teacher. The power of governing, the faculty of imparting knowledge to others, and of keeping the pupils interested and full of enthusiasm, knowing what to teach, and when, and how to teach it, are quite as essential to success as scholarship. To a person possessed of all of these qualifications a certificate should be given for life. The Superintendent should visit the schools as often as possible, so as to be the better able to judge as to who are fit to be kept as teachers, and who are not. One disadvantage that teachers have to contend with is the great variety of text-books in use in the different schools. If this could be remedied, there would be a better and more satisfactory advancement in the scholars. One great need in every well-organized school district is a good library. A good book is better company for a child than it is liable to meet with on the streets. There is not a school in this county that can boast of a library, and as the law does not provide for the purchase of books, I would suggest that a certain per cent. of the school fund be apportioned to each district for this purpose. In conclusion I would suggest that if the County Superintendent could

report at the close of his term, instead of the beginning—it would be better and more satisfactory.

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PUEBLO COUNTY—THEODORE A. SLOANE, *Sup't.*

In sending you my annual report, I have very little to offer concerning school interests in this county in addition to what is contained in the report itself. Coming into office only a few weeks since, I have not had time to learn a great deal about school matters. My knowledge of the subject has been gained chiefly from the reports of the District Secretaries, and these have not been as full and complete as would be desired. Very few of the schools have opened, and, of course, my visitations have not yet been begun. In consultation with members of several of the District Boards, I find that in general the school interests are in the hands of intelligent, careful men: that the school funds are judiciously used. During the coming year, the terms of a number of the schools will be longer than last year; and there is a tendency toward grading the schools and building them up, to a greater degree than heretofore.

It will be seen that three of the districts have built new school houses during the year.

District No. 1, which includes the principal part of the city of Pueblo, has taken steps toward the immediate erection of a new school building. The present facilities have long been inadequate, a fact which has proven a drawback to the efficiency of the schools of this important district. The voters of the district, by a large majority, have authorized the issue of bonds to the amount of \$30,000; and these have been negotiated in such a way that a central school building, worth about \$20,000, will be built. The plans for the building are nearly matured. Work will begin in a few weeks, and be pushed ahead so that the house can be occupied next spring.

Districts Nos. 1, 19 and 20 are now pretty well supplied with maps, charts, globes and other school-room facilities.



I might make suggestions as to how the school law should be amended, and especially with regard to teachers' examinations, County Superintendents' duties and salary, etc., but think it unnecessary. You are familiar with all this, I suppose, from former reports; and the probable speedy change of our Territory to a State will, doubtless, in good time, see the school law so modified by our State Legislators that most necessary corrections will be made in this regard.

On the whole, I think the schools of Pueblo county growing in efficiency and excellence; and I believe it to be the aim as well as desire of teachers and district officers—as I know it is the case with the County Superintendent—that this state of affairs shall continue.

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WELD COUNTY—ALVIN J. WILBER, *Supt.*, 1873-4.

[From a Report made to the People of Weld County.]

When I received the office of County Superintendent of Schools, it consisted of a soap-box containing a few books and loose papers. Very little could be learned from these of the condition of the districts or the schools. Nor did I have an opportunity to see the former Superintendent, as he had left the County when I received these papers. The older districts had been described by claims, before the survey, and could only be found by hunting along the streams among the old settlers. No. 12 was not found. It was necessary to find and re-describe these. Also to become acquainted with the people and the needs of the schools, as every new officer must, and much time was thus consumed. The County Commissioners furnished such record books as were needed, and a desk suitable for the office. There were no blanks in use, and enough to last three or four years were printed, in accordance with the forms of the Superintendent of Instruction. The wisdom of using blanks, being questioned, is well illustrated by the teacher's certificates, which cost fifteen cents apiece to write out, and two cents when printed and filled. Beside, there

is the neatness, dispatch and accuracy obtained in transacting business with the district officers.

The law requires the Superintendent to visit each school twice during a term; but it seemed to me that the intention of the law would be better met, where districts are so far apart, by making a complete examination of books, papers, officers, registers, teachers and schools, and only visiting once a term, or at longer intervals. At least, expense would be saved. After becoming acquainted, I learned there were some districts whose people were so attentive to their schools, and the teachers so capable, that they did not need the Superintendent's aid, and I deemed it right to neglect the requirements of the law for the purpose of saving expense. Also, those districts down the Platte, because they were remote and cost so much mileage, were neglected. This should not be any longer.

After a year's experience, I concluded that here, as well as elsewhere, an Institute would be more powerful for good than any other equally cheap agency. As the people of Greeley were willing to board the attendants and the Commissioners voted \$25 to pay lecturer's expenses, one was held with most gratifying success.

Now, as I am closing my connection with the Weld County Schools, a connection that has been very dear to me, and for which I am deeply grateful to the people of Weld, let me give you some advice. It is based on a somewhat extended connection with Schools and the experience of the past two years. I am very sure it is correct. You have just selected for your Superintendent a man who seems every way suited to fill the office well. During the next year he will learn the duties of Superintendent at your expense. He will learn still more of them during the following year, and when his term of office has expired he will just be well fitted for the position. If his work has been reasonably satisfactory, do not let any knot of petty politicians cheat you out of his services when you have educated him for them. Rotation in office does no good work here. The schools are too sacred to allow personal, local or party considerations to affect the choice of

officers and teachers. All this is doubly important now, as we are about to form our school system as a State.

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WELD COUNTY—OLIVER HOWARD, *Sup't.*, 1875-7.

Our educators are more enthusiastic in the good work than ever before, and those of our people who now visit a school at all are as ready as ever to declare that our schools are not what they should be.

Some men have claimed that it is a work of folly for a County Superintendent to report upon the labors of his predecessor, as the law now requires. Men who make such claims are certainly in error. On the contrary, is not the intention of our legislators quite plain? Did they not intend to give one Superintendent the opportunity to point out a predecessor's virtues, in a manner that no man could or should ever do for himself? This being admitted, it becomes my pleasant duty to report upon the labors of A. J. Wilber, Esq., the most careful and painstaking school officer the county has yet known. This gentleman had the honor of inaugurating the first Teachers' Institute ever held in Weld county. This Institute was opened in Greeley, and continued in session one week, the members from a distance being entertained by the citizens. The day sessions were attended by one hundred persons, mostly those eager to improve in methods of teaching; and the evening sessions by several hundred. At these latter meetings some of the best talent of the Territory was enlisted in giving lectures upon educational topics. An impulse was given to the minds of many persons, the beneficent effects of which we have no power of measuring.

It is evident that the best educational force of our county moves toward the establishment of literary societies, in which select readings, essays, declamations, and debates are prominent, and music is not forgotten. It seems to be believed that the power to think vigorously while standing before an audience is greatly to be desired. Erie, Platteville, Evans, Greeley, and School District No. 3 each has

one or more of these societies, in which school officers, teachers, and the oldest pupils participate.

Greeley and Evans have fine brick school buildings, worth many thousand dollars; and it is a noticeable fact that each of the towns named has quite recently employed a principal teacher who is a university graduate. Thus we see the foreshadowing of graded schools of the highest order.

In the Greeley schools, which include one-third of all the pupils in Weld county, a first-class professor of music has been employed. Following the Boston plan, the little ones are thoroughly drilled in the elements of music, rather than in the exclusive singing of pretty songs. The Hon. J. C. Shuttuck, who is the soul of this new movement, as well as an officer of the School Board, asserts that he is as anxious that his children should know how to read ordinary music at sight as he is that they should know how to read the printed page.

It is much to be regretted that some of the farmers of our county have so little opportunity to send their children to school, the distance often being four or five miles, even in organized districts. In some districts, only few can attend school, and the cost of schooling each pupil ranges from *eight to twenty dollars per month*. I mention now facts of which I have knowledge. Within a few miles of Greeley, a school has been taught for weeks with only two pupils, the teacher receiving \$35 per month. I ask, Why this shameful waste of the school fund? Would it not be far wiser to send those pupils to some other district, and pay for their transportation from the County school fund? It is no uncommon thing to see men paying heavy school taxes while living so far from schools that it is impossible for them to reap any benefit for their children; and yet we talk glibly of compulsory education. Would it not be wise—nay, would it not be just—to allow such children to be taken to and from school by the person who would take them cheapest and best, such person to be paid from the public school fund of the district?



