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Superintendent of Public Instruction



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Report

OF THE

State Superintendent of Public Instruction

OF THE

State of Colorado

For the Years
1905-1906

Katherine L. Craig
State Superintendent of Public Instruction



DENVER, COLORADO
THE SMITH-BROOKS PRINTING CO., STATE PRINTERS
1906

2

ILLUSTRATIONS

CAPITOL BUILDING

SCHOOL HOUSE, SOUTHWEST OF WRAY, YUMA COUNTY

BOARDING PLACE OF TEACHER, YUMA COUNTY

TEACHER AND CHILDREN ON WAY TO SCHOOL, YUMA COUNTY

SCHOOL GARDEN, LAS ANIMAS COUNTY

SCHOOL GARDEN, GILPIN COUNTY

SCHOOL GARDEN PLAN

PUEBLO CENTRAL HIGH SCHOOL

LIBRARY BUILDING, STATE UNIVERSITY

GUGGENHEIM HALL, SCHOOL OF MINES, GOLDEN

PAVILION, AGRICULTURAL COLLEGE, FT. COLLINS

LIBRARY BUILDING, NORMAL, GREELEY

ADMINISTRATION BUILDING, INDUSTRIAL, GOLDEN

CHAPEL, INDUSTRIAL, GOLDEN

ADMINISTRATION BUILDING, DEAF & BLIND, COLORADO SPRINGS

Office of
Superintendent of Public Instruction
State of Colorado

Denver, Colorado, Nov. 30, 1906.

Hon. Jesse F. McDonald,

Governor of the State of Colorado,

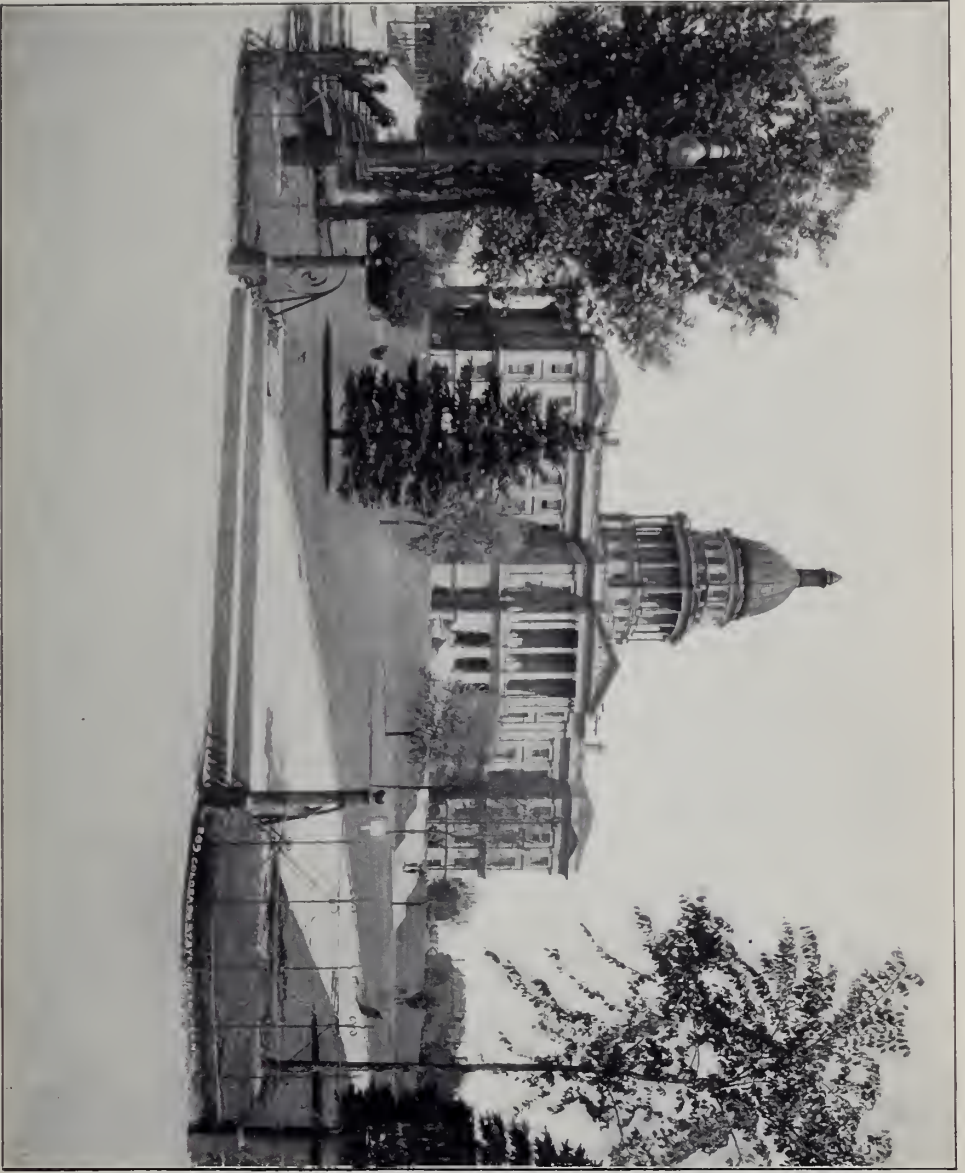
Denver, Colorado.

Dear Sir:

In accordance with the provisions of the law,
I respectfully submit the following biennial
report of the condition and progress of the
public schools of Colorado for the years
1905-1906.

Respectfully yours,

Katherine L. Craig
State Superintendent of Public Instruction.



CAPITOL BUILDING.

34405

ASSISTANTS IN THE DEPARTMENT OF THE
STATE SUPERINTENDENT OF PUBLIC
INSTRUCTION

Emily Griffith.....Deputy
Hattie E. Stevenson.....Assistant Librarian
Elna M. Gleason-Frye.....Stenographer and Clerk
Clara Wilmot-McCready.....Clerk

STATE SUPERINTENDENTS OF PUBLIC INSTRUCTION
OF COLORADO FROM THE ORGANIZATION OF THE
STATE.

Joseph C. Shattuck.....	1877-1878
Joseph C. Shattuck.....	1879-1880
L. S. Cornell.....	1881-1882
Joseph C. Shattuck.....	1883-1884
L. S. Cornell.....	1885-1886
L. S. Cornell.....	1887-1888
Fred Dick.....	1889-1890
Nathan B. Coy.....	1891-1892
J. F. Murray.....	1893-1894
Mrs. A. J. Peavey.....	1895-1896
Grace Espey Patton.....	1897-1898
Mrs. Helen L. Grenfell.....	1899-1900
Mrs. Helen L. Grenfell.....	1901-1902
Mrs. Helen L. Grenfell.....	1903-1904
Katherine L. Craig.....	1905-1906

THE EDUCATIONAL OUTLOOK

Since the earliest dawn of civilization, the theme which has received the most earnest consideration, engaged the attention of the most thoughtful minds and awakened the profoundest discussions, is that of education. It enters into all matters of public concern and embodies the very source of national life, and, like patriotism, is becoming universal; that is, it is becoming of vital importance to each individual.

The brightest aspect of the educational outlook today is the steady growth of educational impulse which is felt by every nation. In every land public schools and institutions of learning; constitute a most important part of civilization.

Today we stand on the threshold of a new era, for the last half century we have been passing through a transitional period, in which the process of evolution has been slowly working and the rational movement has been gaining way. Studies which affect human life in practical ways are replacing the old ones, the utility of which has long been questioned. The educational tendency is slowly but surely toward a training that applies to the practical side of life. Individualism, co-ordination and association are the keynotes to future progress along educational lines.

The signs of the times are most hopeful in this direction. Higher scholarship and higher professional qualifications seem to be the watchwords of the hour.

The influence of the reading circle is becoming widespread; its organization in this state is an assured fact, and its worth is being recognized more and more. This year hundreds of teachers are taking advantage of the assistance which the organization lends because of uniformity in the course in reading.

The many educational papers, with their abundant suggestiveness, are also a source of strength in educational advancement, and one or more of them are to be found in the hands of every progressive teacher.

Because of their intensely professional character, the influence of the thirteen normal institutes in this state is being felt. Who can say that the thought of an organized body of thinkers goes for naught? The past year has shown a marked increase of attendance over the preceding years. Spontaneity of thought, enthusiasm and freedom are being planted in every city, town and village through the manifest interest awakened in these institutes.

The district school house is fast becoming the rallying point for every influence which tends to elevate or benefit mankind. The

desire for beautiful buildings and for sightly and attractive grounds is further evidence of the onward movement along educational lines.

The most interesting and up-to-date departure in school work in this state in connection with the public schools, is elementary agriculture, or school gardening. School gardens, in the narrow sense of the term, are very modern institutions, but when considered as including all gardens, serving the purpose of instruction, they cease to be modern, for history teaches that long before Christ, school gardens were laid out in Persia, in which sons of noblemen were instructed in horticulture; and from that time, up to the present date, kings, philanthropists and renowned educators have laid out school gardens as a means of instruction.

When properly arranged and directed, school gardening teaches observation, promotes industry, cultivates love, arouses attention, strengthens judgment, skill and self-reliance. If we would keep abreast of the times and progress with the age, this line of work must be established in connection with our schools.

The present year has a most promising outlook which is manifest in the construction of commodious buildings to provide for the increasing attendance.

These buildings are constructed largely of brick or stone containing more than one room with all modern equipments in books, seats, maps and charts all for the acquiring of knowledge. There were seventy-five school buildings erected during the year of 1905, and fifty-one during the year of 1906.

Within the past year there has been a notable increase in the high school attendance, also the number of pupils completing the eighth grade. The reports show that there are ninety-one high schools in the state.

Manual training and domestic science are being introduced into nearly all of the schools in the state with marked results.

The past year has been one of activity and progress in educational affairs in Colorado. The educators over the state are all awake with renewed energy to the work of lifting to a loftier plane the high profession to which they have been called.

SCHOOL LAWS.

Much of the present school law was enacted at a time when the conditions did not assume the proportions that they do today. The first act pertaining to the actual beginning of the public school system of Colorado was passed early in the first session of the Colorado territorial legislature, which convened in Denver in September, 1861. This law was similar in its provisions to the school law then in force in the state of Illinois.

In 1876 the state legislature assembled and passed an act to establish and maintain a system of free schools. The law

enacted at that time, amended by subsequent general assemblies is the school law which we have now.

The school law is a subject which should be of the greatest possible concern and importance to every intelligent American citizen, for it not only directs the school and lays the foundation upon which every school system is builded, but it directs the government itself.

Everything in this broad land of ours depends upon trained and intelligent minds. The preservation of the republic form of government is made secure by the intelligence of the people. The intelligence of the people is assured through public schools and educational institutions, the efficiency and strength of these institutions are controlled by the wisdom embodied in the laws which govern them.

The laws relating to the schools differ greatly in different states, but there is no state in the union in which its school laws carry such vague meanings and doubtful constructions as in the state of Colorado. There is an uncertainty of the purpose as well as the proposed application of many of the sections, and because of this fact and on account of the numerous revisions of the school law and the repeal of several of the original acts comprising the same and the enactment of others, and the difficulty experienced by many in applying the decisions of this office to the particular provisions of the law under consideration, I deemed it advisable in the last edition to rearrange the sections under appropriate headings and to classify and place the decisions in reference thereto under each section, and while this has facilitated matters and made the law more comprehensive, yet there are many obvious reasons why the school laws of the state of Colorado should progress and meet the demands of the present age; therefore I recommend that there be an entire revision of the present law relating to the public schools.

BONDS.

I would call attention especially to Sec. 11 of the Annotated School Laws which provides, that in no case shall the aggregate amount of bonded indebtedness of any school district exceed three and one-half per cent. of the assessed value of the property of such district. Since the school needs have increased more rapidly than the property valuation, the bonding of a district at three and one-half per cent. of the assessed value is insufficient to create a fund sufficient to meet the demand of erecting and furnishing school buildings and purchasing school grounds. And since the question of bonded indebtedness is submitted to the electors of the district, I would recommend that the aggregate amount of bonded indebtedness of any school district be increased to at least four and one-half or five per cent.

CERTIFICATES.

Sec. 24 of the Annotated School Laws provides for the issuance of three grades of teachers' certificates upon examination. I would recommend that the law be amended so as to provide for only two grades of certificates; namely, first and second grades, since the high educational standard acquired in this state has practically eliminated the services of the teacher who holds only a third grade certificate.

EXAMINATIONS.

Sec. 99 of the Annotated School Laws provides for the county examination of teachers three times during the year. The preparing and conducting of these examinations is a very heavy duty devolving upon the department of public instruction and upon the county superintendents.

Two county examinations each year would meet the demand for teachers wishing to take the examination, lessen the work of the superintendents as well as the expense to each county for printed lists of questions. I recommend that the law be amended to provide for only two county examinations, one occurring in December, and the other in August.

HIGH SCHOOLS.

The high school laws are conflicting and doubtful in construction, and need an entire revision. Therefore I would recommend that such laws be enacted as to meet the present requirements of the district high schools, the union high schools and the county high schools.

STATE LIBRARY.

The state library has a maintenance fund of \$500 per annum, appropriated by the general assembly. This sum is insufficient, and it is impossible to accomplish the work that should be done without an increased fund.

Much of the present fund is spent in the actual need of book binding, newspaper binding and express charges.

There are many historical works relative to the state and its people which should be acquired, since these books are rapidly disappearing, and in a few years it will be impossible to obtain them.

The books sought for in state libraries are usually expensive and seldom owned by individuals.

I recommend that the general assembly appropriate no less than \$1,000 per annum for the maintenance of our state library, thereby increasing its value and true worth and placing it upon the high plane which many other state libraries have acquired.

SCHOOL BOARD OF DIRECTORS.

All over the state the personnel of school boards are changing for the better.

The tendency of the electors is to elect persons who are competent and interested in the work. These officers are striving to raise the standard of the schools. Greater care is used in the employment of teachers, and better salaries are being paid for their services where it is possible to do so.

SALARY OF STATE SUPERINTENDENT OF PUBLIC INSTRUCTION.

Considering the constantly increasing amount of labor connected with the department of the state superintendent of public instruction as a result of the rapid educational growth in the state and the numerous duties required by law, I consider the salary of the state superintendent of public instruction inadequate and recommend that the general assembly enact a law increasing the present salary of \$3,000 per annum to that of \$4,000 per annum.

I would further recommend that an appropriation of \$1,000 per annum be made for extra clerk hire, since the service of another clerk is necessary to accomplish the work.

HISTORY OF COLORADO SCHOOLS.

O. J. Goldrick, the most conspicuous school teacher in Denver's pioneer history, arrived late in the summer of 1859, and announced his intentions to open a private school for the benefit of the small number of children then in the two towns of Auraria and Denver, situated at the mouth of Cherry creek.

He circulated a subscription paper in both towns and secured pledges amounting to two hundred and fifty dollars in support of the school. He published a notice in the Rocky Mountain News that a "Union School" would be opened in Auraria on October 3rd.

He secured the use of a log cabin on the west side of Twelfth street, between Larimer and Market streets, and opened his school at the appointed day with an attendance of thirteen children, nine white, two Mexicans and two Indian half-breeds. Within a week or two he had between fifteen and twenty pupils. He continued his school until late in the winter of 1859-60. This was the first school taught in the state of Colorado.

On May 7, 1860, Miss Indiana Sopris opened another private school in Auraria in a small building on Eleventh street near Curtis. This entitles Miss Sopris to the honor of being the first woman school teacher in the state of Colorado.

Miss Ring is frequently mentioned as having been "the first teacher in Denver;" and she was the first one in old "Denver City" side of Cherry creek. In the spring of 1860 the two towns had united, but the old names were retained for several years afterward.

The first schools were established on the "Auraria City" side of the creek, while Miss Ring located on the eastward side of the

creek, and hers was the first school in the district that was the pioneer "Denver City."

The first school house was built in the fall of 1860 at Boulder, —a frame building, which was used also for town and church purposes. The first public school opened in 1860.

The actual beginning of the duly organized public school system of Colorado was in an act passed early in the first session of the Colorado territorial legislature which convened in Denver in September, 1861. It provided for appointment by the governor of a territorial superintendent of common schools at any annual salary of \$500.

W. J. Curtice, appointed by Governor Gilpin on November 7, 1861, was the first superintendent of common schools. Superintendent Curtice resigned in 1863, and was succeeded by William S. Walker, who, in 1865, was succeeded by A. W. Atkins, the territorial treasurer; a change in the law in 1865 having made the treasurer ex-officio the school superintendent.

In 1867 Columbus Nuckolls became territorial treasurer and school superintendent. He tried to bring order out of disorder, but with indifferent success. His first report to the legislature was the only one worthy even of the name that had been made up to that time.

Until 1870 there was far from being anything like an efficient school system.

An act to provide for common schools, approved February 11, 1870, gave school boards more definite authority in the control and management of the schools; also a fair proportion of public revenues, and provided for organizing new districts, thereby placing the public school system upon a firm foundation.

APPEALS

- | | | |
|--|---|---|
| <p>A. A. Andrews, secretary district
No. 79, Yuma county,
vs.
County superintendent of Yuma
county and Kit Carson county.</p> | } | <p>Appeal from the rulings of
the county superintendents
in forming a joint
district.</p> |
| <p>Appeal dismissed December 13, 1904.</p> | | |
| <p>D. E. Allen and P. J. Schlosser, treasurer
and secretary of district No.
18, Chaffee county,
vs.
County superintendent of Chaffee
county.</p> | } | <p>Appeal from the action of
the county superintendent
in dividing district
No. 18.</p> |
| <p>Appeal dismissed December 31, 1904.</p> | | |

APPEALS.

- | | | |
|---|---|---|
| <p>Estelle Zimmerman and Clara Haesler,
 vs.
 County superintendent of Clear Creek county.
 Appeal dismissed April 24, 1905.</p> | } | <p>Appeal from the county superintendent's grading of examination papers.</p> |
| <p>Martha M. Warner,
 vs.
 County superintendent of Pueblo County.
 Appeal dismissed April 24, 1905.</p> | } | <p>Appeal from the county superintendent's grading of examination papers.</p> |
| <p>Board of directors of school district No. 98, of Adams county,
 vs.
 County superintendent of Adams County.
 Appeal dismissed November 1, 1905.</p> | } | <p>Appeal from the action of the county superintendent in transferring the N. W. $\frac{1}{4}$, Sec. 16, and S. $\frac{1}{2}$, Sec. 9, T. 3 N., R. 68 W., from district No. 98 to district No. 1.</p> |
| <p>Board of directors of school district No. 37, Garfield county,
 vs.
 County superintendent of Garfield county.
 Appeal dismissed November 8, 1905.</p> | } | <p>Appeal from the action of the county superintendent in annulling school district No. 37.</p> |
| <p>Residents of school district No. 21, Jefferson county,
 vs.
 County superintendent of Jefferson county.
 Appeal dismissed November 24, 1905.</p> | } | <p>Appeal from the action of county superintendent in dividing school district No. 21.</p> |
| <p>Elmer J. Van Vorst,
 vs.
 County superintendent of Yuma county.
 Appeal dismissed October 5, 1906.</p> | } | <p>Appeal from the county superintendent's grading of examination papers.</p> |

Arbor and Bird Day Report

The State of Colorado



Executive Department

Arbor Day Proclamation

Whereas, The statutes of Colorado provide that, "Annually, at the proper season, the Governor shall issue a proclamation, calling the attention of the people to the provision that the third Friday in April of each year shall be set apart and known as "Arbor Day," to be observed by the people of this State in the planting of forest trees for the benefit and adornment of public and private grounds, places and ways, and in such other efforts and undertakings as shall be in harmony with the general character of the day so established."

I, Therefore, in accordance with the law, designate Friday, April 20, 1906, as Arbor Day, and earnestly recommend to all the citizens of the State that it be generally observed.

I Further Recommend and urge that all State institutions of learning and the public schools of Colorado observe this day in the manner contemplated by the law. No greater service can be rendered the State by the people than that of planting trees, shrubs and vines. It is a fitting employment for a patriotic and home-loving people to beautify the land of their affection and to adorn their homes.

In Witness Whereof, I have hereunto set my hand and caused the Great Seal of State to be affixed, at Denver, the State Capital, this twenty-seventh day of March, A. D. one thousand nine hundred six.

Jesse H. Deane
Governor.

By the Governor. Attest:

James Bowe
Secretary of State.

ARBOR AND BIRD DAY REPORT.

DENVER, COLO., March 27, 1906.

Superintendents and Teachers:

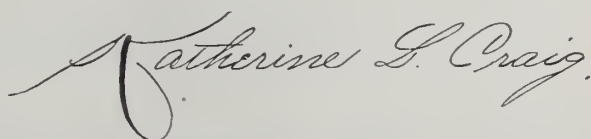
Arbor Day approaches again, and your attention is called to the purpose for which it was established. Its original design has been modified since its observance has become associated with our schools. It is now not only a day for tree planting, for economic and aesthetic purposes, but its observance has been made the means of securing much valuable knowledge in regard to plant and tree life, and of cultivating in the minds of boys and girls the powers of observation as well as awakening an interest in nature, which will prove a source of lifelong benefit and pleasure to them.

This day is not a holiday in the sense that the schools may be closed upon that day, since the school law of Colorado definitely declares that the day shall be properly kept by appropriate exercises, tree planting, etc. And since the day has been set apart for observance and tree culture, in order that you may celebrate it worthily I send you this Arbor Day Manual, with its selections in song and story, as a contribution to your gala day.

The world will soon be fresh and throbbing with many forms of rekindling life. As nature dons her new dress, and the fields and woods invite us into the open air, and the children are stirred with the spirit of the season, it is your privilege and duty to stimulate their love of nature by the planting of trees and shrubs around the school houses in order to develop in coming generations a keener appreciation of the value and the beauty of trees, and to arrest the reckless destruction of our forest.

I trust you will be able to arouse the enthusiasm of the patrons of your schools so that they will assist in making Arbor Day a pleasant and profitable one, to themselves, to you, to the children, and to the school yards of Colorado.

Respectfully yours,

A handwritten signature in cursive script that reads "Katherine S. Craig". The signature is fluid and elegant, with a large initial 'K' and a long, sweeping underline.

Superintendent of Public Instruction.

ARBOR AND BIRD DAY REPORT.

DENVER, COLO., March 27, 1906.

To the School Children of Colorado:

Arbor Day, as originally instituted, was for the purpose of planting trees in a region nearly destitute of trees, and where the need of them for fuel as well as for shelter was strongly felt, but now its observance has spread all over the country, and since it has become universally connected with the schools, the planting of trees is second only in importance to the preservation of the native forests and the engendering of feeling and principle that go to influence life and character.

The forests of Colorado are confined mainly to the mountain ranges, extending in a north and south direction through the central portions of the state. The early settlers of Colorado found not less than 36,000 square miles of forest area which was heavily wooded with various kinds of valuable pines and spruces.

For many years no forestry laws were enacted. Much of this valuable timber was destroyed by fire and wanton waste until only about 6,000 square miles remained. If this is true, we have destroyed and wasted more timber than any other people in so short a time. Therefore, the value of observance of Arbor Day must be twofold, not only the planting of trees, but their protection as well.

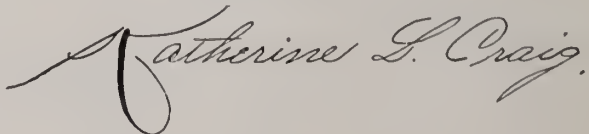
The predominant species of trees grown in the forests of Colorado are yellow and white pine, spruce and fir. Some of the kinds of trees which are foreign to the state that are growing here, are the

Elm.	Butternut.	Birch.
Ash.	Horse Chestnut.	Oak.
Locust.	Buckeye.	Willow (some species).
Maple.	Catalpa.	Poplar (some species).
Walnut.	Linden.	Sycamore.

Notice the trees and see if you can classify them according to name before another Arbor Day.

Trusting that this day will prove beneficial and pleasant to you, I remain,

Your friend,



Superintendent of Public Instruction.

THE REPORT ON TREES.

The reports from the counties show that 5,643 trees, 2,227 shrubs and 1,752 flower beds were planted during 1905-1906 on school premises.

BY COUNTIES.

ADAMS.

Exercises appropriate to the day were held in all districts in this county. Picnics were held in some cases. The exercises consisted largely of selections from Miss Craig's Arbor and Bird Day book, talks and essays on birds and trees, and games out of doors.

ARAPAHOE.

In most of the schools where exercises were held, the programs followed the outline suggested by the state superintendent. In a number of schools the letter of the state superintendent was read, and in nearly all of them an effort was made to emphasize the spirit of the day, even when the storm prevented the planting of trees and the attendance of visitors to take part in the exercises. The Littleton schools are entitled to special mention for their work in promoting the planting of trees, shrubs and flowers.

ARCHULETA.

Exercises were held out of doors by all schools reporting. Teachers have been exceptionally co-operative and have brought into the work lessons in agriculture. Birds, as to habits, usefulness, kinds, etc., were discussed. Recitations on the subject of birds were also reported. In this climate it is very difficult to get only a few varieties of trees and plants to live. The work is planned accordingly. Directors and patrons were present and participated in the exercises.

BACA.

Day observed by special exercises.

BENT.

Some of the rural districts fenced school yards, sowed grass and have planned to have yards well cared for during the summer. District 1 planned for school gardens and have since planted 150. The gardens are to be cared for during the summer, so pupils may see results of their work. The programs of the districts included recitations and readings appropriate for Arbor and Bird Day, with songs as suggested in Arbor and Bird Day book sent out by state superintendent. The readings and recitations chosen were those which drew attention to the joys and pleasures we receive from birds and trees; also the suffering and harm done by destroying them.

BOULDER.

Five landscape gardens were laid out. In some districts the day was made the occasion for a general cleaning up of school grounds and buildings. In district 3 (Boulder) \$300 was ex-

pended in beautifying the grounds of one building. A prize of \$25 is offered annually by the Boulder Improvement Society to the school making the most improvement in its grounds and surroundings.

There being more than one school in some districts, thirty-seven regular programs were carried out, consisting of songs, readings, recitations and talks appropriate to the occasion. In a few instances special talent was called in to emphasize the importance of the occasion.

CHAFFEE.

In all the districts but three a regular Arbor Day program was given, based upon the pamphlets issued by the state superintendent. In Salida the pupils planted 834 trees, 646 shrubs, and 603 flower beds, at their homes. No plantings were made on the school grounds.

CHEYENNE.

Yards were cleared of debris and places where sage brush grew were dug up and leveled. The grove of trees in Cheyenne Wells district was improved generally. Every one is proud of the school grove. The railroad company furnishes water now and it looks fine.

In district 2, trees were secured from the Agricultural Farm and prepared for planting. The state superintendent's letter was read by one of the pupils, an address was made by the county superintendent, and recitations were given. The one thing which made the program so interesting was the fact that during the recitations beautiful orioles and wild canary birds made the air joyful by their songs in the trees overhead.

In districts outside, stress was put on the bird season, warning the children not to break up the homes that were newly made.

CLEAR CREEK.

There was general cleaning of school houses and grounds in all districts, and planting of seeds, sent by U. S. Agricultural Department, in most all the districts.

Interesting programs, consisting of songs, recitations, etc., were given in all districts. Talks given by teachers on birds, etc., and picnics and walks; a general study of nature was given in the majority of the districts.

CONEJOS.

In district 18, the yard was plowed, ditches were made and some grading was done. In district 10, thirty slips were planted in pots and twelve packages of seeds in boxes.

On Arbor Day all districts had closed save districts 3, 7, 10, 18, 15 and 20; and 7 was out for a three days' Easter vacation. District 3, has just voted bonds for a new school building in a new location, consequently no Arbor Day exercises were held.

ARBOR AND BIRD DAY REPORT.

In all districts the exercises were taken principally from the Arbor Day program sent out by the state superintendent of public instruction.

COSTILLA.

The work planned by the state superintendent was carried out by nearly all the schools.

CUSTER.

During the two weeks preceding Arbor Day, one period was devoted to studying trees and birds. Compositions were written and read before the school. General talks were given with black-board diagrams. We studied the fir, spruce, cedar and pine trees, giving attention to the following points: Form, size, manner of growth, leaves, fruit, habitat and uses. Study of meadow lark, blue bird, robin. Selections from the Arbor Day pamphlet were spoken.

DELTA.

Where the grounds needed it they were cleared of brush, etc., and the rubbish burned. The seeds furnished by the government were distributed and the children are to sow and care for the plants during the summer and report next fall of their success or failure.

The exercises given in the Arbor Day book were used, and in addition to those, there were essays on forest preservation and concerning protection of birds.

DENVER.

Special exercises were held in all the Denver schools. Addresses were made by prominent citizens. Trees were contributed to many of the schools by the mayor of the city, and a general interest was manifested by patrons, teachers and pupils.

DOLORES.

Day observed by exercises.

DOUGLAS.

A literary program was rendered in all of the schools of the county.

EAGLE.

In six districts the yards were cleaned and the trees trimmed.

Special exercises were held in ten districts. Programs consisted of selections taken from the Arbor and Bird Day pamphlets. The state superintendent's letter to the school children of Colorado was especially appreciated.

ELBERT.

One district spent the day in building fence around school house. State Superintendent's letter was read at exercises of all districts.

The terms of nearly all of the schools are closed by Arbor Day, this accounting for limited number of trees planted. Water difficulties also discourage work along this line.

EL PASO.

Unusual interest was shown in this county in the observance of Arbor Day.

FREMONT.

Many of our yards can not be watered, therefore can not have trees or shrubs, but all schools in session cleaned up the grounds. Many places, especially Canon City and Brewster, made it a public day, and the entire town was beautifully cleaned and many improvements made, many flower beds and trees planted, ditches boxed, etc., under the direction of City Improvement League here in Canon, assisted in many ways by teachers and pupils. All business houses closed that afternoon for that purpose, and wonders were worked in the looks of the town. Some of the school houses were decorated with flags and flowers. Altogether many more improvements were made than on any previous Arbor Day.

Songs and recitations appropriate to Arbor and Bird Day were followed in many instances by excursions into the hills to study both flowers and birds. In two or three instances special addresses were given, and in all schools in session the day was given special prominence. Proclamation of governor and letter from state superintendent read and explained. Much force seems to have been given to the especial importance of planting trees in Colorado. The children in Chandler, after planting trees on the school grounds, march down town and planted one. It is a small mining camp. The company took the hint and next week set out trees all over town and arranged ditches to water them. There had never been a tree in camp before.

GARFIELD.

The improvement of most of country schools consisted of clearing away of sage brush on school grounds. One district, with help of pupils, on that day built a good frame barn and fenced around school grounds. All buildings were painted.

Most of the exercises consisted of songs and recitations, taken mostly from book sent out by state superintendent relating to Bird and Arbor Day.

One teacher reported that the pupils studied about trees, birds, etc., for a month before, as nature study, writing compositions on same for Arbor Day exercises. Most of the rural school closed before Arbor Day.

GILPIN.

Large grass plot arranged and window-boxes planted. Rural schools opened too late to celebrate the day, but have taken up the work in school gardens with fine spirit.

Programs consisted of songs, readings and recitations. In one district where the snow was two feet deep the children supplemented the program with reports of birds they had seen and studied this spring. In districts where trees were set out, instruction was given as to the method.

The Arbor Day book for this year was used throughout the county.

In the high school the exercises were opened with reading of the Governor's Proclamation and Miss Craig's letter.

GRAND.

Ground were raked and cleaned and rubbish carried away. The exercises were about the same in all the schools. Talks were given by teachers on the origin of Arbor Day. Programs were made up almost entirely from selections from Arbor Day book sent out by state superintendent. In one school the greater part of Ralph Waldo Emerson's "Wood Notes," part 2, was read. This was copied by all the pupils; separated into many parts, some of which were read by individuals, some by twos, threes, etc., and repeated by all somewhat in the manner of the Greek drama and chorus.

GUNNISON.

District 11, is situated in a pine grove. In one district the grounds are in a private yard.

Opening exercise, Arbor Day Quotations. Reading, "Origin of Arbor Day." Recitations, "The Apple Tree." "Three Noted Trees." Songs, "Arbor Day," "The Class Tree," etc.

The schools were not all in session on Arbor Day, but those that were observed Arbor and Bird Day in a general discussion, readings, recitations, songs, etc., with very appropriate selections.

HINSDALE.

Grounds were cleared, ditches were made to irrigate trees, and seeds were planted.

In two schools the pupils responded to roll call with quotations appropriate for the day. Songs, recitations, etc., from the Arbor and Bird Day book were rendered. One teacher gave a talk in regard to the use and object of observing the day and had pupils plant flower seed in boxes to take home and care for during the summer.

In town the Columbine Literary Society had charge of the exercises.

HUERFANO.

At Pictou, district 30, trees were fenced and a lawn sown, various songs, recitations, and reading from the Arbor and Bird Day notes issued by the state superintendent.

JEFFERSON.

In nearly every district the grounds were cleaned and raked, fences repaired and rooms cleaned and decorated.

ARBOR AND BIRD DAY REPORT.

The programs consisted principally of readings and songs by pupils. The teachers gave talks on best ways of preserving birds and trees. Some original bird and tree essays were read by pupils.

KIOWA.

The schools that observed Arbor Day planted trees in the yard and have volunteers to water them. Others planted flower beds, but there is not a school house yard properly watered to encourage children to try and beautify the grounds.

In connection with the planting of trees, shrubs and making flower beds each school had a program consisting of the state superintendent's letter to the pupils, had recitations and songs from the Arbor Day book, and some of the programs, where the schools were too small, told stories on the usefulness of trees and birds and humane treatment to animals.

KIT CARSON.

Several school grounds were raked and cleaned off and generally improved in appearance.

Each of the schools in session had a short literary program consisting of recitations, songs, readings, etc., pertaining to Arbor and Bird Day subjects. Few schools were in session, and the lack of water on the school grounds and care through the summer months, without which there is little success in planting trees or shrubs, accounts for the little done in that line.

LAKE.

In all the county schools the children helped to clean the school yards and beautify them as much as possible. Special programs were rendered in all the schools of the county in conformity to the printed outlines of the state superintendent. Essays were read on topics pertaining to kindness to animals (birds especially), forest preservation, beautifying school grounds, lawns and city streets. Arbor Day was observed in this county May 18.

LA PLATA.

In eleven schools the children cleaned up the grounds, carrying out stones, etc. I have received reports from thirty rooms and from all but one district where school was in session. In some districts snow is still on the ground, but teachers will have appropriate exercises later.

Twenty-three schools report interesting programs relating to Arbor Day. The singing of songs that were appropriate was especially good.

LARIMER.

There were many new fences built and old ones repaired, cleaning of school grounds, new outhouses built, and painting of school houses.

ARBOR AND BIRD DAY REPORT.

The exercises generally consisted of recitations from the Arbor and Bird Day book, singing of patriotic songs and the planting of a tree with special and appropriate exercises.

LAS ANIMAS.

School grounds were cleaned and leveled up, the trees planted in former years were taken care of, fences and outhouses were repaired and the surroundings of school houses beautified.

The exercises consisted principally of recitations, declamations, singing patriotic songs, reading of letter of state superintendent on Arbor Day, Arbor Day selections taken from Miss Craig's Arbor Day book, discussions as to how birds can be encouraged to live near the school house, and excursions devoted to the study of trees and birds in their native ground and haunts.

LINCOLN.

Planted morning glories and sweet peas in some boxes. Short program and exercises taken from Bird and Arbor Day in copies of 1906 issued by state superintendent. Short talk by teachers upon protection of buds, and care and protection of birds.

LOGAN.

Several districts report cleaning up school yards and hauling and carrying away rubbish.

Programs were taken from various arbor day and bird day books. Some nature myths were used in one program successfully. There was a severe snow storm on Arbor Day, so attendance throughout the county was bad. There were but eight districts reporting, but the weather was such that very little could be done.

MESA.

Quite a number of the districts improved the grounds and buildings. Especially was this true in Grand Junction, district 1, and Columbine district 33. Almost all the schools which were in session gave programs arranged from the excellent Arbor Day books sent out by the state superintendent.

MINERAL.

School closed in district 5, on Arbor Day, so it was not observed. Owing to climatic conditions and other difficulties no trees, etc., could be planted.

In Amethyst school the eighth and ninth grades had a program of recitations, songs, etc., about birds, plants and trees. They then had a sketching trip over the mountains, sketching trees mainly. Fifth and sixth grades had a program on the mountain with lessons concerning trees and birds and the protection they afford each other. Grades one, two, three and four had a very good program on the mountainside concerning birds, animals and trees. Creede school, seventh and eighth grades, wrote compositions on trees of United States, named

ARBOR AND BIRD DAY REPORT.

those having a commercial value and why, and locating regions where certain species grow.

MONTROSE.

In district 1, the school ground was improved by filling in low places with sand and gravel, all available space being already filled in with trees. In 6, the children cleaned the yard thoroughly, sodded part of it and cleaned the windows. In some other districts the yards were raked and cleaned in addition to the tree planting.

The day before talks were given on birds and trees, with special drawing lesson with these objects. The programs for Arbor Day were very largely taken from the book issued by the state superintendent. In a number of country schools picnics were held in the afternoon, a dinner being served at noon to parents and children. In some of the town schools luncheon was served to the children and their visitors, the little girls acting as waitresses.

MONTEZUMA.

General cleaning up of school grounds and removing debris. Some literary programs based on appropriate selections were executed in all of the seven schools.

MORGAN.

The lawns around several buildings were improved and one new lawn planted around the Brush school house. Some work planned could not be done, the weather not permitting.

Very good and appropriate exercises were rendered, some being remarkably good. The day was properly observed by every school in the county in session that day.

OTERO.

Nearly all districts report the cleaning of yards and trimming of trees. One graded and prepared for a lawn. At Sugar City the janitor built a summer house on the school grounds and planted a rose bed and rows of sweet peas around it.

Programs were held in nearly all districts, consisting mostly of general exercises, with selections from the suggested program sent out from the state superintendent's office. Some teachers reported the presence of members of school board at the exercises, and in some cases their participation in the exercises.

OURAY.

Some children planted flowers in boxes to remain in school windows. The exercises were of an entertaining nature, consisting of songs, recitations, etc. In most districts the ground was still frozen and a great many schools have a natural growth of trees. All schools had at least one hour's exercises.

PARK.

Cleaning of school yards, repairing fences and out-buildings. The exercises consisted of readings, recitations and songs, selected from the Arbor and Bird day book prepared by our state superintendent. In nearly all the schools special attention was given to the subjects: Care and preservation of our forests, and the humane treatment of animals and the protection of our birds.

PHILLIPS.

Most of schools in session observed day by appropriate exercises consisting of songs, readings, talks, recitations, stories of birds, trees, shrubs, etc. One school purchased a flag by selling buttons as advertised in some of our school journals, and hoisted it for the first time upon that day.

PITKIN.

Six districts cleaned grounds thoroughly, in many cases grubbing up the sage. Many districts were unable to plant trees or shrubs on account of no water supply. No. 1 was not in session, though appropriate exercises were given one week before.

The program in the various schools in session was taken largely from Arbor Day pamphlet and consisted of songs, recitations, readings, etc. Several teachers took their pupils on a botanical picnic, studied nature in the form of trees, flowers, birds, nests, etc., then closed the morning with a program. One district, S, gave talks on the origin of Arbor Day, Washington Elm and the Cary Tree, in addition to their program. Maples were planted and named in honor of their county superintendent, "The Edith M. Bailey Maples." One teacher gave a lesson on "Kindness to birds and their kindness to us."

PROWERS.

Day generally observed.

PUEBLO.

All schools in session cleaned yards, fixed fences and did all they could to improve the outside of buildings. Owing to many school houses being located in arid districts the number of trees planted is necessarily limited.

Programs of Bird and Arbor Day literature were held in every room in each district of the county where school was in session (forty districts in all) on Arbor Day, but schools of seven-month terms were closed.

Children brought canary birds to school and gave personal experiences in care of birds, etc. Twigs of trees were brought and studied, historical trees discussed, and pictures and description of trees not natives of our country were given.

In all districts the Arbor Day book was used for the program work and was of great assistance to the teachers.

RIO BLANCO.

Exercises were held in almost all the schools relative to trees and their preservation, birds and their habits.

RIO GRANDE.

The school grounds were cleaned. In most places where trees are growing or new ones set out this year the ditches were made. The old ditches were cleaned.

In most of the schools appropriate exercises were given on birds and trees. In one school the teacher and pupils went out and listened to the birds sing and made a study of the birds they saw.

ROUTT.

The exercises were given according to booklet sent out by state superintendent, songs, recitations and readings. In the majority of districts preparations were being made for program for last day, so a long program could not be given on Arbor Day. The weather was too cold and spring too late to admit the planting of seeds and trees.

Fences are to be erected around some school houses this summer and teachers are already making arrangements to plant flower seeds distributed by Congressman Brooks, through the county superintendent.

SAGUACHE.

Three districts reported cleaning the school grounds, raking off stones, etc., and burning rubbish. Two reported hanging several bird and animal pictures in their school rooms.

The exercises consisted of appropriate songs, select readings, recitations, exercises and talks relating to trees, plants, birds and insects, teachers and children telling about local birds, vegetation and insects in particular and state conditions in general.

One teacher reported having given a talk concerning birds and their protection. Two teachers reported no exercises and nothing done.

SAN JUAN.

We always have a late spring at this altitude, making it impossible to improve school grounds in Silverton, or outside, at rural schools. Many selections were taken from Colorado Arbor and Bird Day notes; songs, national and those relating to birds and trees and flowers; state superintendent's letter read to the children; proclamation of Governor and Arbor Day history; importance of trees and birds to mankind explained. Two plays—"Mother Earth's Party," and "Arbor Day Queen"—were given by fourth grade pupils. Talk on the necessity of caring for and protecting our trees and birds; readings, recitations, with hoop drill, all making a long-to-be-remembered Arbor Day.

ARBOR AND BIRD DAY REPORT.

SAN MIGUEL.

This year there were too much snow and ice to plant trees—ground not thawed out. Appropriate recitations and songs; short speeches by members of school board and others. At Telluride the children planted eleven flower beds. At Ophir ten beds were planted in boxes, it being too cold to plant outdoors.

All selections were chosen with a desire to create a sentiment in favor of the protection of our birds and trees, and to foster a desire to beautify our land.

SEDGWICK.

Recitations, readings, songs, etc., constituted the programs generally throughout the county. In many districts no exercise of any kind was held.

SUMMIT.

In districts 9 and 10, the children raked the grounds where the snow was off; in other districts the snow was from one to four feet deep.

In Dillon, half the day was devoted to regular recitations, the other half to a general study, by the whole school, of the life and works of Audubon, the study of historic trees, the value of trees, etc., as outlined in the little pamphlet sent out by the state superintendent.

All other districts followed the same outline with songs, recitations, readings and compositions. In district 9, the teacher took her school for a walk along the railroad track to observe the pine trees, and here and there discovered the little anemone peeping up where the snow had melted off the ground.

TELLER.

Owing to the altitude of Teller county and the late spring it was impossible to do much outdoor improvement, but Arbor Day programs of recitations and talks of birds and animals and plant life were given in every district where school was in session in the county.

WASHINGTON.

Grounds cleaned where fenced; school rooms decorated with flags, pictures and flowers.

District 18, made small hot-bed in school room. District 5, read state superintendent's message and governor's proclamation. Each pupil drew birds or nests, a flower or group of flowers. District 18, gave talk on germination of seeds. District 31, Arbor Day exercises in school room. District 25, Arbor Day exercises in school room, and talk on birds and trees. District 14, readings on trees and birds. District 27 planted three trees, three shrubs, beans, peas and wild corn, old man and tansy. District 1, planted ten trees and had Arbor Day exercises in four rooms.

WELD.

This consisted in increase in tidiness and beauty due to the addition of trees, shrubs and flowers.

In a large majority of our schools literary and elocutionary programs were rendered by the pupils. Material for these was derived generally from the excellent Arbor Day pamphlet furnished by state superintendent.

YUMA.

The school grounds were generally improved by the planting of trees, flowers and vines. Many excellent readings and talks on bird life, also on the origin of Arbor and Bird Day.

COUNTY SUPERINTENDENTS

LIST.

Adams	Mrs. Katherine M. Cook.....	Brighton
Arapahoe	D. W. Working.....	Littleton
Archuleta	Mrs. Birdie E. McConnell.....	Pagosa Springs
Baca	N. Gomer Jones.....	Springfield
Bent	Myrtle Sydner.....	Las Animas
Boulder	J. L. Griffin.....	Boulder
Chaffee	Harry L. McGinnis.....	Buena Vista
Cheyenne	W. A. Sellers.....	Cheyenne Wells
City and Co. of Denver.....	Lilian A. Field.....	Denver
Clear Creek	Mrs. Carrie J. Mason.....	Idaho Springs
Conejos	E. A. Nielson.....	Sanford
Costilla	Chas. Groenendyke.....	San Luis
Custer	Asa P. Dickson.....	Westcliffe
Douglas	W. L. Heath.....	Castle Rock
Delta	Emma G. Myers.....	Delta
Dolores	Mrs. Josie A. Moore.....	Rico
Eagle	Mrs. Martha L. Rhodes.....	Red Cliff
Elbert	Jacob J. Kruse.....	Kiowa
El Paso	E. M. Collins.....	Colorado Springs
Fremont	Ida T. White.....	Canon City
Garfield	Mrs. Alice B. Clark.....	Glenwood Springs
Gilpin	Ida Kruse-McFarlane.....	Central City
Gunnison	Fannie Burnett.....	Gunnison
Grand	J. W. Palmer.....	Hot Sulphur Springs
Hinsdale	Mrs. Alma Elder.....	Lake City
Huerfano	Frank Mead.....	Walsenburg
Jefferson	Myrtle Songer.....	Golden
Kiowa	Adela Blain.....	Eads
Kit Carson	Mrs. Etta Rogers.....	Burlington
Lake	Mrs. Ollie I. Vivian.....	Leadville

COUNTY SUPERINTENDENTS.

La Plata	Mrs. Rosepha Pulford.....	Durango
Larimer	Mary E. Gill.....	Fort Collins
Las Animas	J. M. Madrid.....	Trinidad
Lincoln	Edwin E. Franklin.....	Hugo
Logan	M. Madeline Ve Verka.....	Sterling
Mesa	Z. B. McClure.....	Grand Junction
Mineral	Mrs. Effie M. Anderson.....	Creede
Montezuma	H. E. Black.....	Cortez
Montrose	Mrs. Lida M. Brown.....	Montrose
Morgan	Mrs. Grace M. Anderson....	Fort Morgan
Otero	Mrs. Carrie E. Money.....	La Junta
Ouray	Mrs. Mary M. Lewis.....	Ouray
Park	Mayme V. Remington-O'Malia..	Fairplay
Phillips	Madge A. Crowner.....	Holyoke
Pitkin	Mrs. Edith M. Bailey.....	Aspen
Prowers	J. A. Rosebrough.....	Lamar
Pueblo	Lulu J. White-Granger.....	Pueblo
Rio Blanco	F. H. Hopkins.....	Meeker
Rio Grande	Frank C. Spencer.....	Del Norte
Routt	Verna M. Bartz.....	Steamboat Springs
Saguache	W. E. Gardner.....	Saguache
San Juan	Mrs. Ellen Carbis.....	Silverton
San Miguel	Chas. S. Watson.....	Telluride
Sedgwick	Alice C. Bower.....	Julesburg
Summit	Mrs. Jennie M. Jones.....	Breckenridge
Teller	Mrs. Katherine C. Polly....	Cripple Creek
Washington	Mrs. H. B. Buchanan.....	Akron
Weld	L. H. Harrison.....	Greeley
Yuma	F. B. Williams.....	Wray

THE COUNTY SUPERINTENDENTS ASSOCIATION OF COLORADO.

STATEMENT.

The object of this association is to develop such lines of personal duty and co-operation with each other as shall be conducive to intellectual, moral and material advancement in the schools of the state of Colorado.

The state superintendent of public instruction, the president of the state normal school, county superintendents, and ex-state and ex-county superintendents constitute the membership of this association.

The annual meeting of this association begins on the third Tuesday of June.

The twentieth annual session was held at Boulder, with one of the largest attendances on record.

The twenty-first annual session was held at Cripple Creek. This was also a very successful meeting.

The county superintendents' association is a department of the Colorado teachers' association.

COUNTY SUPERINTENDENTS.

OFFICERS OF COUNTY SUPERINTENDENTS' ASSOCIATION OF COLORADO, 1905.

President.....Supt. W. E. Gardner, Saguache
 Vice President.....Supt. Lulu White-Granger, Pueblo
 Secretary.....Edith M. Bailey, Pitkin
 Treasurer.....Supt. L. H. Harrison, Weld
 Executive Committee
Hon. Katherine L. Craig, State Supt.
Supt. J. L. Griffin, Boulder
Supt. Katherine C. Polly, Teller

1906

President.....Supt. J. L. Griffin, Boulder
 Vice President.....Supt. Lilian A. Field, Denver
 Secretary.....Supt. Ida T. White, Canon City
 Treasurer.....Supt. Mary M. Lewis, Ouray
 Executive Committee
Hon. Katherine L. Craig, State Supt.
Supt. J. L. Griffin, Boulder
Dr. Katherine Polly, Teller
Supt. D. W. Working, Arapahoe
 Executive Committee, Hon. Katherine L. Craig, State Supt.;
 Supt. J. L. Griffin, Boulder; Dr. Katherine Polly, Teller; Supt.
 D. W. Working, Arapahoe.

PROGRAM OF THE TWENTIETH ANNUAL SESSION AT BOULDER. TUESDAY.

Music

Address of Welcome.....Mayor

President's Address.....Z. B. McClure

Reading of Minutes.....Secretary

Lecture.....Dr. B. O. Aylesworth

Evening Address.....Dr. James A. Baker

WEDNESDAY.

Trip Over the Switzerland Trail.....

Evening—Social

THURSDAY.

Normal Institutes; How to Improve Them, Increase Attendance, Etc.....Mrs. Edith M. Bailey

Business Meeting.....

Round Table—Several Topics.....

Leaders—Dr. Z. X. Snyder, J. M. Madrid, Mrs. Ida Kruse-McFarlane

PROGRAM OF THE TWENTY-FIRST ANNUAL SESSION. CRIPPLE CREEK.

Music

Invocation.....Rev. Cabeen, Pastor First Baptist Church

Welcome to the Cripple Creek District.....
 Mayor Connor of Cripple Creek, Mayor Cunningham
 of Victor.....
 Greeting on Behalf of the Public Schools.....
Wilson M. Shaffer, Supt. C. C. District Schools
 President's Address.....Supt. W. E. Gardner
 Compulsory Education.....Supt. W. H. Harrison
 Discussion.....Led by Supt. Katherine M. Cook
 Duties and Authorities of County Superintendents.....
Supt. Lulu White-Granger
 Discussion.....Led by Supt. Mayme V. Remington
 County Uniformity of Text Books.....Supt. E. A. Nielson
 Discussion.....Led by Supt. Carrie E. Money
 Lecture.....Chancellor Henry Buchtel of Denver University
 Excursion over the High Line Electric R. R. to the Joe
 Dandy mine, where the hospitable management
 showed the superintendents through the under-
 ground workings of the famous gold mine. Lunch
 was served at the mine.....
 Reception to County Superintendents.....
 Needed Legislation.....Supt. Ida Kruse-McFarlane
 Discussion.....Led by Supt. J. B. McClure
 Report of Committee on Institute Course of Study.....
Supt. J. M. Madrid
 Election of Officers.....

COLORADO TEACHERS' ASSOCIATION

STATEMENT.

The State Teachers' Association was organized December 28, 1875. Questions of vital moment were asked and discussed. Resolutions embodying the sense of the assembly were the basis of the subsequent action of the state constitutional convention and of the first state legislature, and every recommendation made by the state teachers' association at that time was accepted by the state constitutional and legislative bodies.

A number of prominent citizens, not regularly in the profession, took part in the proceedings of the first meetings, which indicated the interest of the public at that time in the schools of Colorado.

The first meeting was held at Denver with a membership of 111. The second meeting at Boulder. The meeting at Boulder was a memorable one, since the members of the association were snow-bound for a day and night on the railroad.

The third, fourth, fifth and sixth meetings were held at Denver. The seventh was held at Colorado Springs. The eighth at Pueblo, the ninth at Greeley, the tenth at Denver.

Since that time meetings have been held in Denver except in the years 1887, 1893 and 1902. The annual meetings of these years were held in Colorado Springs. On July 18, 1888, an adjourned meeting was held in San Francisco.

The membership has increased from the original 99 names, which were signed to the constitution, December 30, 1875, to 1,400 annual, and 63 life members in 1905.

The constitution now in force was adopted in 1892. It provided for the formation of sections devoted to special interests in education. The college and high school section had presented programs each year beginning with 1886. The county superintendents' association in 1887 was recognized in the official program. That year the program of the county superintendents was printed and the next year the time and place of their meeting was announced. In 1896 this body was made a section of the association. Others are the kindergarten and the superintendents' and principals' round table sections, first appearing in 1893; the psycho-manual, now the arts and crafts, and the science sections, 1896; the child study section, 1897; the modern language section, 1904; the music section, 1905; the classical and the library sections, 1906.

The educational council, authorized by the constitution in 1892, and organized in the following year, is a body in the nature of a standing committee representing the various sections and the general membership. Its meetings are held annually at the time of the meeting of the association, and at such other times as may be determined by the body itself. The council devotes itself mainly to the consideration of questions of administration in educational affairs and exercises advisory control over the association. Its meetings are open to none but members. Its recommendations are uniformly adopted by the association. The council has at times published reports, the latest being a preliminary report of the committee on the length of the combined school and college course, 1906.

The teachers' reading circle is now conducted by a committee of the council consisting of the supervisor and an advisory board.

The official organ of the association is the Colorado School Journal, published in Denver by Aaron Gove and D. R. Hatch.

PRESENT OFFICERS OF THE ASSOCIATION.

President.....Z. X. Snyder, Greeley
Director.....W. K. Argo, Colorado Springs
Director.....D. R. Hatch, Denver
Secretary of the Association, the Council and Reading
Circle.....W. W. Remington, Denver
Treasurer.....H. S. Philips, Denver

COLORADO TEACHERS' ASSOCIATION.

EDUCATIONAL COUNCIL OFFICERS.

President.....	James H. Baker
Vice-President.....	Fred Dick
Secretary.....	W. W. Remington
Treasurer.....	Homer S. Philips

EX-OFFICIO MEMBERS.

Katherine L. Craig.....	Denver
Z. X. Snyder.....	Greeley
W. W. Remington.....	Boulder
Homer S. Philips.....	Denver

COUNTY SUPERINTENDENTS' SECTION OF THE COLORADO
TEACHERS' ASSOCIATION.

1905.

A meeting of the superintendents' division of the state teachers' association was held in the office of the state superintendent, November 6, 1905. Those present were Mr. Gardner, Mr. Griffin, Mrs. Polly, Mrs. Granger and state superintendent Katherine L. Craig.

The following program was decided upon for the meeting to be held in connection with the state teachers' association:

Paper—"Examinations".....	Mr. J. L. Griffin
Discussion.....	Mrs. Lulu J. Granger
Paper—"Course of Study for Institute Work".....	Mr. J. M. Madrid
Discussion.....	Mr. Harry L. McGinnis
Paper—"Uniformity of County Text Books".....	Mr. E. A. Nielson
Discussion.....	Mr. F. C. Spencer
Round Table.	

1906.

A meeting of the superintendents' division of the Colorado teachers' association was held in the office of the state superintendent November 14, 1906. Those present were J. L. Griffin, D. W. Working and state superintendent Katherine L. Craig.

The following program was decided upon for the meeting to be held in connection with the state teachers' association:

President's Address—	J. L. Griffin, Co. Supt. Boulder Co.
Discussion—	Mrs. Katherine M. Cook, Co. Supt. Adams Co.; W. E. Gardner, Co. Supt. Saguache Co.
Address—"Duties of the County Superintendent"—	D. W. Working, Co. Supt. Arapahoe Co.
General discussion of the above paper.	
Discussion concluded by	Katherine L. Craig, State Superintendent of Public Instruction.
Report of Legislative Commission—	Katherine L. Craig, State Superintendent of Public Instruction; Z. B. McClure, Co. Supt. Mesa Co.

DECISIONS

STATEMENT.

On account of the numerous decisions rendered during the last biennial period, amounting to nearly six hundred, and the limitation placed upon the number of pages of this report by the legislature, it has been deemed advisable to classify and print them in the Annotated School Laws only.

EDUCATIONAL WORK IN COUNTIES AS REPORTED BY COUNTY SUPERINTENDENTS.

ADAMS.

Drawing and manual work have been introduced in nearly all of the rural schools. Nature-study and school gardening are now part of our regular work wherever possible. We have a thriving teachers' association and an enthusiastic class for teachers in school drawing. The interest in schools and school work is increasing rapidly. Supplementary books for reading have been introduced in many rural schools as well as graded ones. An association for directors is now being organized.

ARAPAHOE.

The schools of Arapahoe county seem to be in better condition, as regards equipment, support and internal conditions than at any previous time. Two of the largest schools have fine buildings now where they had poor ones in previous years. Salaries have been increased in seven districts, and have been decreased in only two. More teachers are employed than a year ago. The meetings of the county teachers' association have been well attended during the present year.

Early in the school year new frame school houses were completed in districts 5 and 18, the latter the best arranged frame building of its kind in the county. Near the close of the year, a well planned eight-room addition to the Littleton school house was completed, giving the district ample room for its present needs. In the Englewood district, No. 7, a handsome four-room pressed brick building was completed at a cost of about \$12,000 in time to begin school about the middle of September. In several other districts substantial improvements were made during the year.

ARCHULETA.

Schools have improved during the last year. Directors and patrons manifest more interest. Schools have good teachers and increased wages.

District 1, furnished two more rooms of new building, supplied new maps and encyclopedias, with one more teacher for the coming term.

SCHOOL, HORSE SOUTHWEST OF WRAY, YUMA COUNTY.



Teachers have taken more interest than heretofore in institute work, teachers' association, and reading circle work.

BACA.

Attendance was good and good work was done generally.

One of the commendable features in connection with our schools was the increased salaries paid to teachers by our boards; and a few of the districts also had longer terms.

A great deal of interest is aroused among seventh and eighth grade pupils in the county school examination. It proves an inspiration to them. Last year we joined the other counties constituting the eighth normal district to have uniform examinations for eighth grades. It proved quite satisfactory to our teachers and pupils as well. What we need now is a county high school, so that these boys and girls may pursue their studies in the higher grades.

BENT.

The schools are in very good condition and improvements are being made all of the time.

The average salary has been raised during the past year. More teachers are employed and the high school studies are introduced wherever practicable.

A county teachers' association was organized here and three successful meetings held.

BOULDER.

The schools of Boulder county, speaking in general, are in good condition. The increase in the assessed valuation of taxable property is relatively greater than the increase in the school population, while there is a marked decrease in the average cost per month for each pupil attending school. There has also been a change for the better in the matter of teachers' salaries. District 3, has erected a first-class building, and three of our rural districts are erecting very creditable buildings.

CHAFFEE.

Many new districts are adopting the free text book system and county uniformity is making some progress.

The county association is unusually well attended and more of the districts of the county have provided for a visiting day for the teachers.

CHEYENNE.

The past year in the schools of this county has been one of progress, if in no other way considered than in demonstrating our needs. The stage has at last been reached when the people appreciate and demand better schools.

The futile effort of this district to maintain a high school is being rewarded by a general demand for a county high school. The petition for bringing the question to a vote has already been

circulated and there is no doubt but that we will secure this great advantage. The pupils in the county will have something to work for then.

CLEAR CREEK.

The past school year was very satisfactory as to regular work done and progress made. There was an increased attendance in the high school; in the grades it was less.

The teachers' associations held were very interesting and instructive.

CONEJOS.

The uniform course of study for the county has been used during the greater part of one year in most schools with success.

At a meeting of the county directors and teachers' association held in La Jara on May 12, there were present between sixty and seventy members. Attendance and interest were good.

In the Spanish rural districts there is a sentiment for better school buildings, for a higher tax levy, and for the engaging of qualified teachers. In these schools there is yet much room for improvement by holding school for a longer term.

Different school districts for different reasons are unable to enforce the compulsory education law. It is hoped the difficulties of enforcing this law may be removed.

COSTILLA.

During the past year the school population decreased, while the average daily attendance increased.

There are no brick or stone school buildings in this county, but there are sixteen frame buildings and sixteen sod, adobe or log. No school houses have been built during the past year.

CUSTER.

We have had a slight but constant decrease in school population for several years.

Two districts have recently been annexed to adjoining ones.

The best accommodations have not been furnished for some of the rural teachers. One district is constructing a three-room dwelling for the accommodation of the teacher.

While there is a dearth of resident teachers in the county we have been able thus far to procure a relative proportion who are holders of first grade certificates.

The lack of a high school forces many of our pupils to leave the county for the winter to attend elsewhere.

DELTA.

The work this year has been very satisfactory. The enrollment and attendance were better than during the previous years. The meetings of our teachers' associations were well attended, interesting and helpful. The reading circle work for the year was much enjoyed.

DENVER.

Since the interest of the schools of the city and county of Denver have been unified by the consolidation of the various districts into district 1, very systematic and efficient work has been done at a proportionately less expenditure of money.

The most careful attention has been made by the various departments to attain wholesome progress along their lines of work and commensurate success has been achieved. The night schools have been a useful and appreciated feature of our educational work.

To accommodate the rapidly increasing school attendance two new buildings have been erected and large additions have been made to five buildings, at a cost of \$200,000.

The bonded indebtedness of all but four of the former districts of the present school district 1, has been paid off and is gradually being reduced in these others.

The attendance at the normal institute was very gratifying, showing the desire of the teachers to avail themselves of the opportunity for extra training; the work done was broad and scholastic.

DOLORES.

For the few people in Dolores county we are trying to make our schools as good as possible. We try to furnish them with charts, globes, and libraries, and in one district we are trying to put in text books, since there are so many children who can not afford to buy them. We are trying to give the children the best education possible.

DOUGLAS.

The schools in this county are progressing in many ways. It is gratifying to see so many pupils enrolled in the high school. The professional spirit and enthusiasm of the teachers was noticeable in the four successful teachers' meetings held during the past year.

EAGLE.

There has been an improvement in the educational conditions of Eagle county this year. Directors are learning that it is better economy to pay \$75.00 to a good teacher than \$40.00 to a poor one. Most of the teachers hold first grade certificates and several have had the advantage of normal training.

Much attention has been given to the sanitary conditions of school premises, and as a result most of the districts have clean and pleasant rooms for the coming year.

ELBERT.

A majority of the districts at the last election raised a special tax, and will pay, in most cases, better salaries to teachers.

In two cases we have compelled attendance at school, by forcing the directors to enforce the compulsory education law.

A majority of the teachers manifested by their work and enthusiasm that they had the interest of the pupils at heart, and were not simply putting in time.

EL PASO.

The report shows a marked decrease in school population. The average cost per month for each pupil, based on enrollment, is \$4.40; based on average attendance is \$7.20.

FREMONT.

I was disappointed in the rural schools of Fremont county when I visited them last spring, finding pupils trying eighth grade history and physiology "because they wanted to study them," and fourth grade arithmetic. They did not know the latter and could not pronounce the words in the former. We shall try and improve this by supplying each teacher with a state course of study, and I will check for each teacher in the text books used in her district the work to be done by each grade. Of course I had never been in the rural schools of Colorado before, though I am quite familiar with them in the middle west, and these are not so well advanced, but are newer, and that no doubt accounts for it. I shall be very careful, however, in my efforts, but hope to have them better graded. The teachers were conscious of the grading being wrong and fretted under it, but as their predecessors had permitted it they scarcely knew how to change. Working together I think we can do so. Most of them seemed well qualified and conscientious. Some of the schools were in an excellent condition, especially two or three of the camp schools.

GARFIELD.

There is a growing tendency toward hiring of teachers who hold a first-grade certificate, in the rural districts as well as in the city schools. There is also a tendency to increase the length of term in all schools. The tri-county teachers' association still flourishes. They had one meeting in the spring and fully seventy per cent. of the teachers from this county attended. I am trying to form union schools wherever I can.

GILPIN.

Three beautiful new school houses have been built and opened during the past school year, two in the rural districts, one at Tolland and one in the Lake Gulch district, and one grade school at Russell Gulch.

The general work has progressed very well.

The school gardens have been a strong element of interest in rural districts, and in the face of adverse conditions have prospered beyond our expectations.

The conditions for good school work are better than they have been, and we look forward to the coming year with hope.

I feel justified in saying that Gilpin county schools hold a strong place in the educational work of the state.

GRAND.

Grand county schools are in a flourishing condition. The assessed valuation of the county is higher than ever before. Three new districts have been organized. Two other districts have issued bonds for buildings and improving sites. A good indication of the financial improvement is the fact that salaries in several districts have been materially increased.

GUNNISON.

Educational work in Gunnison county has progressed satisfactorily during the past school year. The financial condition of the districts is improving and better wages are being paid in the rural districts. One new school has been built, which is modern and a very pretty building.

HINSDALE.

I am pleased with the progress of the pupils and the enthusiasm of the teachers. There is yet room for improvement and we are working to gain a little each day.

HUERFANO.

A county high school has been established this year. Huerfano county is behind the times in modern text books. I have recommended a list to the districts with a view to establishing county uniformity.

JEFFERSON.

In the past year there was a decided increase in the average daily attendance in the schools throughout the county. More students finished the full four-year high school course than during the previous year. Three teachers' associations were held in 1906, noted for their large attendance and enthusiasm.

Two very fine brick school buildings have been erected and furnished with all modern equipments.

KIOWA.

Schools poorly equipped to do modern school work, as you will notice by the text books used. The schools are ungraded, and it is not possible for me to grade them. Fourteen pupils finished eighth grade. I cancelled one examination of six pupils because the pupils were helped. Held three county teachers' associations over the county during the year. First meetings for five years.

KIT CARSON.

Each year sees an advancement in the educational work in this county. Greater interest is awakened and better advantages given. The old sod school houses are gradually being replaced by commodious frame structures. Three school houses were built last year, and four are being erected this year. A number of the districts have two schools and some have three. Sentiment is growing toward an accredited county high school, and it is hoped this may be secured in the near future.

LAKE.

The educational work in the Leadville public schools is carried on in an exceptionally well organized manner. Mr. F. P. Austin, superintendent of these schools, keeps them up to a very high standard. His teachers show an excellent attitude toward their work.

The rural schools show improvements. We are working for better schools during the coming school year. Every rural teacher in the county has taken up the reading circle work, and we expect to have meetings once a month and take up subjects that are of vital interest.

LA PLATA.

All the territory in the county has now been organized for school purposes. Four new school houses were built this year and five are to be built the coming year, one to cost \$4,000. A uniform course of study has been adopted.

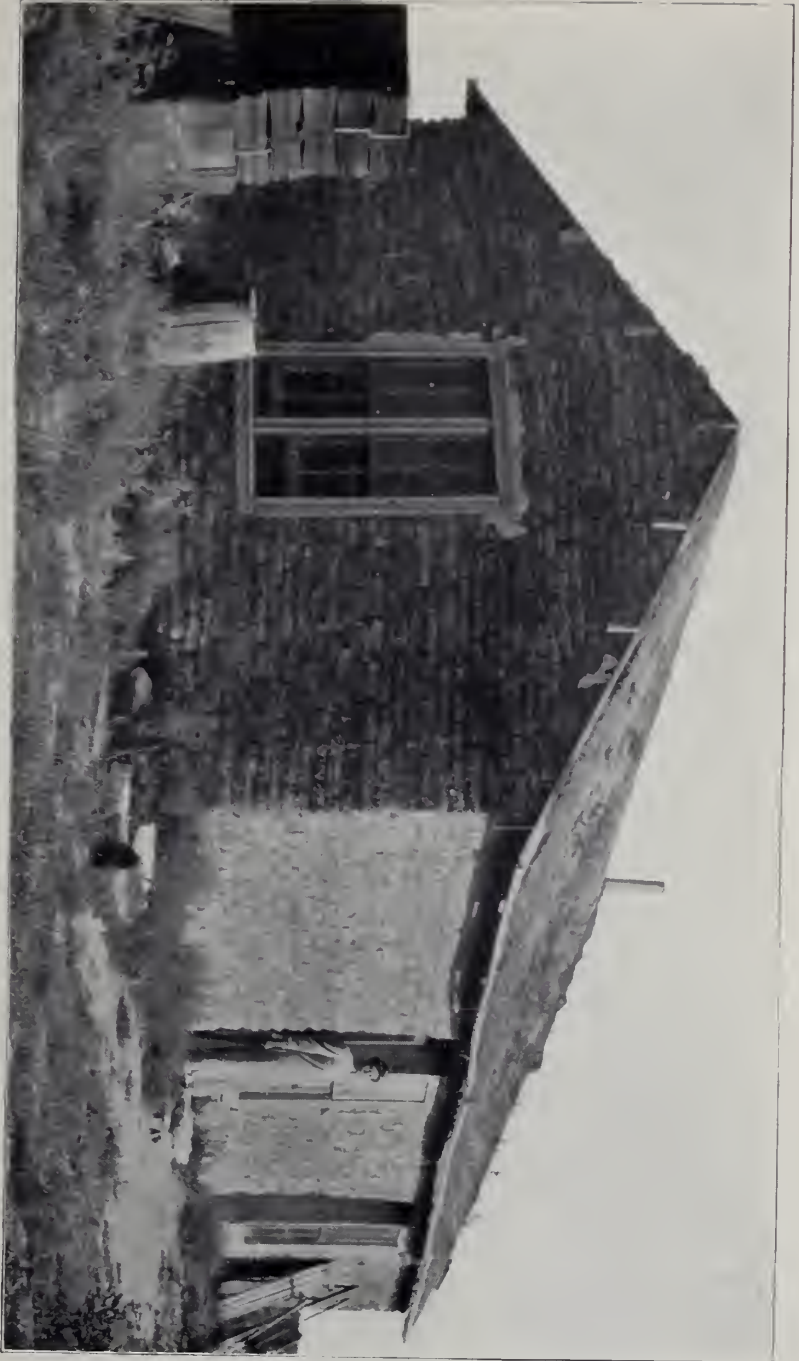
LARIMER.

This county has fifty-six organized districts. The school population shows an increase of 859. There has been a marked increase in teachers' salaries during the past year. The cost per month for each pupil, based on average attendance, is \$5.76. Nine school houses were built in 1905. Several new libraries are reported.

LAS ANIMAS.

The educational work in our county during the past year has, on the whole, been very satisfactory. There is a general sentiment prevailing among the patrons and school boards in favor of the teacher possessing higher qualifications for the work to be done in the school room, and the teachers throughout the county seem to appreciate the importance of better qualifying themselves for the profession, for with few exceptions, the teachers meetings (of which there were held seven in the county during the school year) were well attended and deep interest shown on the part of the teachers to make them instructive and useful.

A matter that I desire to make special mention of is the duty upon the teacher to make out the required reports concerning the school, that while not all have complied with that duty



BOARDING PLACE OF THE TEACHER, YUMA COUNTY.

as promptly as they should, yet a well marked improvement in this part of their work can easily be noticed and for which I desire to express my appreciation.

A Las Animas county teachers' association, which was organized in February, 1905, has created such an interest among those following the profession that by this time over 90 per cent. of the teachers in the county are active members of the association. The meetings are held the last Saturday of each month at the Rice high school building in Trinidad, Colo.

At some of these meetings as many as 115 teachers have been in attendance and the interest shown by all those present well indicates that the teachers of Las Animas county are all working to the same end, and that is, to attain a higher professional standard.

Five school houses were built during the year 1905-06 at a cost of \$6,300. Two more are in course of construction, one in district 1 to cost \$35,000.

It is gratifying to say that the beginning of the present school year finds 73 districts in the county with the respectable sum of \$41,581.97 to their credit, this being a well marked increase over the balances to the credit of the districts in previous years. The school enrollment, census and attendance have grown in the same proportion.

The schools in the city of Trinidad, under the supervision of Supt. J. P. Treat, are constantly "leveling upward". The teaching force is being strengthened, courses are being revised and enriched, records made more complete and systematic, the evils of absentees and tardiness reduced to a minimum.

The total enrollment last year was 1,900. Of these 213 were enrolled in the high school. There were 30 graduates in four-year courses at the close of the year. The school census and enrollment show quite a large increase over the preceding year, and in order to supply additional accommodations, a new eight-room building is being constructed on the north side of the city and a \$6,000 addition is to be put up on the high school building the present year. One of the notable improvements is the requirement now made that all city teachers shall be actively identified with the county teachers' association and its work.

LINCOLN.

The educational work in my county is very good, due to employing more experienced teachers in the rural schools.

LOGAN.

There is a great need of grading in the rural schools, which will be commenced at once. Elementary agriculture has been put into the schools in the rural districts, in a few cases, and more will take it up this year. The teachers will be encouraged to do some work along the industrial arts, about twenty having met for nearly a week this summer and prepared

outlines for their schools. The text books throughout the county are gradually being replaced by new and modern ones. Much more of this remains to be done. A good organization for teachers' associations exists. Some especially helpful programs are planned by the committee for this coming school year. Many districts are laboring under very great difficulties. Lack of funds seems to be the greatest. In some cases this can be remedied by changing boundaries so as to include a few miles of railroad to gain the tax. Because of small salaries paid there is a shortage of teachers—good teachers. The professional spirit of teachers is very good—many attended summer schools and normals during the past summer in spite of the low salaries which awaited them.

MESA.

We believe the schools in Mesa county to be in good condition. During the past seven years we have endeavored to consolidate the schools, improve the instruction and raise the wages. Much has been done along these lines in moulding public opinion. Two districts have been abolished and others are talking of consolidating, and the idea of transferring pupils at public expense is becoming more prevalent. No new districts have been created during the seven years, although the number of teachers has doubled. The most of the boards are ready to pay additional wages to trained teachers, but we are unable to obtain them. We need more trained teachers.

MINERAL.

Good work was done in our schools this year. Our corps of teachers was exceptionally good and a great interest was taken by all in their work. One district adds another grade this year, the tenth. Financially, the districts are in better shape than last year. One district has paid off their bonds and has enough money left to build a school house and pay cash for it.

MONTEZUMA.

Notwithstanding the small-pox epidemic which prevailed in the two largest districts in the county during September and October, the average daily attendance for the year exceeded all previous records.

Several districts have been consolidated into larger districts with a school house centrally located. Two or more teachers have been placed in these rural schools and the children are transported to and from school in wagons constructed for the purpose. The result is better schools, more regular attendance and equal taxation.

MONTROSE.

The school census increased a little over 22 per cent. during the year. This year saw the beginning of the new county high school. It had an enrollment of 125 and four teach-

ers. The work of the high school committee in trying to increase the efficiency of this school has been greatly crippled because of their inability to bond the county for buildings. The county high school law is inoperative to this extent. The high school has well equipped physical and chemical laboratories, and a commercial department. The work of the rural schools is hindered by the lack of uniformity of text books. I shall endeavor to secure uniformity and district ownership of books during my term of office. I have succeeded in getting district ownership in three new districts for the coming year, and have introduced the study of agriculture into several of the country schools.

MORGAN.

Educational work in Morgan county was excellent before the December holidays. During that time school buildings of Fort Morgan burned, caused quite a break in the year's work. Other schools are doing splendid work, leaving room for no serious complaints of any kind.

OTERO.

There has been steady progress in the schools of this county during the past two years. The number of pupils finishing the full four year high school course in 1906 was double that of 1905. Three school houses were erected in 1905.

OURAY.

The rural schools of the county are all in fair condition. Most of them are having longer terms than last year. Attendance is good. Children are anxious and eager to learn. As a rule the teachers are holding better certificates and doing better work than last year.

Language and orthography are not what they should be, especially in the rural schools. Every effort is being made to improve. None of the schools do satisfactory work in spelling.

PARK.

Perfect harmony has existed among school boards, county superintendents and teachers, with one exception, during the past two years, and our educational work has progressed very satisfactorily. Our teachers' association in Summit county has proved most beneficial. Due to the severity of the weather and distance between schools, the reading circle work has not been very methodical; however, eight sets of the reading circle books were sold in Park county and reviewed and discussed at our county association. One rural school house, as modern and comfortable as conditions and location can afford, has been built, and one extremely rural district has adopted the free text book system, making a total of nine districts in Park county with this system. Forty-nine pupils have completed the eighth grade and received the county diploma; it is deplorable

that we have no county high school, and but few of the districts can afford even the first year of high school work. The whole county is suffering from a want of uniformity of text books. I have been striving for five years to bring about a uniformity, but am no nearer to-day than five years ago. Each new teacher has his or her own pet text book to recommend to school boards, who adopt same without further advice, until now we have a heterogeneous mass of publications from almost every publishing house in the country.

PHILLIPS.

The rural schools of this county have suffered somewhat because of the scarcity of experienced teachers, and a too frequent change of teachers also. Notwithstanding, the educational work in Phillips county is still progressing. The financial conditions are better than they have ever been in the county's history. Only one sod house remains for 1906-'07. Several new school houses are in contemplation. An effort is being made to have the school boards adopt later and better text books for our schools, which adoption will secure a uniform system for our county. Teachers' wages are also steadily advancing. Four hundred ten volumes have been added to the school libraries of the districts during the past year.

PITKIN.

The schools in this county are doing good work. There was an increase of 24 students in the high school this year. Three teachers' associations were held and much interest manifested.

PROWERS.

The progress of the schools in this county is quite noticeable. Teachers' salaries have increased. The average daily attendance of the pupils is greater, two school buildings have been erected and quite a number of new libraries are reported.

PUEBLO.

The schools of the county have had a successful year educationally. Owing to the fact that most of the rural schools have learned the advantage to be gained by retaining their teachers for several years, our country schools are better graded, and more efficient work is done each year. A new district was formed last spring, and they are now erecting a pleasant building ready to begin school in October. A beautiful new building was erected in district 1, and the handsome high school in 20, will be ready for occupancy by January 1st.

RIO BLANCO.

The schools throughout the county are using a uniform course of study. A uniform set of text books is used throughout the country also. A county teachers' association has been organized, and two very profitable meetings have been held. A

lively interest is being manifested throughout the country in school matters, such as better teachers demanded, and longer terms of school.

RIO GRANDE.

The school districts of Rio Grande county show an increasing efficiency over previous years. The school boards of the rural districts, as well as those of the town districts are requiring a higher grade of teachers. Many of the rural schools do not care to employ a teacher without a first grade certificate. School houses are in good condition, furniture is sufficient in most districts, and apparatus is gradually being supplied.

The standard of text books in use has been greatly advanced during the past year. There is a growing tendency toward uniformity in the text books used in the rural and town schools, which will improve the standard of the rural districts and simplify the problem of advancement and supervision.

ROUTT.

In some respects school conditions in the county have improved. The most noticeable advancement is in the election of school directors. People are beginning to realize that any one can not serve on the school board, and this spring good men and women were chosen to fill the vacancies. Sometimes in the past some of the members were not very active. In nearly every district some of the new books have been adopted, and the parents are discarding the old and buying the new as soon as they can afford them. Five new school houses were erected during the past year. They are all good, substantial buildings. In a few districts fences have been built, and some improvement in the appearance of the school houses is noted. There are fewer summer terms than before, and the length of winter terms has increased. While there is still much room for improvement, each year sees some advancement, and before long Routt county hopes to be able to have as good schools as any in the state.

SAGUACHE.

The greatest need of the educational work in our county is better wages. All other wages are much advanced, while teachers' wages have remained about the same for about three years. This fact compels most of the men teachers to leave the work, only one rural man teacher being employed the coming year.

Educational sentiment in the county is very strong. It is fortunate that this is the case, as the abundance of labor for boys is a strong temptation to lead them from school. Parents are willing to sacrifice time and money to keep their children in school.

Our county high school, the pride of the whole county, burned last spring. It was a great loss. But we are building a new brick building which we expect to complete November 1st. We expect to equip this new building second to none in Colorado.

SAN JUAN.

The amount of bonds issued in May was for the purpose of enlarging the Silverton school house. The new addition gives six new rooms. Four only are completed and in use. The entire building is heated by hot water.

SAN MIGUEL.

During the past year I have placed in each school a "Students' Record Book," in which is to be kept a record of all examinations, the names and grade of each pupil, the standing in all branches taught, the general average in all branches, the department, days absent and times tardy. The teachers return this book to the superintendent's office each month. I have also made a "General County Record," properly spaced and in form to make entries from the "Students' Record." In this way I get in closer touch with the pupils of the county. I have thus reduced the supervision of schools to a system which can not be otherwise than beneficial.

I have organized a series of contests in English composition, commencing at first by giving small prizes to the individual pupil in each school for the best composition upon a given subject, the same to be written in one hour; afterwards, through the liberality of the board of county commissioners, I have been enabled to offer as a prize a silken banner to the school furnishing the best English composition. The school winning the banner is to keep it until some other school, in a future contest, shall win the same.

SEDGWICK.

Two joint teachers' associations were held during the year, with Deuel county, Nebraska. The reading circle work has been done by three-fourths of the teachers in the county. They have met once a month and have had some very interesting meetings.

SUMMIT.

In some districts in Summit county the frequent changing of the principals and teachers has been rather discouraging and pupils are backward in their grades. Our Kokomo school, with Mr. Wm. Creamer as principal, stands high in scholarship. The two grades of high school are thorough and pass into the junior year of the Leadville high school. Most of the rural schools have done excellent work in the rural districts where there are only from three to five months' school during the spring and summer. Both teacher and pupils deserve great credit for perseverance in their work.

We greatly need the co-operation of the patrons in the school work.

TELLER.

The attendance in both graded and rural schools shows an increase over the previous year. The financial standing of the

TEACHER AND CHILDREN ON THE WAY TO SCHOOL, YUMA COUNTY.



schools of the county is good; all districts but three being on a cash basis and the indebtedness of these districts is being rapidly cancelled.

Owing to the excessive railroad rates in the mountains it is impossible to join the rural teachers together in an association, but they, as well as the teachers in the graded schools of our county, are aggressive, enthusiastic workers. Many of them are university graduates, and with very few exceptions they hold first grade certificates.

WASHINGTON.

The educational work in Washington county is progressing. We are employing better teachers. Only four teachers holding third grade certificates have been employed in the county. Salaries are better, sixteen districts paying \$30 per month. One year ago twenty-five paid only \$30. This coming year the standard is still higher. Our great need is concentration. Many districts only have five or six pupils and not enough taxable property to have more than three or four months' school. As yet it is an unsolved problem how to better these conditions. The county superintendent must drive over much territory to visit a few schools, and, really, it is impossible to exercise the proper oversight. We are planning to hold several district associations this year.

WELD.

District 68, and 69, have been formed during the year, with flourishing school populations. Those sections of Weld county convenient to railroads are rapidly filling up, necessitating frequent and radical additions to school facilities. These demands have been met as promptly and completely as conditions allowed.

The year's retrospect reveals abundant evidence of growth, qualitative as well as quantitative. The personnel of our teaching force is noticeably stronger and the advance in compensation is showing a marked upward trend in keeping with better professional service. The outlook is one of much promise; no room for pessimism here.

YUMA.

Yuma county by its recent addition of territory is now 40 by 60 miles, and contains sixty organized districts. A few sod school houses are in the south part of the county, but are giving away to neat frame buildings. Financially and educationally we are progressing rapidly. There is a growing demand for uniformity of text books, and we hope in the near future to report complete uniformity. The tendency of school directors is to secure teachers trained for their work. A general advance in wages also has a tendency for teachers to prepare themselves more thoroughly.

EXAMINATIONS

BAR.

REGULATIONS.

The law, under which the rules for admission to practice law in this state were formulated, will be found in 3 Mills (Rev.), 206-206b. This law does not enter into details, but empowers the supreme court by virtue of its provisions to designate the character of the examination to which applicants must submit.

The rules governing admission to the bar of Colorado, adopted by the supreme court, September 13, 1897, and amended May 4, 1898, make the following provision:

“(c) Applicants who are not members of the bar, as above prescribed, shall present a thirty count certificate from the regents of the university of the state of New York, or shall satisfy said committee that they graduated from a high school or preparatory school whose standing shall be approved by the committee, or were admitted as regular students to some college or university, approved as aforesaid, or before entering upon said clerkship or attendance at a law school, or within one year thereafter, or before September 13, 1899, they passed an examination before the state superintendent of public instruction, in the following subjects: English literature, civil government, algebra to quadratic equations, plane geometry, general history, history of England, history of the United States, and the written answers to the questions in the above named subjects shall be examined as to spelling, grammar, composition and rhetoric. The said examinations shall be conducted in connection with the regular county examination of teachers.”

SCHOLASTIC LAW CERTIFICATES ISSUED.

1905—Oliver Dean.....Ouray, Colorado
1906—P. D. Nelson.....Denver, Colorado

COLORADO BAR EXAMINATION QUESTIONS.

DECEMBER 15 and 16, 1904

Prepared by
Superintendent of Public Instruction

NOTE TO APPLICANTS.—The written answers to the questions in English, Literature, Civil Government, General History, History of England and History of the United States will be examined and marked as to Spelling, Grammar, Composition and Rhetoric.

FIRST SESSION.

ALGEBRA.

1. Factor $4x^4 - 13x^2 + 1$.
2. Find the highest common factor of
 $x^4 - x^3 - x^2 + 7x - 6$, $x^4 + x^3 - 5x^2 + 13x - 6$.

EXAMINATIONS.—BAR.

3. Reduce to a mixed quantity $\frac{1}{1+x-x^2}$
4. Collect $\frac{2}{x^2-3x+2} + \frac{2}{x^2-x-2} - \frac{1}{x^2-1}$
5. Simplify $(x+1 + \frac{1}{x}) (x-1 + \frac{1}{x}) \div \frac{x^0-1}{x^2(x^2-1)}$
6. Solve $3(\frac{2}{3}x - \frac{1}{2})(\frac{1}{2}x + \frac{2}{3}) = x^2$
7. Find three consecutive numbers, such that if they are divided by 2, 3 and 4, respectively, the sum of the quotients will be the next higher number.
8. A train running 40 miles an hour left a station 45 minutes before a second train running 45 miles an hour. In how many hours will the second train round the first?
9. Twice the units' digit of a certain number is 2 greater than the tens' digit, and the number is four more than 6 times the sum of its digits. Find the number.
10. Expand $(a^2+ac+c^2)^4$

GENERAL HISTORY.

(Answer eight.)

1. Describe the rise of Macedonia and discuss the influence of the Empire of Alexander on the civilization of the world.
2. Describe and compare the Romans and the Greeks as colonizers.
3. Name three important events of the 15th century.
4. Describe the career of the Duke of Alva in Holland.
5. From the following list of names select five, and make a statement of historic interest about each. Homer, Hannibal, Cicero, Virgil, Charlemagne, Edward the Confessor, Cardinal Wolsley, Gustavus Adolphus, Martin Luther, Robespierre, William Pitt, Victor Emanuel.
6. Explain the conditions and consequences of the French Revolution.
7. Give an account of any two of the following topics: The Magna Charta, The Bill of Rights, The Mayflower Compact, The English Commonwealth, The English Reform Bill.
8. State briefly some leading facts about recent Arctic explorations and expeditions.
9. Name five of the decisive battles of the world and one result of each.
10. (a) Name five great inventions of the 19th century.
(b) Name five great events of the latest decade.

SECOND SESSION.

UNITED STATES HISTORY.

1. (a) Who made the first successful European settlement within the present boundaries of the United States?
(b) What people had tried to make settlements within these boundaries and had failed?
2. By what means were the French driven from America?
3. What relations existed between the colonies previous to 1765? Of what ideas was their union the outgrowth?
4. Give the principles of the first two great political parties in the United States. Name the leaders in each.
5. Describe Hamilton's financial policy and discuss the objections made to his measures.
6. What was the subject of the Webster-Calhoun debates?
7. Explain the difference between the reconstruction policies of Johnson and Congress.
Which was finally adopted and how was it carried out?

EXAMINATIONS.—BAR.

8. What important foreign treaties have been made by our national government since the Spanish War?
9. What is the present relation of the United States to Cuba? To Porto Rico? To Hawaii? To the Philippines? To Panama?
10. Distinguish between expansionists and anti-expansionists.

CIVIL GOVERNMENT.

1. How is the number of members of the Electoral College determined and what is the present membership?
2. Give the order of presidential succession and the names of the present incumbents of those offices.
3. Under what departments are the following subjects: Patents, Government Lands, Weather Bureau, Civil Service, Census?
4. How are the allowance and payment of a money claim against the United States procured?
5. Explain the term "Congressman at Large."
6. From what sources does the United States Government obtain revenue?
7. From what sources does the State of Colorado obtain revenue?
8. Name the different courts in Colorado and state how the judges of each are selected.
9. To what State official would you go to transact business pertaining to—
 - (a) Cattle brands?
 - (b) The organization of a mining corporation?
 - (c) Privilege to carry on insurance business in Colorado?
 - (d) To rent public lands?
 - (e) To obtain a warrant for the payment of a bill against the State?
10. Name three State Boards in Colorado and give the officers comprising each.

ENGLISH LITERATURE.

1. What was the Norman Conquest? Give its influence on (a) language, (b) literature.
2. Mention five spheres of literary activity characteristic of the Elizabethan era.
3. What services did Milton render his country?
4. Give the general characteristics of the Puritan Age. What conditions produced this age?
5. (a) Mention two English historians of the nineteenth century.
(b) Name one work of each.
6. Mention the authors of the following books: Marmion, Heroes and Hero-worship, House of the Seven Gables, Prisoner of Chillon, Dunciad, Gulliver's Travels, Snow Bound, Sir Roger de Coverly, Vanity Fair, Adam Bede.
7. Discuss the nature and style of Emerson's writings.
8. Mention two magazines you would read for current events—two for literary notes and reviews and one for general reading.
9. Mention one English novelist, one poet, one essayist and two important contributors to magazines now living.
10. Mention your favorite poet (English or American) and your favorite writer of fiction (English or American), and give reasons why you enjoy these writers.

THIRD SESSION.

GEOMETRY.

(Answer eight.)

1. Given the following populations: Pennsylvania, 6,302,115; Ohio, 4,157,545; Missouri, 3,106,665; Indiana, 2,516,462; Vermont, 343,641; construct five squares, with one angle in common, which shall represent proportionately and approximately the population of these states.

EXAMINATIONS.—BAR.

- The sides of two triangles are 20, 30, 40, and 30, 45, 60 millimeters, respectively. Construct them and show that they are equiangular.
- With respect to how many lines is a regular octagon symmetrical? Has it central symmetry? Has a regular heptagon central symmetry?
- Construct a rectangle such that when a circle is described about it and tangents drawn at the angular points, the resulting rhombus shall have angles of 60 and 120 degrees.
- An equilateral triangle is inscribed in a circle and another is described about the circle. What relation exists between the lengths of the sides?
- The common chord of the two intersecting circles on being produced cuts a line that touches both circles. Show that the tangent line must be bisected.
- ABCD is a quadrilateral in a circle and the side AB is produced to E. To what angle of the quadrilateral is the exterior angle CBE equal?
- Describe a circle of radius 35 millimeters; draw any line in plane of paper; draw a tangent to circle which shall be perpendicular to this line.
- Describe a square on the sides of right-angle triangle. Construct another triangle with sides equal to the diagonals of these squares. What is the latter triangle?
- Construct a quadrilateral and bisect the sides. What positions do the lines joining the bisections of adjacent sides occupy with respect to the diagonals? Demonstrate.

ENGLISH HISTORY.

- What physical features have contributed to England's greatness?
- In a general outline give nature and organization of the English government.
- What caused the "War of the Roses?" Who, in English history, is known as the "King-maker?"
- What led to the fitting out of the Spanish Armada? What effect did it have on England?
- Describe the influence upon English history of the conflict between Charles I and his Parliament.
- Explain (a) the nature of the corn laws of England; (b) the cause of the so-called opium war between England and China.
- Describe the English policy in Egypt. What caused the death of General Gordon, and where did it take place?
- What wars have the English carried on in South Africa, and what are their possessions in that region?
- Discuss Gladstone as a statesman, a theologian and a writer.
- Name three of England's leading statesmen and three generals of to-day.

MARCH 16 and 17, 1905

FIRST SESSION.

ALGEBRA.

(Answer Eight.)

- Factor $a^3 - b^3$; $m^2 + 27$; $125x^3 - 64y^3$.
- Form the equations whose roots are $+3 - 4 - 6$.
- Resolve $a^2 + \frac{a}{2} - 3$ into 2 binominal factors.
- Rationalize the denominator $\frac{2\sqrt{5} + \sqrt{3}}{3\sqrt{5} + 2\sqrt{3}}$

EXAMINATIONS.—BAR.

5. Find the cube root of $8x^3-36x^2+102x^4-171x^3+204x^2-144x+64$.
6. Find the perimeter of a square whose area is $4x^2+36x+81$.

7. Find the values of x and y in $\frac{x}{a} + \frac{y}{b} = 1$
 $\frac{a}{x} + \frac{b}{y} = 4$.

8. A. and B. hired a pasture into which A. put 2 horses and B. as many as cost him \$4 a week. Afterward A. put in 2 additional horses and found that he must pay \$4.50 per week. At what rate was the pasture hired?

9. Simplify $\frac{1}{1 - \frac{1}{1 + \frac{1}{m}}}$.

10. Define (a) equation, (b) like quantities, (c) polynomial, (d) exponent, (e) coefficient.

GENERAL HISTORY.

(Answer Eight.)

1. What was the Augustan Age?
2. What was Oliver Cromwell's place in history?
3. How does the civilization of Greece and Rome affect us to-day?
4. With what history are the following connected: "Crossing the Rubicon," the Massacre of St. Bartholomew?
5. Why prominent: Charlemagne, Spartacus, Pericles, Miltiades, Herodotus, Peter the Hermit?
6. Why is the battle of Marathon considered one of the decisive battles of the world?
7. Locate and record a single important fact concerning each of the following ancient cities: Troy, Alexandria, Thebes, Cairo, Tyre, Babylon.
8. What led to the Reformation? Who were some of the leaders therein?
9. What were the causes that led to the decline and downfall of the Roman Republic?
10. What gave rise to feudalism? What were some of the defects? What caused its decay?

SECOND SESSION.

UNITED STATES HISTORY.

1. Give some account of the various Spanish explorations in what is now the United States, during the 16th century.
2. Give some account of the principal events in the colonial history of Massachusetts.
3. What changes took place in the map of North America between 1750 and 1820? State fully.
4. Recount the public career and services of Alexander Hamilton.
5. Give an account of what is known as the Hartford Convention.
6. Give a full history of the so-called Alabama Claims.
7. What had taxes to do with the American Revolution? How many forms of taxation are there in the United States? What authorities can make levies upon your property for the public good.
8. Make an outline of the principal events of the administration of the eleventh President.

EXAMINATIONS.—BAR.

9. (a) State the difference between a protective tariff and free trade. (b) Which sections of the Union have favored these two policies? (c) Name three political leaders who have favored a protective tariff. (d) Three who have favored free trade.
10. Name the most decisive battle fought in the following States: Massachusetts, New York, Pennsylvania, Maryland, Virginia, Tennessee, Georgia, Mississippi, Arkansas, Kentucky.

CIVIL GOVERNMENT.

1. What analogy exists between the government of the United States and the several states?
2. What is the writ of habeas corpus? When may it be suspended?
3. What is the Supreme Court? How long do the judges serve? Name 3 of them.
4. What is meant by reciprocity? Income tax? Free trade? Protective tariff?
5. What is meant by long session of congress? The short session?
6. What is the difference between a grand and a petit jury?
7. When is the Vice President of the United States elected by the Senate? When has such an election occurred?
8. When does the chief justice preside over the senate?
9. Define government as applied to communities.
10. How often, and when, does congress assemble? What is the constitutional term of its existence? What do you mean by the forty-fourth congress?

ENGLISH LITERATURE.

1. What was the effect of the Norman conquest on the English tongue?
2. What characteristics distinguish Goldsmith?
3. Discuss the Elizabethan age. Give special emphasis to causes of its greatness.
4. Contrast Macaulay and Carlyle as prose writers.
5. Who was Caedmon? Caxton? Erasmus? Sir Thomas Moore?
6. What play of Shakespeare is your favorite? Name four leading characters in that play.
7. Name one poem written by the following: Wordsworth, Southey, Coleridge, Goldsmith, Byron, Moore, Sir Walter Scott.
8. Name 4 celebrated English novelists, and mention one novel written by each.
9. Give three leading English historians.
10. Name 3 contemporaries of Shakespeare and tell for what each is noted.

THIRD SESSION.

GEOMETRY.

1. Define point, plane surface, theorem, problem, chord.
2. Prove: Two triangles are equal, if two sides and included angle of one are equal to two sides and the included angle of the other, each to each.
3. The square upon the hypotenuse of a right triangle is equivalent to the sum of the square upon the other two sides.
4. How would you inscribe a circle in a given triangle?
5. The diagonals of a rectangle are equal. Demonstrate.

ENGLISH HISTORY.

1. What effect had the Roman invasion on the British people?
2. What caused the Romans to abandon Britain?
3. Who were the Jutes? the Angles? Describe the Saxon invasion.

EXAMINATIONS.—BAR.

4. Describe the Norman invasion. What was the principal battle? Who were the leaders?
5. What was the turning point of the battle of Waterloo?
6. What led to the beheading of Charles I.?
7. When and how did the kingdoms of England and Scotland become united?
8. Describe briefly England's part in the events that culminated in the battle of Waterloo.
9. Who was William Pitt? Simon de Montfort? Thomas Becket?
10. What is the Magna Charta? Who granted it?

DECEMBER 21 and 22, 1905

FIRST SESSION.

ALGEBRA.

1. Give law of coefficients and exponents in division.
2. Factor—
 - (a) $3x^2 - 19x - 14$.
 - (b) $36x^2 - 25b^4$.
 - (c) $a^2 + a - 20$.
3. A has \$20, and B has \$3.75. How much must A give B in order that he may have just four times as much as B?
 $\frac{a}{2b} = \frac{5c}{3a} = \frac{7a}{4b^2}$
4. Reduce $\frac{a}{2b} - \frac{5c}{3a} + \frac{7a}{4b^2}$ to their least common denominator.
5. A certain sum of money increased by 2-3 of it, and diminished by \$75, is \$175. What is the sum?
6. Reduce $5\sqrt[3]{24x^4}$ to its simplest form.
7. What is the value of x in the equation $-4x^2 + 7x = -2$?
8. Given $x + 3y = 9$ and $3x + 2y = 13$, to find x and y.
9. Find the square root of $4a^2\sqrt{9b^2}$.
10. The perimeter of a rectangle is 400 feet, the difference between the length and breadth is 40 feet. Find the area.

GENERAL HISTORY.

1. Name five good results of the system of feudalism.
2. (a) What reforms were instituted by Alexander II. of Russia?
(b) How do you account for the present status of the Russians?
3. Describe Japan as to (a) government, (b) schools, (c) commerce, (d) characteristics of the people, (e) their civilization, (f) some of their leading warriors or statesmen.
4. Give influence and character of Cromwell.
5. What influence had the Romans on the customs and language of Britain?
6. Write briefly of the conquest of the Transvaal (1887).
7. Give causes and results of the Opium War.
8. What were the two most famous Phœnician cities?
9. Compare Alexander the Great to Charlemagne as men, soldiers and statesmen.
10. What is meant by the Renaissance?

SECOND SESSION.

U. S. HISTORY.

1. Tell who the following were and for what noted: Balboa, Arnold, Black Hawk, John Brown, La Salle.
2. Locate and tell with what historical events the following are connected: Arcadia, DuQuesne, Ticonderoga, Valley Forge, Fort Donelson.

EXAMINATIONS.—BAR.

3. (a) What caused the war of 1812? (b) Name two generals who took part in this war. (c) Give result of the war.
4. Name and locate the most important points of the French and Indian war.
5. Of whom did the U. S. secure the following: Louisiana, California, Alaska, Porto Rico, the Philippines?
6. Give the great causes which led to the Civil War and show how these great questions were settled by that war.
7. Name one event connected with each of the following dates: 1497, 1512, 1513, 1565, 1583, 1620, 1776, 1820, 1850, 1867.
8. Tell all you can of the building of the Erie Canal. What was its effect?
9. What was the compromise of 1850?
10. To the advancement of what governmental reform did the assassination of Garfield contribute? Why?

CIVIL GOVERNMENT.

1. Define civil government. What is a constitution?
2. In what manner are representatives and direct taxes apportioned among the several states.
3. How often shall congress assemble? What day is fixed for the meeting of congress?
4. Define summons, change of venue, appeal, subpœna, court of equity.
5. What is the meaning of "original and appellate jurisdiction?"
6. (a) Mention five powers the Constitution gives to congress.
(b) Three denied to the United States by the Constitution.
(c) Two things that the Constitution guarantees to every state.
7. According to the United States Constitution, who are citizens?
8. State some of the chief duties of each of the following officers: The justice of the peace, the constable, the mayor.
9. Where must bills for revenue originate? Why?
10. How does a judge of the Supreme Court receive his office? How long is the term of office?

ENGLISH LITERATURE.

1. Discuss the Elizabethan Age. Give special emphasis as to causes of its greatness.
2. Mention the great English elegies.
3. Place Goldsmith in the history of English Literature and estimate the literary qualities of his prose and verse.
4. What is the nature of lyric poetry? Name one of the great masters of lyric poetry.
5. Upon what production does the fame of Swift rest?
6. Name three leading English historians and give one or more of the principal productions of each.
7. Name one poem written by each of the following: Robert Burns, Wordsworth, Southey, Coleridge, Goldsmith, Byron, Moore, Sir Walter Scott.
8. Give Lowell's purpose in writing the "Vision of Sir Launfal."
9. Give from "Evangline" a quotation that you deemed beautiful from its language.
10. Give the legend of the Holy Grail.

THIRD SESSION.

GEOMETRY.

1. Define axiom, theorem, corollary, rhomboid, chord of the circle.
2. The square of the hypotenuse of a right triangle is equal to the sum of the squares of the legs. Demonstrate.

EXAMINATIONS.—BAR.

3. The area of a regular polygon is equal to half the product of its perimeter and apothem. Demonstrate.
4. A tangent to a circumference is perpendicular to the radius at the point of contact. Demonstrate.
5. The area of a triangle whose base is 32 in. is 768 sq. in.; what is the base of a similar triangle whose area is 48 sq. in.?

ENGLISH HISTORY.

1. What were the Crusades?
2. Describe the routes by which the products of the East were brought to England.
3. What progress was made in colonization and trade under James?
4. How was England connected with the War of the Spanish Succession? How did the war result in America? How did it affect the balance of power?
5. Why was the commerce of the colonies restricted to Great Britain?
6. In what way did England acquire possessions in India?
7. Account for the attitude of the various classes of people in England toward the United States during the Civil War.
8. What do you think of Gladstone's plans for curing the troubles in Ireland?
9. In what ways was the purchase of the Suez Canal beneficial to England? How did it affect commerce? Colonization?
10. Why would the Britons and Saxons be likely to give different accounts of the conquest of Britain?

MARCH 15 and 16, 1906

FIRST SESSION.

ALGEBRA.

1. Factor—
 - (a) $x^2-2x-15$.
 - (b) $a^2+2ab+b^2-4c^2$.
 - (c) $1-(x+5b)^2$.
 - (d) $1-49x^6$.
 - (e) $64a^3-27b^3$.
2. Find L. C. M. of x^2-4x+4 , x^2+4x+4 , and x^2-4 .
3. A and B have together \$8; A and C, \$10; B and C, \$12. How much has each?

4. (a) Simplify $\frac{\frac{x}{m} + \frac{y}{3}}{\frac{z}{m}}$

(b) Solve: $\frac{x+y=s}{x-y=d}$.

5. Find the product $\left(1 - \frac{1}{x}\right) \left(\frac{1}{x^2-1}\right)$

6. Find the square root of: $4x^2-12x^3+28x^2-30x+25$.

7. Solve the equation: $\sqrt{x-a} = \sqrt[4]{x^2+ax}$.

8. If 15 lbs. of tea and 10 lbs. of coffee together cost \$15.50, and 25 lbs. of tea and 13 lbs. of coffee together cost \$24.55, find the price of each per pound.

EXAMINATIONS.—BAR.

9. Define and illustrate each of the following: (a) Homogeneous, (b) polynomial, (c) sign of aggregation, (d) axiom, (e) reciprocal, (f) surd.
10. A man sold 12 acres more than $\frac{3}{4}$ of his farm, and had 6 acres more than $\frac{1}{4}$ of it left. How many acres did he own?

GENERAL HISTORY.

- (a) What people have contributed most to the art of the world?
(b) What did the Romans contribute to the civilization of the world?
- (a) Name the president of the French Republic?
(b) Three of the great statesmen of Europe at the present time?
- What was the general influence of the French Revolution on civilization?
- Describe the terms of the treaty which closed the Thirty Years' War.
- (a) What led to the revival of learning?
(b) What three important inventions were made about the fifteenth century?
- What reforms did Peter the Great of Russia institute in his empire?
- (a) Name three great events that mark the beginning of modern history.
(b) Name the European country having the largest possession in the sixteenth century, and indicate briefly its present condition.
- Select five of the following names, and describe briefly some event of historical importance in connection with each: Henry IX. of France; Catherine II. of Russia; the Duke of Wellington; Garibaldi; Warren Hastings; Mazarin; the "Young Pretender"; Bismarck.
- Name the most striking geographical feature of Greece, and show how Greek history was influenced by the geography of the country.
- Give a short account of the rise of Mohammedanism.

SECOND SESSION.

UNITED STATES HISTORY.

- Name and locate the more important settlements made by (a) the English; (b) the French; (c) the Dutch.
- What historical fact is associated with each of the following names: (a) Ponce de Leon; (b) LaSalle; (c) Sir Francis Drake; (d) Henry Hudson?
- Give a short account of the Gadsden purchase.
- Give an account of the compromise of 1850.
- Name three causes of the "Panic of '37."
- What great work was accomplished by
(a) Commodore Perry?
(b) Commodore Decatur?
(c) Admiral Farragut?
(d) Admiral Dewey?
(e) Admiral Sampson?
- Discuss the relative value to the United States of each of the different accessions of territory acquired since the adoption of the Constitution.
- (a) Upon what were the rival claims of England and the United States to Oregon based?
(b) How and where were these claims settled?

EXAMINATIONS.—BAR.

9. (a) Describe briefly the period between the close of the Revolution and the adoption of the Federal constitution.
(b) Why is it called the Critical Period of American history?
10. (a) Whom do you consider the three foremost statesmen of the United States at the present time?
(b) Tell for what each stands and give five reasons for your choice.

CIVIL GOVERNMENT.

1. (a) At what time does congress convene.
(b) What is meant by the long session?
(c) The short session?
2. (a) What is a tariff tax?
(b) For what purpose is it levied?
3. Mention two important differences between the English cabinet and that of our own country.
4. How may amendments to the Constitution be made?
5. Distinguish between citizens and voters.
6. Describe the nature of a "Bill of Rights."
7. (a) Name five powers or duties of the president of the United States;
(b) five powers or duties of congress.
8. How are vacancies in the United States senate filled?
9. Name two county offices, and give duties of each.
10. Name the different ways in which a foreigner may become a citizen?

ENGLISH LITERATURE.

1. (a) Name two historic plays of Shakespeare and two tragedies.
(b) Name two of Dickens' works.
(c) Two of Scott's.
(d) Two of George Eliot's.
(e) Two of Thackeray's.
(f) Two of Tennyson's.
(g) Two of Browning's.
2. Name your favorite Shakesperian play, and describe a leading character.
3. Name four characteristics of a classic.
4. Describe Ichabod Crane.
5. Compare the works of Sir Walter Scott with those of James Fenimore Cooper. Name five works of each.
6. Name five of Emerson's best essays.
7. Name the respective authors of the following: (a) "The Bare-foot Boy," (b) "The Virginian," (c) "The Deserted Village," (d) "Enoch Arden," (e) "Hypatia," (f) "The Alhambra."
8. (a) What is Pope's noblest work.
(b) Give an example of heroic poetry.
(c) Didactic poetry.
9. Name five figures of speech and give an example of each.
10. Name three English and three American historians, with the century in which each lived, and the most important work of each.

THIRD SESSION.

GEOMETRY.

1. (a) Define secant, tangent, segment. (b) Write five axioms.
2. The line joining the middle points of two sides of a triangle is parallel to the third side, and equal to one-half of it. Demonstrate.
3. If from a point without a circle two secants are drawn, the rectangle formed by one secant and its external segment is equivalent to the rectangle formed by the other secant and its external segment. Demonstrate.

EXAMINATIONS.—COUNTY.

4. Similar polygons are to each other as the squares upon their homologous sides. Demonstrate.
5. Define and illustrate by figures the following terms: (a) Equal, (b) congruent, (c) similar, (d) equivalent.

ENGLISH HISTORY.

1. How does commerce help to civilize a nation?
2. What facts show the state of civilization among the Britons in the time of Cæsar?
3. Who was (a) Wyclif, (b) Chaucer, (c) Langland?
4. Give causes and results of the Wars of the Roses.
5. Compare the navies of Spain and England at the time of the Armada.
6. Tell something of the literature of Elizabeth's time.
7. What is meant by "The Restoration?"
8. Discuss the career and character of Marlborough.
9. How did the English people regard the French Revolution? Why?
10. Give an account of the origin of the House of Commons.

COUNTY.

REGULATIONS.

(Revised 1905.)

1. The questions to be used in these examinations will be forwarded to county superintendents and to deputies appointed by them, in sealed envelopes. These must be opened first in the presence of the applicants, at the time set for the examination. For the protection of the superintendents themselves, this rule should be strictly enforced, and the attention of the applicants directed to the envelopes.
2. County superintendents should give due notice of the date and place of examinations, and the hour at which they will begin. Four half-day sessions should be provided for.
3. The fee received should be forwarded to the superintendent of public instruction not later than the time of forwarding the examination report.
4. Paper of uniform size will be furnished by the county superintendents.
5. At the beginning of the examination each applicant must be given an envelope with a number, by which he will be known during the examination, the name to be written only on slip furnished, and, with other items specified, sealed in said envelope.
6. All answer papers shall be examined and graded by number before the envelopes, which contain the names of the applicants, are opened.
7. Applicants shall not be allowed to take any part of the examination excepting at the time designated.
8. Answer papers of applicants that have been examined in any other county shall be accepted only when forwarded by the

EXAMINATIONS.—COUNTY.

superintendent of that county, accompanied by a certified statement from the superintendent that the set forwarded is the only one written by the applicant and submitted for grading at that examination. Manuscripts forwarded require first-class postage (full letter postage).

9. Applicants shall not be allowed to leave the room until their work has been completed and handed to the examiner.

10. The answer papers, arranged and filed in good order, must be collected at the expiration of each session.

11. (a) In grading, allow the same number of credits for each question, unless a number is given in parenthesis at the left of the question. (b) Issue certificates upon the following conditions: First Grade—An average of 90 per cent.; no branch below 70 per cent. Second Grade—An average of 80 per cent.; no branch below 60 per cent. Third Grade—An average of 70 per cent.; no branch below 60 per cent.

12. Not more than two certificates of the third grade shall be issued to the same person. (See Annotated School Laws, section 24.) Consult lists of names of persons to whom third grade certificates have been issued as furnished by the state superintendent of public instruction.

13. Certificates should be dated upon the date of the examination.

14. Applicants for certificates of the first grade shall have taught successfully for at least one year.

15. In addition to the regular certificate blanks, statement of standing blanks will be forwarded to the county superintendents, in order that applicants may receive their standing in case of failure.

16. Private examinations shall not be lawful.

17. A report of the result of each examination must be rendered by each county superintendent to the superintendent of public instruction, whether any applicants present themselves or not.

18. If, for attending normal institute, 5 per cent. is added, it must be estimated on the average attained, and not on 100 per cent. as a basis.

19. Papers of the applicant shall be placed on file in the county superintendent's office for at least three months.

DIRECTIONS TO APPLICANTS.

Morning sessions, 9 to 12; afternoon sessions, 1:30 to 4:30.

1. A fee of one dollar must be paid to the county superintendent by the applicant before the examination is taken.

2. Write the number assigned you and the subject at the head of every sheet of paper.

3. Do not write two subjects on the same sheet, use one side of the paper only and do not fold the paper.

EXAMINATIONS.—COUNTY.

4. Number answers to correspond with questions; do not repeat questions.
5. Give complete solutions of arithmetical problems.
6. Ask no questions; any act of dishonesty will make worthless the examination.

STATEMENT OF APPLICANT.

No..... County, Colorado.
You will be known during your examination by the number on your envelope.
Answer the following questions, place in envelope and seal:
Name in full.....
P. O. Address.....
Age..... Place of Birth.....
How many months have you taught?.....
State number of different districts of Colorado in which you have taught

In what other states have you taught?.....
In what schools were you educated?.....
Give the date and grade of your last certificate.....
By whom issued.....
What educational papers do you read regularly?.....
What educational associations have you attended during the past year?

TEACHERS' COUNTY EXAMINATION QUESTIONS

For First, Second and Third Grade Certificates

December 15 and 16, 1904

Prepared by

Superintendent of Public Instruction

FIRST DAY, A. M.

ARITHMETIC.

1. Define Arithmetic. Name the four fundamental rules of Arithmetic. Define an integer; a fraction; a concrete number.
2. $\frac{8\frac{4}{7}+5\frac{1}{3}}{26\frac{1}{9}-5\frac{5}{6}} \times \frac{20\frac{2}{5}-10\frac{5}{12}}{6\frac{3}{10}+4\frac{3}{15}} \div \frac{9\frac{9}{13} \times 1\frac{11}{25}}{4\frac{43}{50}-2\frac{3}{10}} = ?$
3. How much silk can be bought for $\$5\frac{1}{5}$, if $\frac{3}{4}$ of a yard of the same silk cost $\$2\frac{1}{2}$?
4. A merchant withdrew .375 of his capital to invest in a farm which cost him \$6,890.25. What was his original capital?
5. How much sooner does the sun rise at Philadelphia, longitude $75^\circ 10'$ West, than at San Francisco, longitude $122^\circ 26' 45''$ West?
6. If A has 25% more money than B, what % of A's money is B's?
7. A merchant sold 20% of an invoice at 25% profit. At what per cent. loss must he sell the remainder to net cost on the whole?
8. At what price shall an agent be ordered to buy potatoes at 2% commission that, after paying 7 cents per barrel for transportation, they can be sold at \$1.76 per barrel and 10% profit?
9. The distance around a circular court is 375 feet. What is its area?

EXAMINATIONS.—COUNTY.

10. Name four kinds of Commercial Paper. Define Protest and Indorsement. Name three kinds of Indorsements.

WRITING.

1. Give the leading rules of any standard system of penmanship.
2. What relation has position and pen-holding to the character of the writing?
3. Should the small letters be taught first or not? Why? The script or printed form? Why?
4. How is symmetry taught to young writers? Why is it of fundamental importance to compel care in the formation of letters?
5. (a) Write a letter accepting a position offered. (b) Write a letter returning a book because it was not as represented.
- 6-10. Graded on penmanship of all manuscripts in this examination.

FIRST DAY, P. M.

GRAMMAR.

1. Define grammar, and explain its relation to and difference from rhetoric.
2. Define and give examples of: compound sentence, complex sentence, relative clause, substantive clause, nominative absolute.
3. Write the plural and plural possessive of the following words: fox, fly, footman, sheep, administrator, piano, fairy, chief, mouse.
4. Give and illustrate the uses of the infinitive.
5. Give a synopsis of the verb *drink* in the third person singular of the indicative active. Also of the verb *fly* in the second person singular of the indicative active, progressive form.
6. Why are adverbs so called? Give and illustrate five uses of the adverb.
7. What parts of speech are used as connectives? Use one of each kind in a sentence.
8. Analyze or diagram the first two lines of "America."
9. Parse the italicized words in the following:
Nothing in Nature weeps its *lot*,
Nothing *save* man, *abides* in memory,
Forgetful that the past is *what*
Ourselves may choose the coming *time* to be.
10. In what grade should the study of technical grammar begin? Why?

PHYSIOLOGY.

1. Describe the structure of bone. Describe the structure of muscle.
2. How many kinds of joints are there? What is cartilage? How are the bones nourished? How should we secure good ventilation for our living rooms?
3. Briefly describe the lungs, giving position, structure, use, etc.
4. Describe the structure of the skin. Why is it necessary to bathe frequently?
5. Give some hints about the care of the throat.
6. Of what use is the sense of touch? What are the organs of touch?
7. Define the following: Bacteria, Caseine, Deglutition, Myopia, Hyperopia.
8. Describe the structure of a tooth. Mention the number and situation of the teeth, giving the names of each kind.
- 9 and 10. Give a general description of the circulation of the blood through the body.

EXAMINATIONS.—COUNTY.

SCHOOL LAW.

1. What three restrictions are placed upon our school system by the Constitution of Colorado? Name the departments whose heads constitute the State Board of Education.
2. Name the different school funds of our state, and describe the sources from whence these funds are derived.
3. State five duties of the teacher required by the laws of Colorado.
4. State the law regarding county teacher's certificates. How many kinds are there? For how long is each issued? Upon what conditions are each issued? What power has the county superintendent in regard to county teacher's certificates issued in counties other than his own?
5. What are the requirements of the law concerning Arbor Day in this State?

READING.

1. In selecting material for a reading class what tests should be applied to the proposed piece of literature?
2. Define: Paragraph, essay, oration, periodic sentence, figure of speech.
3. Name two works by each of any five of the following authors: James Russell Lowell, William Dean Howells, Alfred Tennyson, Edgar Allan Poe, William Wordsworth, William Cullen Bryant, Nathaniel Hawthorne.
4. In what grade can the following selections be best used and why? (Answer for any five.) Evangeline, Hiawatha, Snow Image, Snow-Bound, Thanatopsis, Ivanhoe, The King of the Golden River.
5. What are the essentials of good reading? What kind of exercise will develop each essential?

SECOND DAY, A. M.

SCIENCE.

(Answer ten.)

1. Mention two results that come from the rotation of the earth on its axis. What unit of time do we get from the rotation of the earth?
2. What causes the seasons? How many? What season is now prevailing in Argentine Republic?
3. Give the width of each of the zones (a) in degrees; (b) approximately in miles. What would be the effect on the width of the zones if the inclination of the earth's axis were 30 degrees instead of $23\frac{1}{2}$?
4. Describe two experiments that show the elasticity of the air.
5. Describe (using figures) the construction of a Centigrade thermometer.
6. What is the heat equator? In what three ways is it different from the geographical equator?
7. Explain the land and sea breezes, giving (a) the cause; (b) the direction during the day; (c) the direction at night; (d) their effect on climate; (e) the regions where they are most noticeable.
8. What is meant by "a region of low pressure?" "A region of high pressure?" In which are storms likely to occur?
9. How are deep-sea soundings taken? What are some facts that they reveal about the ocean bottom?
10. Name and illustrate (with figures) the three forms of equilibrium.
11. State two laws of the vibration of the pendulum. How many vibrations per second (approximately) will a pendulum make whose length is 25 centimeters?
13. How may a barometer be used to determine the height of mountains? Assuming that the barometer falls one inch for every 900 feet ascent, what would be the barometric reading at the top of a mountain 14,400 feet high?

EXAMINATIONS.—COUNTY.

14. Define each of the following terms: oxidation, burning, decay, flame.

15. What determines the distribution of plants over the earth's surface? Give examples.

CIVIL GOVERNMENT AND CONSTITUTION OF COLORADO.

(Answer any five.)

1. What is a jury? What two kinds of juries? What is the usual number of men in each? Who may serve on a jury? How is a jury selected?

2. Define these terms: veto, probate court, quorum, corporation, plaintiff.

3. What is the purpose of the supreme court of a state? Is there any jury in the supreme court? Why? Are the justices appointed or elected by the people? What was the nature of the proposed amendment to the state constitution voted on at the last general election?

4. What are the most important offices filled by appointment by the president? What ones must be confirmed by the senate?

5. Mention two kinds of taxes, tell how the amount of each is determined, and explain how each is collected.

6. Name three executive duties, one legislative duty, and one judicial duty of the governor.

UNITED STATES HISTORY.

1. Name five of the leading French explorers, and indicate what part of America each one explored.

2. Discuss the character of the Puritans under these heads:

(a) Narrowness and prejudices.

(b) Religious ideas.

(c) Social characteristics.

(d) Their influence on our subsequent history.

3. Give a brief sketch of any one of these men: (a) Cotton Mather; (b) William Penn; (c) Peter Stuyvesant.

4. Mention five important boundary disputes that have come up in our history.

5. Write a sketch of Benedict Arnold's career in the Revolution. Are there any extenuating circumstances in his favor? Explain.

6. Show how the lack of union among the colonies was a serious obstacle to American progress during the Revolution.

7. What does each of these terms suggest to your mind: Huguenots, burgesses, Quakers, Marquette, Boston Port Bill?

8. What was "The Dred Scott Decision?" State the most important conclusions of the decision.

9. What additions to our territory have been made by (a) war; (b) purchase; (c) annexation.

10. Discuss the progress of science and invention during the last quarter of a century.

SECOND DAY, P. M.

GEOGRAPHY.

1. In what way will the Panama Canal be of advantage to:

a. The states of Washington and Oregon?

b. The New England States?

2. What countries produce the world's supply of: a. Petroleum; b. Tin; c. Coffee; d. Silk; e. Gold?

3. What are the conditions that make Illinois a great corn state? Mississippi a great cotton state? Minneapolis a flouring city? California a great fruit state?

4. Give the causes that produce the change of seasons.

EXAMINATIONS.—COUNTY.

5. What is the effect of the Andes Mountains upon the climate of the country lying to the west of them? Also the country lying to the east of them?

6. Name and locate the state institutions of learning in the state of Colorado.

7. In what industries does Colorado lead all the other states of the Union? Name two other industries of the state, and give the locality where carried on.

8. Describe the island of Cuba with reference to: a. Its physical features; b. Its productions; c. Its climate.

9. Of the following cities, what are the chief exports and to what countries do they go?—New Orleans, St. Johns (Newfoundland), San Francisco, Rio Janeiro, Singapore.

10. What and where are: La Plata, Honolulu, Sitka, Tigris, Monrovia, Elbe, Aetna, Lassa, Para, Tchad?

ORTHOGRAPHY.

1. Use the following in sentences: Rood, rude; seer, sear, sere; shear, sheer; tier, tear; sane, selne.

2. Write ten derivative words, pointing out and defining the prefixes and suffixes.

3. Define and illustrate synonym, homonym, root, orthoepy.

4. Mark diacritically the vowels in the following: Blaze, flat, fall, what, amalgamate, intrigue, vagary, monopoly, hymeneal, italicize.

5. Give the rule for spelling each of the following: Dropping, judgment, traveled, forcible, courageous.

6-10. Graded on Spelling of all manuscripts in this examination.

THEORY AND PRACTICE.

1. Give reasons why music and drawing should, or should not, be made a part of the curriculum of every school.

2. Explain and illustrate what is meant by natural incentives.

3. Mention some of the essentials of a good recitation (a) on the part of the teacher; (b) on the part of the pupil.

4. Define: memory, sense, perception, consciousness, imagination, a concept.

5. Make out daily program for either a rural school, or a school of two grades.

MARCH 16 and 17, 1905

FIRST DAY, A. M.

ARITHMETIC.

1. New York is $74^{\circ} 3'$ west longitude, and Paris, France, is $2^{\circ} 20'$ east. How much earlier is it sunrise in Paris than in New York?

2. A man can borrow money at 6% and pay cash for goods, obtaining a discount of 2%, or he may pay for the goods in 60 days. Which is the more advantageous, and how much, on an invoice of goods amounting to \$1,500?

3. If I owe \$30 due in 3 months, and \$10 due in 7 months, when may I equitably pay both debts by a single payment of \$40?

4. $2\frac{5}{8} \times 2\frac{2}{7}$ is what per cent. of $(5\frac{3}{8} - 2\frac{2}{3}) \times \frac{1}{8}$ of $7\frac{1}{2}$?

5. The taxable property of a county is \$6,237,500. Its expenses are \$111,111 a year. What are A's taxes if he is assessed at \$5,000?

6. Divide (1050×15,050) by 110637×.00111.

7. (a) What will be the cost of lead at 20c per lb., 2 lbs. to the sq. ft., to line a cistern which holds 91,252½ gals. of water, not counting cover, 7½ gal. to cu. ft.?

(b) What per cent. of 16 ft. is 7 yds.?

EXAMINATIONS.—COUNTY.

8. One of the sides of an isosceles triangle is 20, its base is 32; find its perimeter and area.
9. How must a merchant mark goods costing \$15 so as to sell them at 25 and 20 per cent. off and still make a profit of 20%.
10. Define factor, ratio, commission, least common multiple, interest.

SCHOOL LAW.

1. What is the law concerning the purchase, care and display of the U. S. flag upon school buildings?
2. What is a district of the first class? Second class? Third class? Give examples of each.
3. Of what does the school fund consist and how apportioned?
4. When and for what purpose is the school census taken?
5. What is a legally drawn warrant?

PENMANSHIP.

1. State the leading characteristics of any system with which you are acquainted, naming the system.
2. Describe closely two positions for writing which you think best for pupils.
3. Name and describe the various movements, and state the special use of each.
4. Make and describe all the principles, or elements employed in your system.
5. Write five or more lines as a specimen of your best handwriting.

FIRST DAY, P. M.

GRAMMAR.

1. Write (a) an exclamatory sentence containing an infinitive phrase, (b) a declarative sentence containing a noun clause, (c) an interrogative sentence containing an adverbial clause.
2. Define modifier, phrase, clause.
3. Write sentences illustrating the following uses of the infinitive phrase:
 - (a) as subject
 - (b) as attributive complement.
 - (c) as object.
 - (d) as independent element.
4. Distinguish between analysis and synthesis.
5. Write sentences illustrating a clause used (a) subject of a finite verb, (b) object of a transitive verb, (c) object of a preposition.
6. Give an example in a sentence of "what" used as (a) a relative pronoun, (b) an interrogative pronoun, (c) an adjective, (d) an interjection.
7. Define Conjugation. Define Declension. Decline *them*. Define Comparison. Compare *good-natured*.
8. Write the plurals of the following: Ottoman, alderman, court-martial, mouthful, nebula, focus, hypothesis, trout, elf, aid-de-camp.
9. Analyse:
May God forgive the child of dust
Who seeks to know where Faith should trust.—Whittier.
10. "This castle hath a pleasant seat; the air nimbly and sweetly recommends itself unto our gentle senses."
Classify each word in the above sentence and give reason.

PHYSIOLOGY.

1. Define the terms Anatomy, Physiology and Hygiene.
2. Give five rules for the care of the eye.

EXAMINATIONS.—COUNTY.

3. What effect has alcohol on the human body?
4. Tell what and where each is: Epiglottis, pericardium, capillaries, peritoncum, iris.
5. Name the bones of the lower extremities.
6. What is digestion?
7. Name the digestive organs in their order. Tell where the different fluids enter, and their uses.
8. What is the office of the liver?
9. What are the principal secretions and excretions of the human body?
10. What is meant by (a) "reflex action of the spinal cord?" (b) Give examples. (c) State its use.

READING.

1. Define elocution, emphasis, prose, poetry, monotone.
2. When is a lesson well understood? To what standard must a class attain to be good readers?
3. Name 2 American historians, 2 novelists, 2 poets, 2 orators.
4. Who is the author of "The Star Spangled Banner?" "America?" Who was the greatest American lexicographer?
5. Name for the sixth, seventh and eighth grades two books each for supplemental reading.

SECOND DAY, A. M.

HISTORY.

1. What connection had the following persons with American history: DeSoto, Leonard, Calvert, Roger Williams, Cartier, Henry Hudson?
2. What application had the terms "Whigs and Tories?"
3. Name five eminent European officers who served with distinction in the continental armies.
4. (a) What were the "Articles of Confederation?" (b) When adopted by Congress? (c) When did they become binding upon the states? (d) What were some of their radical defects?
5. Mention three financial measures advocated by Hamilton for raising a revenue and strengthening the credit of the nation.
6. What addition was made to the territory of the U. S. in 1803? In 1867? In 1898?
7. What was the results of the War of 1812?
8. Give a brief account of any two of the following: The Barbary war; the invention of the cotton gin and its results; the Alien and Sedition laws.
9. What service was rendered the American Revolution by (a) Benjamin Franklin, (b) Robert Morris?
10. Give the principal facts relating to the Louisiana Purchase, stating (a) time of purchase, (b) why its acquisition was desired, (c) from whom purchased, (d) the sum paid.

SCIENCE.

1. (a) Define Physics. (b) How would you illustrate the property of impenetrability?
2. Which of the rodents is the most valuable to man?
3. During what age are the coal deposits supposed to have been formed? Name the greatest coal regions of the world.
4. Name the planets of the solar system in order. Which is the largest? Which is the smallest?
5. Name parts of a plant. What is a seed? Define caulicle, cotyledon, plumule, bud, petiole.
6. (a) What are earthquakes? (b) How manifested? (c) When most frequent? (d) State five causes. (e) Where most frequent?

EXAMINATIONS.—COUNTY.

7. (a) Explain the origin of winds. (b) How is the direction of the wind affected by the rotation of the earth?
8. Explain the cause of land and sea breezes.
9. Explain the application of the terms species and genus.
10. Distinguish between deciduous and evergreen trees, and give two illustrations of each.

ORTHOGRAPHY.

50 credits.

1. What is orthography?
2. What is a primitive word?
3. What is a syllable?
4. What is meant by a penult or penultimate?
5. Mark the first vowel in the following: Ale, arm, all, end, ice, use, old, eve, what.

50 words (1 credit each) to be pronounced by the examiner:

1 privilege	18 beguile	35 accuracy
2 opulent	19 cylinder	36 anonymous
3 almanac	20 tenement	37 precedent
4 pursue	21 cinder	38 bilious
5 apparent	22 genealogy	39 penance
6 imperative	23 mucilage	40 furniture
7 illegible	24 unparallelled	41 commissary
8 occurrence	25 hymeneal	42 persistence
9 sure	26 despair	43 tabernacle
10 museum	27 summary	44 courteous
11 homicide	28 leisure	45 capricious
12 apparatus	29 trestle	46 gossamer
13 heinous	30 malaria	47 plague
14 rendezvous	31 weasel	48 gingham
15 surety	32 nickel	49 flexible
16 decipher	33 indispensable	50 salary
17 Fahrenheit	34 porcelain	

SECOND DAY, P. M.

GEOGRAPHY.

1. Define (a) Erosion, (b) Artesian well, (c) Talus, (d) Butte, (d) Mesa.
2. Describe the drainage system of Colorado, giving the principal rivers, course and outlet of each.
3. What and where is each of the following: Melbourne, Crete, Port Arthur, Calcutta, Guam, Alexandria, Chimborazo, Transvaal, Atacama, Tulare?
4. Why is the climate of Michigan milder than other states in the same latitude?
5. State the location of the following colleges: Yale, Harvard, Brown University, Dartmouth, Vassar, William and Mary College.
6. Define snow line, mean annual temperature, glacier, climate.
7. Give five causes for our limited knowledge of Africa.
8. Name the political divisions of Central America. What are the most southern points of each of the grand divisions of the land surface of the earth?
9. What and where is the international date line? (a) Explain what is meant by "standard time." (b) How many and what divisions of time in the U. S.?
10. From what country does the United States make large importations of (a) silk, (b) rubber, (c) linen, (d) coffee, (e) tea, (f) wool, (g) hides, (h) wine, (i) crockery, (j) sugar?

EXAMINATIONS.—COUNTY.

CIVIL GOVERNMENT AND CONSTITUTION OF COLORADO.

1. Define the terms citizenship, tonnage, letters of marque and reprisal, unconstitutional and treason.
2. Enumerate the principal duties of the secretary of state, an American ambassador, and American consul.
3. How is the President elected?
4. Name three branches of the Government.
5. What do you mean by taxes? Duties? Excises? Internal Revenue?
6. What is meant by impeachment?
7. Who is the presiding officer of the Senate?
8. How is the United States Government supported?
9. Name seven things which Congress may not do.
10. How long does a United States Senator hold office? How are Senators elected?

THEORY AND PRACTICE.

1. Name 4 hygienic conditions which should receive daily attention by the teacher.
2. What mental powers are especially developed by the study of the following branches: Geography, History, Arithmetic?
3. What is the mind? What are the classification of its powers?
4. Mention three ways by which patriotism can be effectively taught without giving specific lessons in that subject?
5. Define memory, imagination, perception, conception, reception.

AUGUST 17 and 18, 1905

FIRST DAY, A. M.

ARITHMETIC.

1. Express 1896 in Roman Numerals.
Express 800,080,008 in words.
2. (a) Find the side of a square containing 4,225 sq. in.
(b) Find the area of a triangle whose sides are 5 in., 12 in., and 13 in., respectively.
3. A man sold 48 horses for \$158 each; on half of them he gained 10% of what they cost; and on the remainder he lost 1/5 of what they cost. Find his whole gain or loss.
4. (a) Change $\frac{19}{32}$ to a decimal and multiply it by .035.
(b) From 5 and 14 ten-thousandths take 25 millionths.
(c) Divide 15 by 15 hundredths.
(d) Divide 15 hundred by one and five-tenths.
(e) Divide 15 hundredths by 15.
5. What will be the cost of 2 T. 6 cwt. 27 lbs. of coal at \$4.75 per ton?
6. What per cent. is gained by selling tea at 80c per lb. that cost 70c?
7. What sum of money at $4\frac{1}{2}\%$ will produce \$37.70 interest in 3 yrs. 4 mos.?
8. A garrison of 600 men has bread enough to allow 16 ounces a day to each man for 15 days; but, the garrison being reinforced by 200 men, how many ounces a day may each man have in order that the bread may last 20 days?
9. If the property valuation of the district is \$950,600 and there are 450 polls assessed \$1.50 each, what is the rate of taxation when \$12,082.20 is assessed for public purposes?
10. A man at the age of 30 yrs. took out a life insurance policy of \$25,000 at the rate of \$31.50 per \$1,000; if he dies at the age of 50 yrs. how much more did his heirs receive than was paid for premiums?

EXAMINATIONS.—COUNTY.

SCHOOL LAW.

1. What is a public school?
2. What is the difference between a general and special fund, and how appropriated?
3. For what purpose is the examination fee used?
4. State three facts concerning the compulsory education law.
5. Name the qualifications necessary for a voter in a school district meeting.

PENMANSHIP.

1. (a) Give several ways by means of which you could induce pupils to take pride in their penmanship.
(b) Name four essentials in good penmanship.
2. In teaching penmanship, in what ways would you use the blackboard?
3. What relation has penmanship to other studies?
4. Make the small letters and the capitals in the order in which you would teach them.
5. Write the following in your best handwriting:
"True glory consists in doing what deserves to be written, in writing what deserves to be read, and so living as to make the world happier and better for our living in it."

FIRST DAY, P. M.

GRAMMAR.

1. Distinguish between the use of shall and will, love and like, lie and lay, would and should, may and can.
2. How would you explain to a class the difference between a transitive verb in the passive voice and an intransitive verb?
3. Illustrate the special uses of *It*?
4. Give 4 uses of the nominative case; illustrate. Give 4 uses of the objective case; illustrate.
5. Fill each blank with a pronoun and give reason for its gender:
(a) Every author has faults.
(b) A writer should be careful with pronouns.
(c) Venice sat in state enthroned upon isles.
(d) The man and his wife were both there, but neither would tell what had seen.
(e) Each of the girls married well, at least in own opinion.
6. Define complement. Objective complement; example. Object complement; example. Attribute complement; example.
7. Analyze: When he was a boy, Franklin, who afterward became a distinguished statesman and philosopher, learned his trade in the printing office of his brother, who published a paper in Boston.
8. Define and illustrate: Simple, complex, and compound sentences.
9. Tell which of the italicized words is correct, according to the best usage, and give reason: (a) She gets her lessons *easily* (*easy*) enough. (b) Are you coming with us? *Sure* (*surely*). (c) Speak *slow* (*slowly*) and *distinct* (*distinctly*). (d) A person should dress *suitable* (*suitably*) to his station.
10. Classify phrases: (a) Study to be quiet. (b) The vessels were of oak. (c) A man should learn to govern himself. (d) The true university of these days is a collection of books. (e) I found the book growing dull.

EXAMINATIONS.—COUNTY.

PHYSIOLOGY.

1. Of what service to the eye are (a) the eyebrows, (b) the eye-lashes, (c) the eyelids, (d) the lachrymal glands?
2. (a) Name the bones forming the pelvis.
(b) What is the function of the pelvis?
3. Describe a suture; a ball and socket joint. Give an illustration of each.
4. Describe the structure of a muscle. What muscle is used to bend the arm? To straighten it?
5. Name three digestive fluids and the organs by which each is secreted.
6. Define periosteum, assimilation, chyle, narcotic, bacteria.
7. What is the effect of alcohol upon the stomach and brain?
8. Name the chief divisions of the brain. Describe the structure of each division mentioned.
9. Of what is blood composed? What is its work?
10. Describe the structure of the skin and give its functions.

READING.

1. How may you correlate reading with history when your class is studying the Revolutionary War?
2. What use would you make of the dictionary in the eighth grade?
3. Name one selection suitable for each of the following times and seasons: (a) June; (b) Thanksgiving; (c) December; (d) Washington's Birthday.
4. Outline the work you would do in reading with a first year class, indicating (a) the methods you would use; (b) the reading matter you would select; (c) the correlation you would make with other subjects.
5. Name a book or selection suitable for school use by one of the following authors: Louise M. Alcott, Ernest Thompson Seton, Cooper, Tennyson, Whittier.

SECOND DAY, A. M.

HISTORY.

1. (a) Tell something of European attempts to find a "North-west passage." (b) Why was such a passage desired?
2. Connect each of the following names with the history of the U. S.: Jefferson, Hamilton, Robert E. Lee, Morse, Fulton, Hooker.
3. Name five presidents who have served since the Civil War, and mention one important event in the administration of each.
4. Explain what Washington meant by saying of the government of the U. S. (1783-1789): "We are one nation to-day, and thirteen to-morrow."
5. Explain the terms Hessian and Tory as used during the Revolution.
6. Give a brief account of the services of David G. Farragut during the Civil War.
7. Give a brief account of the Lewis and Clark expedition.
8. Write five examination questions upon the War of 1812.
9. What change in territory resulted from the Mexican War?
10. Name the most decisive battle fought in the following states: (a) Massachusetts, (b) New York, (c) Pennsylvania, (d) Maryland, (e) Virginia.

SCIENCE.

1. Distinguish clearly between the terms volume, mass, weight, and density, as used in physics.
2. What is the difference between adhesion and cohesion?

EXAMINATIONS.—COUNTY.

3. Define cotyledon, ruminant.
4. What substances are taken in by the leaf from the air? From the soil?
5. How do plants protect themselves from injurious insects?
6. What different agents are at work changing rocks to soil?
7. What is a sedimentary rock? A metamorphic rock? An igneous rock?
8. Describe the way by which a river forms (a) ravines, (b) deltas, (c) bottom lands.
9. What are continental and oceanic islands? Give two examples of each.
10. Describe a frog, giving facts as you would give them to a sixth grade class.

ORTHOGRAPHY.

1. Give the meaning of the following suffixes: (a) er, ible, ly, let. (b) Use each suffix in a word.
2. (a) What is an antonym? (b) Give antonyms of the following: high, up, long, beautiful.
3. Indicate by diacritical marks four sounds of a, and illustrate by words.
4. Define gregarious, omnivorous, carnivorous, trite, bland.
5. Define (a) synonyms, (b) trigraph, (c) affix, (d) lingual. Illustrate each.

Tear Off.

50 words (1 credit each) to be pronounced by the examiner:

1 juicy	26 exhilarate
2 scepter	27 separate
3 chamois	28 Caribbean
4 mileage	29 nickel
5 oblique	30 physique
6 souvenir	31 peaceable
7 malign	32 grievance
8 reprieve	33 vengeance
9 receive	34 nuisance
10 dissolve	35 convenient
11 finance	36 necessary
12 deficit	37 syllable
13 prejudice	38 courageous
14 niche	39 deference
15 onyx	40 pedestal
16 forfeit	41 column
17 circuit	42 acquisition
18 glacial	43 discretion
19 menace	44 precedence
20 although	45 proficiency
21 laboratory	46 pernicious
22 oxygen	47 judgment
23 February	48 technical
24 Wednesday	49 chrysalis
25 chandelier	50 recompense

SECOND DAY, P. M.

GEOGRAPHY.

1. What is the cause of the excessive rainfall in the equatorial belt? Account for the desert condition in the Sahara, Central Australia, Arizona.

EXAMINATIONS.—COUNTY.

2. To what natural conditions do the following cities owe their importance: Boston, New York, Buffalo, Chicago, Minneapolis, Denver, San Francisco?

3. How must a place be situated to be in North Latitude? How must a place be situated to be in East Longitude?

4. Locate the following islands and tell to what country each belongs: Madagascar, Java, Formosa, Ceylon, Luzon, Porto Rico.

5. (a) Define isotherm. (b) Account for the peculiar curves in isothermal lines.

6. Compare Russia and Japan with respect to geographical conditions.

7. Name (a) two cities in Asia, (b) two in South America, (c) one in Africa, that you would like to visit, giving a reason in each case.

8. For what are the following cities noted: Belfast, Paris, Lyons, Bordeaux, Glasgow?

9. (a) Distinguish between West Indies and East Indies. (b) Select from each group three large islands.

10. Mention an important article of export from (a) England, (b) France, (c) Sweden, (d) the German Empire, (e) Italy.

CIVIL GOVERNMENT AND CONSTITUTION OF COLORADO.

1. Define the following terms: habeas corpus, letters of marque, suffrage, ad valorem.

2. When does Congress assemble?

3. What preparation for citizenship can be given pupils through the study of civics?

4. Discuss the United States Senate under the following topics: (a) qualifications for membership; (b) how chosen; (3) number of members; (d) salary; (e) number and name of senators from Colorado.

5. What are the duties of (a) an executor; (b) an administrator?

6. Name some faults in discipline (a) in the school, (b) in the home, that work against good citizenship.

7. State the constitutional qualifications for presidency.

8. (a) How are the judges of the courts of the U. S. chosen? (b) What is the tenure of office?

9. (a) What is the principal object in taking the census? (b) How often taken?

10. Mention two purposes for establishing a national constitution as set forth in the preamble, and show that the desired end has been reached in each case.

THEORY AND PRACTICE.

1. In the process of teaching one should drill, instruct and test. State the purpose of each of these processes and the order in which they should be taken up.

2. Describe three methods of calling upon pupils to recite, stating the advantages and disadvantages of each method.

3. State five conditions found in a well-ordered school.

4. Define correlation, perception, induction, analysis.

5. (a) What is meant by reflex action? (b) How does it apply to education?

DECEMBER 21 and 22, 1905

FIRST DAY, A. M.

ARITHMETIC.

1. Define, (a) Consignment; (b) Consignor; (c) Brokerage; (d) Exchange; (e) Coupon.

EXAMINATIONS.—COUNTY.

2. What is the value of

$$\frac{12 - 0.6}{2} + \frac{16 - 0.8}{4} - \frac{17}{2} \div 18\frac{3}{4}?$$

3. Divide one tenth by one.

One by one tenth.

Three by three thousandths.

.003 by three.

Write in figures, seven hundred and seven hundredths: seven hundred seven hundredths.

4. The owner of sections 19 and 20 has sold the W. $\frac{1}{2}$ of NW. $\frac{1}{4}$ of section 19; also the N. $\frac{1}{2}$, the N. $\frac{1}{2}$ of SE. $\frac{1}{4}$, and the SE. $\frac{1}{4}$ of the SE. $\frac{1}{4}$ of section 20. Draw a map of the land he still owns, and calculate its area.

5. A young man deposited 60% of his fortune in the bank. He afterward drew out 40% of his deposit and still had \$7,560 left in the bank. What was the amount of his fortune? What did he draw from the bank?

6. Give an example and show how you would find the circumference of a circle. The area of a circle. The solid contents of a cylinder or prism.

7. A's total tax was \$240. His property is valued at \$19,000. If the assessed valuation is one-third of the real valuation, what is the tax rate?

8. A real estate broker sold a lot 30x200 ft. at 20c per sq. ft. Commission, $8\frac{1}{3}\%$. Invested the proceeds in flour at \$5 per barrel. Commission for buying and guaranteeing the quality, 10%. How many barrels did he buy? What was the amount of the two commissions?

9. How long is one side of an equilateral triangle whose perimeter is 5 yd. 1 ft. 3 in.? Of a regular pentagon having an equal perimeter? Of a regular octagon of equal perimeter?

10. A note of \$400, interest 8%, due in 4 months; as discounted at bank at 10%. Find proceeds.

—
SCHOOL LAW.

1. What classification of subjects has been made in the Annotated School Laws of Colorado?

2. Classify the state institutions under the following heads: Educational, Beneficiary, Penal.

3. Name five powers of school boards.

4. State definitely the law governing the reports required of teachers.

5. What constitutes the public school lands, and how obtained? What are indemnity lands?

—
PENMANSHIP.

1. Write the small letters in groups. What is the basis of your grouping?

2. Have you a definite period indicated on your program for writing? State hour and length of period and give reasons for both.

3. Give some of the movement exercises that you have found helpful. Of what advantage are they?

4. Briefly discuss the correlation of writing with other subjects.

5. Copy the following verse:

"Build thee more stately mansions, O my soul,

As the swift seasons roll!

Leave thy low-vaulted past!

Let each new temple, nobler than the last,

Shut thee from heaven with a dome more vast,

Till thou at length art free,

Leaving thine outgrown shell by life's unresting sea!"

FIRST DAY, P. M.

GRAMMAR.

1. Point out the clauses and show their relation: In studying the grammar of one's own language, the true end is not attained unless such a real understanding is gained by the pupil that he can state in his own language the principle involved; and he should be made, or helped, to do so.

2. Of the above sentence give syntax of the words: Studying, unless, understanding, pupil, so.

3. Write a sentence using *what* as a Relative pronoun; as an Interrogative pronoun; as an Adjective; as an Adverb; as an Interjection.

4. Define and illustrate the classes of the common noun.

5. What prepositions should follow these words: Accord, agree, confer, differ, prohibit, reconcile, wait, deliver. Illustrate in sentences.

6. Write sentences illustrating the noun clause (a) as object; (b) as appositive.

7. Define modifier, synthesis, clause, ellipsis, abridged, sentence.

8. Correct and give reasons: He and they we know, but who art thou?

To say he is relieved is the same as saying he is dismissed.

Industry and perseverance wins success.

Things now look more favorably.

That book is her's.

9. Write sentences illustrating the infinitive in four different uses in the sentence, and describe them.

10. Write a letter applying for a rural school.

Note—Examiners mark the answer to 10th question on form, language, punctuation, spelling.

PHYSIOLOGY.

1. Describe and locate accurately the kidneys and state their function.

2. What is the purpose of the flat bones? Of the small irregular bones? Of the long bones? Name one of each shape.

3. How does a hot day affect the skin? A hot drink? A cold drink? A hot bath? A cold bath?

4. Define germ, sanitation, antiseptic, stimulant, narcotic.

5. Give some of the tests for bad air. Give some of the effects of bad air on the human organism.

6. Name five fluids concerned in digestion.

7. What are Sensory Nerves? Motor? Spinal Nerves? Cranial Nerves?

8. Tell the uses of the following: Retina, iris, choroid coat, tympanum, eustachian tube.

9. State the difference between veins and arteries as to (a) walls; (b) valves; (c) course of the blood.

What methods would you use to interest pupils in the study of circulation?

10. Of what two classes of substances are the bones chiefly composed? Name two foods that largely supply each.

READING.

1. How does the ability to read understandingly affect other studies?

2. What use may be made of pictures in text-books in reading?

3. Define force as applied to reading. Give general divisions.

4. Name some of the chief objects you should have in view in teaching reading.

EXAMINATIONS.—COUNTY.

5. What method of procedure may best be used to lead pupils to get and give the thought of a selection?

Oral reading—selection by examiner.

SECOND DAY, A. M.

HISTORY.

1. Name some Spanish explorers of the N. W. Territory, and tell what were the aims, motives and results of these explorations.
2. What questions were settled by the Mexican war?
3. Give cause and result of the Russian-Japanese war and name three noted generals of this war.
4. The history of the United States has been shaped somewhat by its geography. Discuss in regard to the states west of the Mississippi; north of the Ohio.
5. Define nullification, treason blockade, contraband of war, and illustrate each by an example from United States History.
6. Who now comprise President Roosevelt's Cabinet?
7. What is the propriety in calling the war of 1812-15 the second war for American independence?
8. Tell the story of John Brown as to a class of children (including the lessons of patriotism).
9. Compare the area of the Louisiana purchase with that of European countries.
10. Who sold the province of Louisiana to the United States? For what price, and what was the first state formed within the territory?

SCIENCE.

1. State and explain the general influences of atmospheric agencies on rocks. Give noted examples in Colorado.
2. Define solid, liquid, gas, and element.
3. Give an experiment to show that impure air is heavier than pure air. Where is the bulk of the impure air in a school room?
4. Give an outline of a class lesson on the common house fly.
5. How do the bones of vertebrates differ from shells of mollusks?
6. Mention some places in your vicinity which you could visit profitably with your class in nature study, and tell something to be learned at each place.
7. Explain the principle on which ice is manufactured in warm weather.
8. Mention five different methods nature uses in the distribution of seeds.
9. How do you account for the formation of artesian wells?
(Use diagram in answering.)
10. Explain how the preservation of the mountain forests will affect our water supply.

ORTHOGRAPHY.

1. What is the difference between orthography and spelling?
2. (a) Give meaning of each of the following prefixes and use in words: Equi, anti, poly, omni, and auto.
(b) Give meaning of each of the following suffixes and use in words: Ish, let, oid, kin, ism, and er.
3. Indicate pronunciation of the following: Ally, opponent, said, acclimate, altercation.
4. Give a homonym for each of the following words: Alter, bury, muscle, grown, controller.
5. Define and illustrate each of the following terms: Root word; diphthong; derivative word; compound word; digraph.

EXAMINATIONS.—COUNTY.

Tear Off.

Fifty words (1 credit each) to be pronounced by the examiner:

1 Molecule	18 estuary	35 verify
2 patrician	19 opaque	36 equipment
3 orthoepy	20 exhibit	37 decorator
4 reversible	21 equivalent	38 neutral
5 poignant	22 quadrant	39 harmonize
6 paralysis	23 prejudice	40 justifiable
7 chocolate	24 impostor	41 necessity
8 vernal	25 glycerine	42 incongruous
9 deception	26 ingenuity	43 adverse
10 timidity	27 venison	44 unobtrusive
11 gymnast	28 chivalry	45 frieze
12 thorough	29 glacier	46 durability
13 tyranny	30 linear	47 technical
14 verdure	31 secede	48 obtrusively
15 privilege	32 revenue	49 veritable
16 midget	33 chaotic	50 miniature
17 fertilize	34 equipage	

SECOND DAY, P. M.

GEOGRAPHY.

1. Define sand dune, erosion, spring, divide, flood plain.
2. Locate (a) Hong Kong, (b) Seoul, (c) Port Said, (d) Finland, (e) Servia, (f) El Paso, (g) Mt. Everest, (h) Bermuda, (i) Luzon, (j) Johannesburg.
3. What is the relation of nature study to geography?
4. Locate the petroleum fields, gold fields, forest regions, and salt regions of the world.
5. Name the rivers and railroads traversing Colorado.
6. What flag flies over (a) Honolulu? (b) Hong Kong? (c) Algiers? (d) Batavia? (e) Sydney? Mention an important export of each of these cities.
7. (a) Name four agencies that influence climate. (b) Show how each of these affects the climate of southern Europe.
8. Which of the great river valleys of South America do you consider best adapted for the support of a large population? Give reasons.
9. Give title of the ruler in the following: Russia, Turkey, Japan, Egypt and Brazil.
10. What are the isothermal lines and why are they not parallel?

CIVIL GOVERNMENT.

1. Mention two classes of officers representing the United States in foreign countries.
2. Define charter, quorum, impeachment, bail, citizen.
3. Which one of the executive departments of the national government has control of (a) the bureau of education, (b) collection of customs, (c) correspondence relating to treaties.
4. What bills must originate in the House of Representatives?
5. What is meant by the Electoral College? What are its duties and how performed?
6. By whom and for what term are Senators chosen?
7. (a) How many members constitute the United States Supreme Court? (b) How are they chosen? (c) What is their jurisdiction?
8. What is a treaty? Who has the power to make treaties for the United States? And how is this power limited?
9. Name four things that states are forbidden by the Constitution of the United States to do.
10. Compare the government of a state with the government of a territory, under the United States.

EXAMINATIONS.—COUNTY.

THEORY AND PRACTICE.

1. Give need of special study of theory and practice.
2. Give four important rules respecting ventilation. Give some of the tests for bad air.
3. State your method of assigning lessons.
4. Give a suggestive list of two pictures, each classified according to grade.
5. Name the Reading Circle books, and state what value they have been to you in your work.

MARCH 15 and 16, 1906

FIRST DAY, A. M.

ARITHMETIC.

1. Reduce to a common fraction (a) $.05 \frac{2}{5}$; (b) to a decimal $\frac{7}{125}$; (c) to per cent., $\frac{7}{500}$; (d) to lowest terms, $\frac{221}{247}$.
2. A square field contains 10 acres. Find cost of fencing it at 80c per rod.
3. A cylindrical bin is 10 ft. in diameter, and 8 ft. high. Find capacity in bushels.
4. Berlin is $13^{\circ} 23' 53''$ east longitude, and Boston is $71^{\circ} 4' 9''$ west longitude. When it is 1:15 P. M. at Boston, what time is it at Berlin?
5. Find the convex surface of a right triangular pyramid, the sides of whose base are each 8 inches long, and whose slant height is 20 inches.
6. Find the present worth and true discount of a debt of \$507.50, due in 2 years, 8 months, money being worth 6%.
7. Give rules and illustrate by examples division of decimals.
8. How many barrels of flour, at \$5 a barrel, can be bought for \$1,734, after deducting a commission of 2% for buying.
9. A man gave $\frac{1}{4}$ of his money to his wife, $\frac{1}{4}$ of the remainder to his son, and $\frac{1}{4}$ of what then remained to charity. He still had left \$2,700. How much had he at first?
10. A discount of 8, 5 and 2 was given on goods whose net price was \$800. Find list price.

SCHOOL LAW.

1. Who apportions the state school fund? When? On what basis?
2. What are the qualifications of an elector in Colorado?
3. Define school district and indicate how a new district may be organized.
4. State the school law relating to non-resident pupils.
5. (a) Who are legally qualified teachers?
(b) Name five duties of the teacher as prescribed by law.

PENMANSHIP.

1. (a) What are the essentials of good writing?
(b) What movements would you encourage and what restrain?
(c) What are the best means to obtain desirable results?
2. (a) Classify and illustrate the principles of the system of penmanship you teach.
(b) State clearly your manner of conducting an exercise in penmanship.
3. Do you teach vertical or slant writing?
Give reasons for your answer.
4. (a) Name three characteristics of good writing and tell what means you would employ to secure each.
(b) How are skill and speed produced?

5. Copy the following verse:

"Truth crushed to earth shall rise again:
The eternal years of God are hers;
But Error, wounded, writhes with pain,
And dies among his worshippers."

FIRST DAY, P. M.

GRAMMAR.

1. Suggest some of the preparatory steps that you should give a child before he is asked to write a composition. State definitely how you would correct or criticise his composition after the child has followed your preparatory steps.

2. Write sentences using (a) a noun clause; (b) an adjective clause; (c) an adverb clause.

3. Construct a sentence with a particle used (a) as predicate adjective; (b) in absolute or independent construction.

4. Write a sentence using *before* (a) as an adverb; (b) as a preposition; (c) as a conjunctive adverb. Write a sentence using *which* (d) as a relative pronoun; (e) as an interrogative pronoun; (f) as an adjective.

5. Distinguish between the indirect object and direct object.

6. Define Synopsis. Write a synopsis of the verb, "to run," in the active voice, subjunctive and potential modes.

7. Define (a) tense; (b) auxiliary verbs; (c) particle; (d) antecedent; (e) subordinate conjunction.

8. Analyze, "To know how ignorant we are, is the first step toward knowledge."

9. "Let us so live when we are up that we shall forget we have ever been down." Point out the clauses in this sentence, and show their kind and relation.

10. Write sentences illustrating the infinitive in four different uses in the sentence and describe them.

PHYSIOLOGY.

1. Apply these adjectives to the correct nouns: Synovial, flexor, mitral, eustachian, cervical, peristaltic, hepatic, pulmonary, sebaceous.

2. Define villi, chyle, lacteals, iris, and larynx.

3. Trace the blood from the left auricle, through the portal circulation and back to the heart, describing the action of auricles, ventricles and valves.

4. (a) Name the parts of the eye. (b) How is the eye accommodated for far and near vision?

5. (a) Give structure and use of the muscles. (b) What are involuntary muscles? Examples.

6. What preparatory changes does food undergo before it becomes nourishment for the body?

7. Name the respiratory and vocal organs.

8. (a) Name the bones of the shoulder; (b) of the leg.

9. How does alcohol affect the organs of respiration?

10. Having obtained a calf's heart, state all the things you would explain to a class from it.

READING.

1. How would you encourage the reading habit in children who have not acquired it?

2. (a) What preparation do you make before assigning a lesson to a class in the fourth reader? (b) How much preparation do you require of the class?

EXAMINATIONS.—COUNTY.

3. What classes of sentiment are expressed by the following voice qualities: Pure tone, orotund, plaintive, pectoral, guttural, aspirate?

4. Define the following words: Classic, novel, romance, epic, lyric, allegory, comedy, sonnet, tragedy, satire.

5. Where are any five of the following characters found: Portia, Barkis, Ichabod Crane, Gabriel, Jean Valjean, Priscilla, Lancelot, Nydia, Messala, Alfred Vargrave?

SECOND DAY, A. M.

HISTORY.

1. Who were the Puritans? The Cavaliers? What famous men in Virginia descended from the Cavaliers?

2. What did the French and Indian war settle?

3. Who was the first president from the West? How did he begin his administration?

4. What was the purpose of the Pan-American Congress? What was the McKinley tariff?

5. Make a statement of historic interest about each of the following: Leif Ericson, Professor Morse, Wolfe, Marconi, Eli Whitney.

6. Name (a) four novels, (b) four poems, (c) four songs that you could utilize in teaching the history of our country.

7. Of what importance was Lake Erie in the War of 1812, and give an account of the struggle for its control.

8. What were the principal events of James Buchanan's administration?

9. Name five important battles of the Civil War and give the importance of each.

10. How are the names of Pineda, De Vaca, Coronado, De Sota and La Salle connected with the early history of the Louisiana purchase?

NATURAL SCIENCE.

1. State the difference between volcanic and coral islands in respect to (a) origin, (b) distribution, (c) height and (d) habitation.

2. Outline a lesson on some bird.

3. Explain the operation of a fish hatchery, and its importance to the state.

4. What are the advantages gained by grafting? Describe the process.

5. Discuss the advantage of nature study to the child.

6. Explain the principle by which a barometer indicates the height of a mountain.

7. Define the term "fruit," as employed in botany.

8. Name and illustrate, by drawings, five leaf forms.

9. How are the following substances formed: Coral, coal, peat, limestone, basalt.

10. How are electro-magnets made, and name two instruments in which the electro-magnet is used.

ORTHOGRAPHY.

1. Use the following in sentences: Marshal, martial; complement, compliment; cymbal, symbol.

2. What is a contraction? For what purpose is it used? Give five examples of common contractions.

3. (a) What do you understand by orthography?

(b) Would you teach it as a distinct subject?

(c) With what other subjects may it be correlated?

4. Give the use of the following: Hyphen, cedilla, caret, macron, apostrophe, and silent letters.

EXAMINATIONS.—COUNTY.

5. Give abbreviations for the following: Number, received, last month, namely, that is, payment, present month, next month, example, manuscripts.

Tear Off.

Fifty words (1 credit each) to be pronounced by the examiner:

1 Neuter	18 cognizance	35 deficit
2 ellipsis	19 conveyance	36 annuity
3 analysis	20 independence	37 discipline
4 assessment	21 appearance	38 dissolve
5 parallel	22 coincidence	39 ghastly
6 anonymous	23 plateau	40 chivalry
7 advantageous	24 meridians	41 adolescence
8 conscientious	25 hygienic	42 fortieth
9 erroneous	26 behavior	43 glimpse
10 nutritious	27 reciprocity	44 although
11 susceptible	28 exquisite	45 oxygen
12 separator	29 siege	46 electrical
13 laboratory	30 reign	47 evaporation
14 sanctimony	31 reprieve	48 disinfectant
15 paralysis	32 forfeit	49 permanently
16 judicial	33 promissory	50 precautions
17 italicize	34 surety	

SECOND DAY, P. M.

GEOGRAPHY.

1. In what grade do you think the study of geography should be given.
2. (a) Locate three important canals. (b) What commercial advantages do they afford?
3. (a) Give name and location of three important seaports of Europe; (b) three of Asia. (c) Give exports of each seaport named.
4. Locate the following countries; give capital and form of government: (a) Argentina; (b) Belgium; (c) Persia; (d) Algeria; (e) Victoria.
5. Give an outline of the study of Japan for the eighth grade.
6. (a) What part of North America is in the same latitude as the Spanish peninsula? (b) Describe the surface, drainage and climate of this peninsula.
7. (a) Define marine and alluvial plains; (b) give noted examples of each.
8. Name three points of resemblance and three points of difference between Eurasian and North American regions.
9. How does China compare with the United States in (a) extent of territory; (b) in population? (c) With what countries does China carry on trade? (d) Locate its chief cities.
10. Name the states which were formed wholly or in part from the Louisiana Purchase.

CIVIL GOVERNMENT.

1. Who is the chief executive officer of the state? Name his principal powers.
2. What is a municipal corporation? Give some examples.
3. What is the purpose of the president's message? What is the most comprehensive duty of the president?
4. Define minister or ambassador. By whom appointed in this country? Give principal duties.
5. Name the national courts.
6. What is a copyright? A patent? What are their objects?
7. Define quorum, majority, plurality, common law, statute law.

EXAMINATIONS.—COUNTY.

8. Explain the importance of the right of eminent domain to a national government.

9. Distinguish between confederacy and nation. What kind of government was that of the continental congress?

10. How do the two houses of congress differ as to the way in which the presiding officer is chosen?

THEORY AND PRACTICE.

1. Give the true functions of the school; of the teacher; of the text-books.

2. Discuss the interior arrangement of a school room from the following outline: (a) Seating; (b) lighting; (c) ventilation; (d) black-boards, as given in "School Sanitation and Decoration."

What knowledge of a school could be obtained from the (e) condition of the floor; (f) the teacher's desk; (g) the teacher's personal appearance?

3. To what extent would you employ written examinations? Why?

4. (a) Define memory and explain association as an aid to it.

(b) In what way do analysis and synthesis assist in training the memory?

5. Who are (a) Pestalozzi; (b) Froebel; (c) Locke; (d) Horace Mann; (e) Wm. T. Harris?

AUGUST 16 and 17, 1906

FIRST DAY, A. M.

ARITHMETIC.

1. What is meant by standard time?

Berlin uses the standard time of 15° East. The longitude of Berlin is 13° 23' 43.5" E. What is the difference between the local and standard time?

2. Two men pasture cattle in the same field, one pasturing 10 head for 3 weeks, and the other 8 head for 4 weeks. They pay \$12.40 rent. What is the share of each?

3. A tank whose capacity is 168 gallons discharges 72 gallons per hour, which equals 25% less than it receives. In what time will it be filled?

4. A cylinder is 8 ft. 4 in. high, and 4 ft. 2 in. in diameter; what is its volume?

5. If a market man so adjusts his weights as to sell 15½ ounces for a lb., what per cent. does he take by fraud? How much is a man defrauded who pays a bill of \$75?

6. How much must be invested in 5% bonds at 115½ to secure an annual income of \$800?

7. If a city lot 66 ft. by 132 ft. sells for \$900, what is the price per acre?

8. At what per cent. will \$300 gain \$76.80 in 3 years, 2 months, 12 days?

9. Divide 316 lbs. into parts proportional to 1/3, 1/5, and 1/8.

10. A merchant buys \$900 worth of goods at 25% discount, and sells them at list prices on 9 months' credit. What is his cash gain, money being worth 6%? What rate of interest does his gain represent?

SCHOOL LAW.

1. How is an appeal taken to the county superintendent from the board of directors?

2. When may a child be legally excused from attending school?

EXAMINATIONS.—COUNTY.

3. What is the law concerning the teaching of humane treatment to animals?

4. What qualifications are necessary for voting upon the bonded indebtedness of a school district?

5. How many and what sections of land in each township are granted for the support of common schools? How many for the state university? What lands are exempt? By what act granted?

PENMANSHIP.

1. Write the alphabet in capitals; small letters.

2. How much of the writing period should be given to actual instruction? How much to writing?

3. According to what letter are letters spaced?

4. Give correct form for a business letter.

5. Describe the vertical system of penmanship. Give arguments for and against the use of this system in the public schools.

FIRST DAY, P. M.

GRAMMAR.

1. Give the syntax of italicized words in the following:

He looked *above* and below.

Above the trees the honey-bees swarm *by* with buzz and boom.

2. Select and give the use of the clauses and phrases in the following:

Her habit is to walk.

I have no memory of what he says.

The truth is that we have been deceived.

It is certain that he will fail.

'Tis not in mortals to command success.

3. Write a sentence in which the verb is modified by an adverb, an adverbial phrase, an infinitive, an indirect object, an adverbial clause.

4. Analyse: And behold there came a voice unto him, and said, "What dost thou here, Elijah?"

5. Correct the following, giving your reasons:

(a) To say he is relieved, is the same as saying he is dismissed.

(b) Neither you nor I are to blame.

6. Define and give an example of a class noun, abstract noun, collective noun, and verbal noun.

7. Give an outline for the study of the verb.

8. Write five lines on the "Hall of Fame."

9. How would you develop the power of the child to express himself clearly on the subject of "frogs"? What method would you use to obtain the correct use of language in his expression?

10. Name five stories that you would tell to third and fourth grade children. Give author of each.

PHYSIOLOGY.

1. Explain the general structure of bone. Locate the following bones: hyoid, vomer, ethmoid, humerus, patella.

2. Describe ligaments. Describe the different kinds of joints.

3. Give meaning and use of muscular contraction. What are tendons?

4. Why are the proteid foods necessary to life? In what articles of diet are the fats and oils found? What foods contain carbohydrates?

5. What is the source of alcohol? What are distilled liquors?

6. Describe the serum of the blood. Of what is a clot composed?

EXAMINATIONS.—COUNTY.

7. Describe the thoracic duct. What purpose does it serve?
8. What is the function of the ciliated cells of the trachea? What is the use of the cartilage in the trachial walls?
9. Give the structure of a nerve fibre, a nerve cell, and a nerve. What is the function of each?
10. Define antitoxine, immune, bacteria, antiseptics, sterilization.

READING.

1. Name the books selected for the Reading Circle course for this year.
2. Give the advantages of story telling in the grades. The disadvantages.
3. Who wrote the following poems: Snowbound; The Vision of Sir Launfal; To the Fringed Gentian; The Chambered Nautilus; Battle Hymn of the Republic.
4. Write three quotations suitable for an eighth grade and give authors.
5. Oral reading, selection to be made by county superintendent.

SECOND DAY, A. M.

HISTORY.

1. What nations claimed a part or all of North America? On what did each base its claim? Discuss fully.
2. What was the object of the Lewis and Clark expedition? Under whose administration was it undertaken?
3. What were the results of the French and Indian War? The Spanish-American War?
4. Mention the chief events of Roosevelt's administration.
5. What is the form of government of the Philippines? Are the Filipinos citizens of the United States?
6. Name the "war" presidents. During what war did each serve? Name in order and give date of service of each president since the Civil War.
7. The election of 1900 turned chiefly on what questions and who was elected president?
8. What is a trust? A trade union?
9. Name three prominent American statesmen of the Revolutionary period.
10. Name ten American inventors and the most important invention of each.

NATURAL SCIENCE.

1. State the causes of the recent San Francisco earthquake.
2. Name the four leading constituents of the air and the use of each.
3. Name the properties of matter.
4. Explain the terms granivorous, carnivorous, gregarious, omnivorous, ruminants.
5. How does the earth-worm benefit the soil?
6. Upon what scientific principles is the soil prepared in the semi-arid lands of the west where they are trying the experiment of "dry farming?"
7. Name the three geyser regions of the world. Give cause of geyser eruptions.
8. Mention two classes of glacial drift deposits and describe each class.

EXAMINATIONS.—COUNTY.

9. Define dependent plants, parasites, saprophytes, bacteria, epiphytes.

10. How many satellites are there in the solar system and what planets possess them?

ORTHOGRAPHY.

1. State your method of teaching spelling to a fifth grade class.

2. What is the value of oral spelling? Written spelling?

3. Discriminate between cheerfulness and gayety; clumsy and awkward; error and mistakes.

4. Define antonym, homonym, synonym, and give example of each.

5. Mark the correct pronunciation (accent and diacritics) of the following words: Correspond; literature; audit; porcelain; dynamite.

Tear Off.

Fifty words (1 credit each) to be pronounced by the examiner:

1 burlesque	18 woful	35 expostulate
2 mileage	19 judgment	36 enunciate
3 besiege	20 grievous	37 assessment
4 colossal	21 liquefy	38 advertise
5 diffuse	22 criticise	39 correspond
6 achieve	23 reticent	40 tremendous
7 spontaneous	24 separator	41 suspicious
8 feasible	25 laboratory	42 reverberate
9 procedure	26 resonant	43 supersede
10 complainant	27 conscientious	44 impartial
11 commercial	28 anecdote	45 malicious
12 prophecy	29 illiterate	46 inclosure
13 appendage	30 likelihood	47 experience
14 subservient	31 economical	48 epitaph
15 discern	32 italicize	49 fatigue
16 surety	33 baptism	50 stratagem
17 quarrelled	34 facility	

SECOND DAY, P. M.

GEOGRAPHY.

1. Mention some locality suggested by each of the following terms: dike, sand dunes, cascade, glacier, typhoon, fiord.

2. Which is the most enterprising nation of South America? To what is it due? What are the five chief commercial cities of South America?

3. The president has recently signed a bill for the admission of what state? Of what composed? Give its resources.

4. Which grand division is entirely under colonial government? Which consist almost entirely of colonies? Which contains no colonies?

5. Trace the route of a message sent by telegraph and cable from New York to Cape Town; from Vancouver to Wellington.

6. When is the rainy season in the equatorial rain belt? How is most of the rainfall of the central belt caused?

7. How many republics in Europe? Where is the seat of government of each?

8. Name and locate the greatest desert, highest mountain, largest ocean, most populous country, and largest river system in the world.

9. Name five agencies that influence climate.

10. What country of Europe has recently become an independent kingdom? Describe the surface of this country.

EXAMINATIONS.—DENTAL.

CIVIL GOVERNMENT.

1. When was Colorado organized as a territory? As a state? Locate first capital.
2. How does a territory become a state?
3. Explain money orders, their purpose, and method of use.
4. Why are the bonds of some countries below par, and of others at or above par? What is a legal tender dollar?
5. Name three important ways by which the U. S. government spends public money; three ways in which large cities spend public money; three ways in which a small town spends public money.
6. Describe how a bill becomes a U. S. law. Name three bills before the last congress.
7. How are vacancies in the representation from any state to be filled?
8. Name the five great powers of the president.
9. There are eight civil service departments; name them and give official titles.
10. What is a grand jury and how does it differ from a petit jury?

THEORY AND PRACTICE.

1. Discriminate between instruction, training and inspiration, as factors in education.
2. Give in proper order, three distinct steps in the work of teaching a lesson.
3. Define psychology, consciousness, perception, imagination, attention.
4. Name five ways in which the personality of the teacher affects the school.
5. Name three requisites in the art of asking questions.

DENTAL REGULATION.

The national association of dental examiners at the August meeting in Milwaukee, 1901, passed the following rule governing the admission of students to colleges recommended by the association:

Rule VIII. Sec. 8. "The minimum preliminary educational requirement of colleges, beginning with the session of 1902-1903, shall be a certificate of entrance into the third year of a high school, or its equivalent. The preliminary examination to be placed in the hands of the state superintendent of public instruction."

The preliminary examination is in the hands of the state superintendent of public instruction, and on approval, A. J. Flynn, A. M., principal of the Twenty-fourth street school, has been appointed to pass upon certificates and make examinations for this school.

CERTIFICATES ISSUED UPON CREDENTIALS 1905.

Brewster, Fred
Blakely, Irving E.
Coover, Clyde H.
Hering, Earl
King, Alonzo
Lake, Arthur C.
Monroe, Charles Alexander

Newell, J. Walter
Ong, Harlan
Seybold, John W.
Trosper, J. W.
Wallis, Edward
Weinberger, Bernard

EXAMINATIONS.—DENTAL.

CERTIFICATES ISSUED UPON EXAMINATION 1905.

Adelman, Louis

Sullivan, George

CERTIFICATES ISSUED UPON CREDENTIALS 1906.

Bailey, William C.

Sater, Earl

Hardin, James

Smiley, R. M.

Johnson, James H.

Thomas, Claude W.

Martincourt, J. C.

Urie, Charles C.

ENTRANCE EXAMINATIONS—COLORADO COLLEGE OF
DENTAL SURGERY.

1905.

ARITHMETIC.

1. $25 \times 370 - 62 \times 8 + (335 + 206) \times 45 = ?$
2. $(\frac{3}{5} \times 14 \div \frac{1}{9} \text{ of } 15) \times 37\frac{1}{2} = ?$
3. A can do a certain piece of work in 8 days, and B can do the same piece of work in 6 days. In what time can both together do it?
4. Find the cost of plastering the sides and ceiling of a room 40 ft. long, $36\frac{1}{2}$ ft. wide, and $22\frac{1}{4}$ ft. high, at \$.36 a sq. yd., allowing 1,375 sq. ft. for doors and windows.
5. If a man, owning 40% of an iron foundry, sells 25% of his share for \$1,246.50, what is the value of the whole foundry?
6. The longitude of Jerusalem is $35^{\circ} 32'$ east, and that of Baltimore $76^{\circ} 37'$ west; when it is 40 minutes past 6 o'clock a. m. at Baltimore, what is the time at Jerusalem?
7. If a man clears \$750 by his business in 1 yr. 6 mos., how much would he gain in 3 yrs. 9 mos. at the same rate?
8. At what rate must property valued at \$1,475,000 be assessed to raise a tax of \$7,743.75? What will be the tax upon a farm assessed at \$6,840?
9. A man failed in business for \$20,000, and his available means amounted to only \$13,654; what will two of his creditors, respectively, receive, to one of whom he owes \$3,060, and to the other \$1,530?
10. A ladder 52 ft. long stands close against the side of a building; how many feet must it be drawn out at the bottom, that the top may be lowered 4 ft.?

GEOGRAPHY.

1. Give the cause of change of seasons.
2. Locate the Ural, Andes, Appennines, Pyrenees and Caucasus mountains.
3. Name ten seas in and around Europe.
4. Locate the following: Red Sea, Bay of Fundy, Madagascar Island, Aleutian Islands, and Davis Strait.
5. How would you go by water from Quebec to Cincinnati?
6. Name five important exports from South America and the country from which each comes.
7. Bound the Indian ocean.
8. Name in order the countries of South America bordering on the Pacific ocean.
9. Mention five places of interest in Eastern Asia associated with the war now going on, and why each is of importance.
10. Name five sections of Colorado, each of which is noted for one of the following: Silver, coal, potatoes, melons and gold.

EXAMINATIONS.—DENTAL.

CIVICS.

1. What is a patent right?
2. Where in the Constitution is the power to coin money vested, and what good reasons can you give for it?
3. What reasons have we for saying that a town government is a pure democracy?
4. What are the duties of cabinet officers, and how are they chosen?
5. What cabinet department has recently been added?
6. What is a congressional district?
7. Who are the senators and congressmen from Colorado?
8. When, where, and by whom, was the Constitution of the United States drafted?
9. Name five abuses cited in the Declaration of Independence.
10. Explain plurality and majority vote.

GRAMMAR.

1. Write the possessives, singular and plural, of thief, child, lady, attorney, mouse.
2. Write the possessive plural of I, thou, he, she, and who.
3. Give comparative and superlative degrees of bad, cold, beautiful, cool-headed, good-natured.
4. Give meaning of ante, circum, post, retro, trans.
5. Name five verbs which usually require the omission of the preposition *to* in the infinitives following them.
6. Write ten sentences illustrating the correct and incorrect use of lie, lay, sit, set, learn.
7. Write sentences illustrating direct and indirect quotations.
8. Correct any of the following sentences that need correcting, and give reasons for the correction.
 1. Each of you are mistaken.
 2. He is larger than I.
 3. Let James and I go to the forest.
 4. I dislike these sort of people.
 5. She was the oldest of two girls.
9. Name the parts of speech in the following sentence: I saw the boys practicing in the yard.
10. Write a synonym for the following words: Behold, instruct, abandon, allow, think.

HISTORY.

1. To what part of North America did the following explorers come: Cortez, Cartier, Drake, Gosnold, DeSoto?
2. When and where was negro slavery introduced?
3. Name five important events between 1840 and 1861 bearing directly upon the slavery question.
4. Name something of importance connected with each one of the following names: John Winthrop, John Adams, John Marshal, John C. Fremont and John Brown.
5. Explain the Monroe Doctrine.
6. Why was the Whiskey Rebellion of importance?
7. Name five Confederate generals of the Civil War and a battle in which each served.
8. Name five great inventions or discoveries since the Civil War and why each is important.
9. Name five great American poets and a poem written by each.
10. Give a brief synopsis of the Japan war.

ORTHOGRAPHY.

1. Correct the spelling of the following words: Vegatable, boquet, chocalate, parralel, receet.

EXAMINATIONS.—DENTAL.

2. Write the present participle of occur, twine, slinge, humbug, conceal.
3. What are the abbreviations for American, in the same place, for example, Doctor of Philosophy, that is?
4. Write sentences to illustrate differences in meaning between discover and invent, precede and proceed.
5. How are words classified according to the number of syllables they contain?

PHYSIOLOGY.

1. What are the two chief ingredients of bones and the principal use of each?
2. Describe how a broken bone is repaired.
3. How are muscles generally attached to bones?
4. Explain respiration.
5. What are the functions of the liver, kidneys, salivary glands?
6. Describe the organ of the voice.
7. In about what time does the blood circulate through the human system?
8. Name three important uses of the skin.
9. Describe the heart as to location, size, structure and function.
10. Explain briefly reflex action.

ALGEBRA.

1. Define coefficient, exponent, equation, binomial, root of a quantity.
2. What number, being increased by 36, will be equal to ten times itself?

3. Reduce to simplest form, $\frac{x+2y}{x+y} + \frac{x}{y}$

$$\frac{x+2y}{x+y} + \frac{x}{y} = \frac{y(x+2y) + x(x+y)}{y(x+y)}$$

4. Factor $m^4 + 5m^2n^2 - 66n^4$
5. Solve $\sqrt{x^2 - 5} - x = -1$

PHYSICAL GEOGRAPHY.

1. Name three agencies that affect the climate of a place.
2. Describe dew, fogs, snow, hail and clouds.
3. Account for the desert of Sahara.
4. Why do we have such heavy rains on the equator?
5. Explain trade winds.
6. What are monsoons?
7. Why are the eastern plains of Colorado dry?
8. Why is it colder at the top than at the foot of Pike's Peak?
9. Why do we find greater civilization on the Temperate Zone than north or south of it?
10. Why is the earth divided into zones?

1906.

ARITHMETIC.

1. $\frac{2\frac{2}{3} \text{ of } \frac{5}{7}}{6\frac{2}{7} \text{ of } 3\frac{1}{11}} \div \frac{11}{9} = ?$
2. A man owning $\frac{5}{8}$ of an iron foundry sold $\frac{4}{5}$ of his share for \$2,570 $\frac{2}{3}$; how much was the whole foundry worth?
3. How many yards of carpeting, 30 inches wide, will carpet a floor $16\frac{1}{2}$ feet long and 15 feet wide, if the strips run lengthwise, and there be no loss from matching?

EXAMINATIONS.—DENTAL.

4. If it cost \$93.50 to insure a store for one-half of its value, at $1\frac{3}{8}\%$, what is the store worth?

5. What is the value of a note of \$65.75, due with interest for 3 years 2 months at $6\frac{1}{2}\%$?

6. The longitude of Berlin is $13^{\circ} 23' 43''$ east from Greenwich, and that of Cincinnati $84^{\circ} 26'$ west from Greenwich; what is the difference in time?

7. A. owes \$175.90, due in 3 years 8 months, which he wishes to pay immediately. How much should he pay, money being worth 5%.

8. A man bequeathed his property in such a way that his wife received \$7 for every \$5 received by each of his two sons and every \$4 received by each of his three daughters. If the estate was worth \$250,000, what was the sum bequeathed to the wife?

9. If a regiment of 1,025 soldiers consumes 11,500 pounds of bread in 15 days, how many pounds will 3 regiments of the same size consume in 12 days?

10. Two rafters each 24 feet long meet at the ridge of a roof 12 feet above the body of the house; how wide is the roof?

ORTHOGRAPHY.

1. What are the abbreviations for the following: cash on delivery, for the time being, quart, January, weight.

2. Give five rules for the use of capital letters.

3. Give synonyms for each of the following words: wise, compensation, example, festival, trouble.

4. Give antonyms for each of the following: dull, safety, sorrow, deny, plenty.

5. Name two uses of the hyphen.

PHYSICAL GEOGRAPHY.

1. What planets revolve between the earth and the sun?

2. Show by diagram the relative positions of the earth, sun and moon when there is full moon.

3. Why is it both warmer and colder inland than on the coast of a country?

4. What are trade winds?

5. Why is north Africa a desert?

6. Where in the United States are there sections of great rainfall?

7. Explain a barometer.

8. Explain hot springs.

9. Why is the weather in Colorado likely to change suddenly when the sun goes down?

10. Explain the cause of rain.

GRAMMAR.

1. What is grammar?

2. What do you mean by syntax?

3. Name the parts of speech and give examples of each.

4. Classify nouns and pronouns.

5. Write the opposite gender of the following words: nephew, tiger, actor, gentleman, duke.

6. Write the plural possessives of child, lady, calf, dwarf, ox.

7-8. "The heights by great men reached and kept

Were not attained by sudden flight,

But they, while their companions slept,

Were toiling upward in the night."

In the stanza above parse the verbs and pronouns.

EXAMINATIONS.—DENTAL.

9. Indicate the prefixes and suffixes in the following words, and state the meaning of each: object, circumnavigate, contradict, streamlet, subscribe.

10. Correct the following sentences and give reasons: Every one of the men say the same thing. What were you and him talking about?

HISTORY.

1. Why was there a demand for a new route to India in the fifteenth century?

2. Why were the Iroquois Indians of so much importance in the wars carried on in the state of New York?

3. What do the following dates suggest to you: 1620, 1789, 1803, 1861, 1868?

4. What is meant by the "Monroe Doctrine"?

5. Give causes of the Mexican war.

6. Name five naval commanders of our country, and name important event with which each was associated.

7. Of what political party was each of the following men an exponent: Hamilton, Madison, Clay, Benton, Blaine?

8. What is called the decisive battle of the Civil war? Of the Revolutionary war? Why?

9. Name the first ten presidents of the United States.

10. Name five histories of the United States with which you are familiar, and state what you consider some special merit of each.

GEOGRAPHY.

1. Which is farther north, Brazil or India?

2. What part of the Western Hemisphere is in the same latitude as Egypt?

3. Name four great lakes of the Dominion of Canada.

4. Into what body of water does each of the following rivers empty: Yukon, Rio Grande, Indus, Yenisei and Danube?

5. Name the states that border on the Great Lakes.

6. Where in Asia would you look for the cultivation of cotton, rice and wheat?

7. What exports would you expect from New Orleans, Minneapolis, Grand Rapids, Baltimore and Pittsburg?

8. Name five great national wonders of the United States, and state where each is found.

9. Name four great rivers that rise in Colorado.

10. Write a few facts regarding the mining industry of Colorado.

PHYSIOLOGY.

1. Define "hygiene," "physiology," "anatomy."

2. Explain difference between a sprain, a fracture and a dislocation.

3. Name and illustrate the different kinds of movable joints.

4. With respect to action, name and illustrate the two kinds of muscles.

5. Of what are tendons composed, and what is their office?

6. Trace a particle of food from the mouth into the blood.

7. What are the uses of the olfactory, optic and auditory nerves?

8. Name the organs of circulation.

9. Define coagulation of the blood, and state its use.

10. Account for variety of tones in the human voice.

CIVICS.

1. What is government as applied to communities?

2. Show analogies between the government of the United States and of the several states.

EXAMINATIONS.—EIGHTH GRADE.—KINDERGARTEN.

3. What is the difference between a written and an unwritten constitution?
4. State what bills must originate in the house of representatives, and why?
5. By whom and for how long are United States Senators elected? Who are the senators from Colorado?

ALGEBRA.

1. Reduce $2x [3y - (4 - (5xy - 6x))]$ to its simplest form.
2. Find the least common multiple of $a^2x - 2abx + b^2$ and $xa^2y - b^2y$.
3. Reduce $\frac{3(x^3 - y^3)}{7(x - y)}$ to its lowest terms.
4. What two numbers are to each other as 3 to 7, the sum of whose squares is 232?
5. \sqrt{x} , $\sqrt{4x}$, $\sqrt{9x}$, $\sqrt{25x}$.

EIGHTH GRADE.

REGULATIONS.

1. Questions for the examination of pupils in the eighth grades of the public schools should be prepared by the county superintendents in accordance with the course of study recommended by the state superintendent of public instruction.
2. Teachers should grade papers on a scale of 100 and forward the papers and the grading to the county superintendent for inspection and record.
3. Pupils are required to make an average of 70, no branch below 60, before being entitled to a certificate.
4. The certificate should be issued by the county superintendent and signed by both the superintendent and teacher.
5. The teacher and county superintendent should confer regarding the manner of conducting these examinations, since it is necessary that the diplomas be signed by both county superintendent and teacher.
6. As there are no set rules governing the time these examinations are to be given, the teachers should confer with the superintendent and dates be determined upon that will give ample time for the marking of papers and issuing of certificates.

KINDERGARTEN.

RULES.

Annotated School Laws of Colorado, Section 147, provides:

That teachers of kindergarten schools shall have a diploma from some reputable kindergarten teachers' institute, or pass such examination on kindergarten work as the kindergarten department of the state normal school may direct."

Candidate must pass a written examination in each of the following branches with an average of 90 per cent.; no branch below 70 per cent. History and philosophy of education, psychology, philosophy, history, science and art of the kindergarten.

Examinations for state and kindergarten diplomas occur on the third Thursday, Friday and Saturday in August at the office of the state superintendent of public instruction.

EXAMINATIONS.—KINDERGARTEN.

Anyone desiring to take the examinations must notify the state superintendent of public instruction at least three weeks in advance.
State Kindergarten Certificate issued upon examination:
Marion Knight, Telluride.

EXAMINATION FOR STATE KINDERGARTEN DIPLOMAS AUGUST 24 and 25, 1905

Questions Prepared by
President of State Normal School

FIRST SESSION.

GENERAL QUESTIONS.

1. Name and address.
2. Age.
3. In what schools educated.
4. Where did you study kindergarten.
5. Do you hold a kindergarten diploma?
6. Teaching experience in kindergarten; in other grades.
7. Do you play the piano? Do you sing?

PSYCHOLOGY.

1. What are the chief methods of psychological investigation?
2. What effect have bodily and mental states upon each other?
Make some practical applications of this fact to school management.
3. Define apperception. How has this doctrine modified kindergarten methods or how should it so do?
4. What is interest? How many kinds are there? Upon what conditions does each depend?
5. What is meant by Child Study as distinguished from psychology in general? Name some fruitful lines for its investigation. How has it modified present-day kindergarten practice?
6. What lines of psychological study do you consider of most value of the kindergartner?

HISTORY OF EDUCATION.

1. Give an outline of the life and work of Pestalozzi. Name his chief writings.
2. Give the leading principles of Herbart's system of education. What changes have they effected in school methods?
3. Tell what you can of contemporary writers who exerted an influence upon Froebel's philosophy or method.
4. Select any two of the following cities and tell what you can of the kindergarten work as carried on there, also of their representative kindergartners: Chicago, St Louis, New York, Philadelphia, Boston

SECOND SESSION.

KINDERGARTEN THEORY.

1. How did you study the education of man? How did it help you personally? How does it help you as a teacher?
2. Give as completely and succinctly as possible the fundamental principles of education as given in this book.
3. Discuss the Mother Play as a book to be studied by the average mother?
4. What actual use would you make of this book in the kindergarten?
5. Select three plays and treat them fully in their:
 - (a) Underlying philosophy;
 - (b) Their practical application to education.

EXAMINATIONS.—KINDERGARTEN.

GIFTS AND OCCUPATIONS.

1. Would you give the Gifts a daily place in the program? State the reasons for your position. How can their use present increasingly difficult problems in control while still using them incidentally as a means to working out the interests and purposes of the child?
2. Are there less organized materials which are found in the child's natural environment which can be substituted for the Gifts? Name them.
3. What new Gift materials have been put on the market of late? Have you used any of them? If not, what is your judgment as to their value?
4. Describe some new games you have seen played, telling why you liked each of them.
5. What are the essentials of a good game? What are the tests of a good game period?
6. What proportion of time would you give to the organized and the free game? In what does the especial value of each consist? Are kindergarten games too mechanized? If so, what can you suggest?

THIRD SESSION.

SONGS AND GAMES.

1. What things should be considered in selecting the music for a child's song.
2. Suggest several devices for teaching a new song.
3. Suggest a number of plays or devices for the systematic training of the child's sense of hearing and his musical sense.
4. Of what value do you consider children's toys to be? Suggest three toys and tell how they can be constructed out of kindergarten materials.
5. Select the four occupations which you think of most value, telling why in each case.

PEDAGOGY.

1. What seem to you the newest and most fruitful changes in kindergarten thought and method?
2. What are to you the chief difficulties in successfully realizing kindergarten principles and ideals?
3. State the large general aims you would seek to realize in your work. What results would you look for in the children as fair tests of your success?
4. Select some force or principle of nature in which the young child is interested and write a plan for a week's work centering about it, using any materials you choose to select.

AUGUST 16 and 17, 1906

PERSONAL QUESTIONS.

1. Name.
2. Age?
3. Where born?
4. In what schools were you educated?
5. What educational papers do you read?
6. To whom can you refer as to your ability as a teacher?
7. Do you hold a kindergarten diploma?
8. Where did you study kindergarten?

EXAMINATIONS.—KINDERGARTEN.

9. How long have you taught kindergarten?
10. Did you ever do any other teaching?
11. Are you a musician?
12. Do you sing?

FIRST SESSION.

STORIES.

1. Divide children's literature into two classes—Realistic and Imaginative—what can you say of each as regards child culture?
2. Give in outline a good realistic story for a six-year-old child.
3. What importance do you attach to story telling in the kindergarten?

KINDERGARTEN MANAGEMENT.

1. Explain your ideas of discipline in a model kindergarten.
2. If a child willfully refuses to do his work what would you do with him?
3. How may one kindergartener successfully deal with twenty children of two grades in gift and occupation work?

MUTTER AND ROSE LIEDER.

1. Describe the Mutter and Rose Lieder.
2. with whom did you study it?
3. Tell why Froebel wrote the book.
4. What did he say of it?
5. What is said of the book poetically, musically and as to drawing?
6. Give physiological basis for the book.
8. Give central thought of six songs and make practical application.

SECOND SESSION.

CHILDHOOD.

1. What sense is first developed in an infant?
2. In what locality is the sense of touch keenest?
3. Why does an infant stretch out its hands to grasp an object?
4. What is the value of the early training of the senses?
5. What can you say of the imitative instinct of children?
6. What is the value of imaginative power?
7. How may it be developed and strengthened?
8. What is the natural method of discipline?
9. How carried out in the Kindergarten?

GIFTS AND OCCUPATIONS.

1. What actual knowledge does a child gain from the gifts and occupations?
2. Give a table showing gifts and occupations in logical sequence.
3. Give an outline of the first year's work in the gifts for children four years of age.
4. Give a second year's outline of work in the occupations.
5. How may we make the gifts and occupations a means of expression of the inner life of the child?
6. Trace the connection between the gifts and occupations and various branches of the industrial world.

THIRD SESSION.

PHYSICAL CULTURE.

1. What system of physical culture do you consider best adapted to the kindergarten, and why?
 2. What training have you had?
 3. What relation does physical training bear to the mental and moral training?
-

GARDEN WORK.

1. What does Froebel say of garden work for children?
 2. What place should garden work occupy in the daily program?
 3. How may it be made the basis for science work with the children?
 4. Give an outline of lessons in plant life for a two years' course for the children from five to seven years of age.
 5. Give an outline of studies in animal life for the same period.
 6. How may the science work be closely connected with the gifts and occupations, the songs and games in the daily kindergarten work?
 7. What is the value to the child of actual working contact with nature?
 8. How may we study science in a garden?
 9. What lines of science work do you consider most adapted to kindergarten children, and to what extent?
-

STATE.

RULES *of* STATE BOARD
of
EXAMINERS
GOVERNING STATE DIPLOMAS
UPON EXAMINATION

Diplomas from educational institutions or certified statements showing course of study pursued, name of institution.

Statement concerning special studies pursued since graduation.

Statement concerning teaching experience—place, grade and time in Colorado and in other states.

Three endorsements from prominent educators.

Candidate must possess a first grade, unexpired county certificate issued in Colorado.

Candidate must have taught not less than two years successfully in the public schools of this state.

Candidate must pass a written examination in each of the following branches with an average of 80 per cent. or more; no branch below 60 per cent.

EXAMINATION.—STATE.

- | | |
|----------------------------------|------------------------------|
| Algebra. | Psychology and Pedagogy. |
| Botany. | Latin, or French, or German. |
| Geometry. | Astronomy. |
| Physics. | Chemistry. |
| General History. | Geology and Mineralogy. |
| English Literature and Rhetoric. | Logic and Political Economy. |

Each candidate for the state diploma shall be entitled to two years' time for the completion of an examination.

RULES *of* STATE BOARD
of
EXAMINERS
GOVERNING STATE DIPLOMAS
COMPLIMENTARY

Complimentary, submit:

Diplomas from educational institutions or certified statements showing course of study pursued, and name of institution.

Statement concerning special studies pursued since graduation.

Statement concerning teaching experience—place, grade and time in Colorado and other states.

Three endorsements from prominent educators.

Candidate must have rendered *eminent* services in the educational work of the state for a period of not less than six years.

Candidate must possess a first grade, unexpired county certificate issued in Colorado.

Candidate must submit three subjects for educational thesis, one subject to be selected from the three by the state board of examiners upon which the candidate is to write a thesis of not less than three thousand words, and submit the same to the state board of examiners.

A thesis for the complimentary diploma, as understood by the state board of examiners, is an original dissertation upon some educational study or subject, setting forth the applicant's insight into it, his method of research in elaborating it, and his form of putting it in such a way as to show his superior ability and attainment as a trained educator.

STATE BOARD OF EXAMINERS.

- | | |
|---------------------------|---|
| Katherine L. Craig..... | Superintendent of Public Instruction |
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| Z. X. Snyder..... | President of the State Normal School |

COMPLIMENTARY STATE DIPLOMAS ISSUED.

1905.

- | | |
|-------------------------|--------------------|
| Bunbury, Francesca..... | Canon City, Colo |
| Giffin, Mary E..... | Montrose, Colo |
| Grenfell, Helen L..... | Denver, Colo |
| Taylor, Julia C..... | Central City, Colo |

1906.

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| Downen, Frank..... | Golden, Colo |
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EXAMINATION FOR STATE DIPLOMAS.

AUGUST 24, 25 and 26, 1905

Questions Prepared by
State Board of Examiners

FIRST DAY, A. M.

ALGEBRA.

1. Factor: (a) $x^2 + y^2 - 2xy - 2ab - a^2 - b^2$
(b) $3(m+n)^2 - 2(m^2 - n^2)$
(c) $x^3 - 6x^2 + 114 - 6$

2. Simplify:
- $$\frac{2a^2 - b - c}{(a-b)(a-c)} + \frac{2b - c - a}{(b-c)(b-a)} + \frac{2c - a - b}{(c-a)(c-b)}$$

3. A man bought 10 cows and 50 sheep for \$750.00. He sold the cows at a profit of 10 per cent., and the sheep at a profit of 30 per cent., and received in all \$875.00. Find the average cost of a cow and of a sheep.

4. Simplify: (a) $\sqrt{20} + \sqrt{45} - \sqrt{5}$
 $\sqrt{9}$

(b) $\sqrt{10} \div \sqrt[4]{40}$

(c) $(1 - \sqrt{-1})(1 + \sqrt{-1})$

5. A rectangular piece of cloth, when wet, shrinks 1-6 inch in length and 1-12 inch in width. If the area is diminished by $10\frac{5}{8}$ square feet, and the length of the four sides by $5\frac{1}{2}$ feet, what were the original dimensions?

6. The surface of a cube varies as the square of its edge. If the surface of a cube whose edge is $2\frac{1}{2}$ inches is $32\ 2\text{-}3$ square inches, what will be the edge of a cube whose surface is $30\frac{3}{4}$ square inches?

7. Expand to three terms by the binomial formula, then find the 7th term of $(a - 3x^{\frac{1}{2}})^n$.

8. (1) Define logarithm. (2) Why does the sum of the logs of two numbers give the log of the product of the two numbers? (3) Find the value of x if $5^{2x-1} = \frac{1}{25}$.

ECONOMICS AND CIVICS.

1. Give a brief account of the evolution of money.
2. What is the function of money?
3. Give the functions of the state.
4. How did the state grow?
5. What do you understand by Rousseau's "Social Compact"?

BOTANY.

1. Demonstrate by notes and annotated sketches two ways by which the age of a branch from cottonwood or other deciduous leaved tree may be determined.

2. Cambium: Give its location, structure and functions in the exogenous stem. Sketch a magnified portion.

3. Explain "photosynthesis."

4. In what family of plants do root tubercles occur and what are their biological relations to the plants on which they occur?

5. Describe by notes and sketches the characters of the flowers of Indian corn.

6. How are plants improved by man?

7. Give three means, with examples, by which plants of this region are adapted to withstand arid conditions.

EXAMINATION.—STATE.

8. Name ten deciduous leaved trees suitable for shade and street planting that can be successfully grown in situations like that of Denver.
9. Define: Pollinization, hybridization, fertilization.
10. Give the morphology of tendrils of woodbine, or sweet pea; spines of honey locust, of the rose.

FIRST DAY, P. M.

PHYSICS.

1. Give Newton's laws of motion.
2. Define velocity, acceleration, force, mass, energy.
3. How would you find the specific gravity of an irregular solid?
- (1) of a piece of quartz? (2) of a piece of cork?
4. What is meant by temperature? How would you measure it?
5. How would you find the specific heat of an iron sphere four centimeters in diameter?
6. What is meant by latent heat of fusion of ice? By latent heat of evaporation of water?
7. What is meant by refraction of light?
8. What is an electric field? How would you illustrate it?
9. Describe:
 - (1) Typical primary battery.
 - (2) Typical secondary battery.
10. How would you determine the pitch of a note?

GERMAN.

1. Explain the three classes of strong nouns and give examples.
2. What is the "Strong Declension"; the "Weak Declension"; the "Mixed Declension"? Give examples of each.
3. Give the general rules governing the use of "Sein" and "Haben" as auxiliaries. (b) Give the synopsis 2nd person sing. subjunctive of "Sehen" and "Gehen."
4. Translate: Mit Schiller starb Deutschlands grösster Dramatiker und der Lieblingsdichter des Volkes. Kein anderer vor ihm und keiner nach ihm hat es bis jetzt vermocht das Herz des deutschen Volkes in gleicher Weise zu befriedigen, und dasselbe für die höchsten Ideale zu begeistern.

Mit Göthe starb der grösste deutsche Lyriker, vielleicht der grösste aller Zeiten und aller Völker, und, wie einer unserer eigenen Dichter, Bayard Taylor, sagt, einer der vollkommensten, und universellsten Menschen aller Zeiten.
5. Decline: "Ein gutes Buch"; "Schöner Baum."
6. Compare the following: schnell, lieb, gross, gut, kalt, langsam, schön. (b) Translate: The trees are most beautiful in the summer. He is the greatest poet of antiquity.
7. Give the principal parts of the following: eintreten, gehen, rufen, annehmen, brechen, abschreiben, fliegen, mitbringen, graben, ausziehen.
8. What are the peculiarities of the "Modal Auxiliaries"? (b) Translate: He should have gone out but he was not able to do so. If we had been obliged to know all this, we would have been willing to study diligently.
9. Give "The train is arriving" (ankommen) in all the tenses in the indicative, and the conditionals. (b) Synopsis 2d person sing. subjunctive of the reflexive "sich freuen." (Use German script.)
10. Translate: If you multiply 42 by 24 and divide the product by 16, what will be the answer?—63. Good; now add 81 and subtract 144; what will be the result?—Zero. The hundredth train will arrive at half past nine. (Do not use figures in the German translation.)

EXAMINATION.—STATE.

FRENCH.

1. Give the principal parts of the following—finir, dormir, savoir, pouvoir, comprendre.

2. Give the conditional and present subjunctive of—faire, vouloir, venir, aller, se lever, falloir.

3. Translate: I fear he will come too soon. The letters you wrote are long. I have been here two years. I had been here three years when you came. It was dark when we arrived.

4. Distinguish: Je lui parlais quand je le voyais passer.
Je lui parlai quand je le vis passer.
Je cherche un lieu ou je sois heureux.
Je cherche un lieu ou je suis heureux.

5. Ici je ne suis pas content, montrez-moi un endroit où je sois content. Je crains qu'il ne vienne. Explain the difference in the use of the indicative and subjunctive moods.

6. Translate: It would have been necessary. (Use falloir.)
Gold is less useful than iron.
I have no money.
He is going to France.
I have neither pens nor pencils.

7. Translate: Il est né sous deux étoiles; malheureux, heureux dans le même dégré. Sa vie est un roman; non, il lui manque le vraisemblable. Il n'a point eu d'aventures; il a eu de beaux songes, il en a eu de mauvais; que dis-je? on ne rêve point comme il a vécu. Personne n'a tiré d'une destinée plus qu'il a fait; l'extrême et le médiocre lui sont connus: Il a brillé, il a souffert, il a mené une vie commune; rien ne lui est échappé.

—————est né.—What part of the verb could be used instead of this?

8. Translate: That woman was thirty years old when she died. That does not please me. He got married a year ago.

9. Who were the authors of the following works:—"Le Cid," "Athelle," "Hernani," "Le Misanthrope," "Cinq Mars," "Corinne."

10. Translate: Louis the Fourteenth succeeded his father when only five years old in sixteen hundred and three. The train will arrive at a quarter after six. In the year nineteen hundred and five.

LOGIC.

1. What is the difference between deductive and inductive logic?
2. Define syllogism, term and proposition.
3. Construct a deductive syllogism.
4. Does a deductive syllogism teach anything? If so, what?

SECOND DAY, A. M.

TRIGONOMETRY.

1. By the aid of an equilateral triangle find the numerical values of the six trigonometric ratios of 30° .

2. Find the number of radians and degrees in the central angle subtended by an arc 9 inches long, in a circle whose radius is 10 feet

3. Find the values of x , not greater than 360° , that will satisfy the equation $4\sqrt{3} \cot x = 7 \csc x - 4 \sin x$.

4. What angle will a flagstaff 24 feet high on top of a tower 200 feet high subtend to an observer on the same level with the foot of the base and 100 yards distant from it?

5. (a) Explain fully the equation $\sin(\sin^{-1}\frac{1}{3}) = \frac{1}{3}$; (b) Construct geometrically $\sin^{-1}\frac{2}{3}$; (c) Find $\tan(\cos^{-1}\frac{2}{3})$.

EXAMINATION.—STATE.

6. The area of a triangle A, B, C is 980, its angle A is $56^{\circ} 20'$ and its side b is 44. Find B, c and a (a, b, c are the sides opposite A, B and C, respectively).

7. Simplify by the aid of logarithms $\left(\frac{76 \times 0.0593}{1.307}\right)^{.4}$.

8. Prove the identity $\sin 3x = 3 \sin x - 4 \sin^3 x$.

RHETORIC.

1. Outline a model course in English composition, indicating exactly wherein your scheme conforms to each of two or three schemes now in vogue and wherein it differs from them, and assigning specific reasons for your preference of your own scheme.

2. Define exactly the province of the study of rhetoric, indicating wherein it differs in scope (a) from grammar, (b) from logic, and (c) from esthetics.

3. Explain the philosophy of figurative language as an element in style, and discuss the question whether the use of figures of speech as mere decoration of style is justifiable in any form of writing.

4. Discriminate synonym, homonym, antonym, and discuss the profitableness of the study of synonymous words in an elementary course in English.

5. Define exactly the scope of the following divisions of the rhetorical field and indicate briefly the relation of each to the others:

(a) Exposition, (b) Narration, (c) Description, (d) Argumentation, (e) Persuasion.

6. Discuss briefly the value of slang and colloquialisms as an element in language development, with particular reference to the "Americanizing" of the English language now in progress.

7. Give concisely the fundamental principles of plan-making; and construct two plans, the first defective in each of the basal requirements (such defects being indicated), and the second as nearly correct as you can make it, the second plan being a correction of the first.

8. Define "paragraph;" classify paragraphs as "logical" and "esthetic;" name at least six different methods possible in the development of a logical paragraph, and write a paragraph of 200-500 words which shall exemplify the six or more methods of development, indicating just where each method has been employed.

9. Discuss briefly the exact uses of long and of short sentences.

10. Discuss the relative importance of *clearness*, *accuracy*, *simplicity* and *beauty* as elements of style; indicate which of these seems (or seem) to be dominant in the English of to-day, and whether for the better or the worse in style-development.

ENGLISH LITERATURE.

1. Discuss the two theories of literary development, the "environment" theory and the "personality" theory, in literature; state your own view of their relative validity, and indicate which of them, in your opinion, it is better to use in the instruction of beginners in literary study.

2. What is the principle underlying the division of the written expression of thought into *literature* and *non-literature*?

3. Discuss some of the definitions of poetry that you have read, judging their adequacy or inadequacy from the scientific point of view, and construct the best definition you can of the term "poetry" as discriminated from "prose."

4. Define the term "rhythm," and indicate the difference between the rhythm of prose and that of verse.

5. Name the chief three social elements entering into the formation of English literature, explaining and illustrating the nature of the contribution made by each.

EXAMINATION.—STATE.

6. Give a brief survey of Old English (Anglo-Saxon) literature, naming chief writers in prose and in poetry, their approximate era of activity and the chief works and literary characteristics of each.
7. Draw a parallel sketch of the Elizabethan and the 18th century classic periods of English literature, pointing out in detail the essential features of each.
8. Trace concisely the rise and development of the English romantic movement in the 18th century.
9. Sketch the rise of English Drama from its beginning to the time of Shakespeare.
10. Give a brief history of Victorian poetry, naming and discussing the chief writers, and indicating their relation to their times.

ZOOLOGY.

1. Define: Species, Genus, Morphology, Embryology.
2. What is the "doctrine of descent?" What is the meaning of Plankton and Nekton as applied to animal forms?
3. Name the classes of protozoa and give examples of each.
4. Describe the life history of the tape-worms.
5. How do the following animals respire: House-fly? Frog? Tape-worm? Earthworm?
6. What sort of a nervous system has each of the following animals: Star-fish? Lobster? Dog-fish?
7. What are the characteristics of the Insecta? Name as many as you can of the mouth parts of the cockroach or grasshopper.
8. Describe the heart and general circulation in the common toad.
9. Name in order the phyla of the animal kingdom and give an example of each.
10. What is meant by "alternation of generations;" by "bilateral symmetry"?

SECOND DAY, P. M.

GEOMETRY.

1. Define: Inscribed angle, pentadecagon; truncated prism; cylinder of revolution; polar triangles.
2. Theorem: The sum of the angles of a triangle is equal to two right angles.
3. Theorem: The bisectors of the three angles of a triangle pass through a point which is equidistant from the sides of the triangle.
4. Theorem: Between two straight lines, not in the same plane, one common perpendicular can be drawn, and only one.
- 5 and 6. Theorem: The area of a sphere is equal to the product of its diameter by the circumference of a great circle. ($4\pi R^2$.)
7. Problem: To divide a given line into any number of equal parts.
8. Problem: To construct a triangle equivalent to a given hexagon.
Exercise: Three equal circles, with a radius of twelve feet, are drawn tangent, each to each. What is the area between them.
9. What is the edge of a cube whose entire area is one square mile?
10. How far from the surface of the earth must a man be in order that he may see one-fifth of it?
11. A cannon ball immersed in a cylindrical tub, two feet in diameter, causes the water in the tub to rise two inches. What is the diameter of the ball?

(Answer any ten.)

EXAMINATION.—STATE.

CHEMISTRY.

1. Give names for the following: Fe_2O_3 , KNO_3 , CaCl_2 , NaHCO_3 , Na_2SO_3 , H_2S , CO , CO_2 , CS_2 , FeO .
2. Write formulæ for the following: Potassium nitrite, acid calcium carbonate, manganese dioxide, sulphuric acid, potassium chlorate.
3. How are the following made in the laboratory: Carbon dioxide, chlorine, hydrogen sulphide, oxygen, hydrogen?
4. Of what is the atmosphere composed? How can the oxygen be removed from the atmosphere?
5. Define salt, acid salt, basic salt.
6. What effect has chlorine on colored fabrics? How is this technically taken advantage of?
7. What change is made in the air by breathing? How can this be proved?
8. Give the physical and chemical properties of sulphur.
9. Give the properties of bromine?
10. How is ammonia made and what are its uses technically?

GENERAL HISTORY.

1. Discuss one prominent factor in British taxation of the American colonies from both a British and an American standpoint?
2. What do you think would have been the attitude of Alexander Hamilton and that of Thomas Jefferson toward the action of the United States in relation to the Phillippines?
3. Compare the situation in Russia to-day with that in France preceding the Revolution as regards one likeness and one difference.
4. Mention three forms of government that obtained in any city—state of Greece, and say how each grew out of the preceding.
5. Discuss briefly two racial changes in the early history of England.
6. In teaching history to children, do you seek to put the class into sympathy with the early life of our ancestors and their contemporaries, and, if so, how do you interpret consistently with your purpose the constant warfare and piracy of primitive life?
7. From the standpoint of Charlemagne's purpose as a ruler, do you think his slaughter of the Saxon's defensible? Give reasons for your answer.
8. What factors in the life of a nation do you make the basis of your arrangement and presentation of facts in teaching history?

THIRD DAY, A. M.

PHYSIOLOGY.

1. Of what gases is the air composed? How does respired air differ in composition from pure air? By what means is the oxygen, which is absorbed in the lungs, carried to the various parts of the body?
2. Trace the course of the circulation of the blood, beginning with and ending at the left ventricle.
3. Discuss briefly the food values of the following, comparing each with the others as to amount of proteid, carbo-hydrate and fat: bread, beefsteak, potatoes.
4. A certain kind of breakfast food is made from the germ of the wheat instead of the starchy part. Which digestive juices will be chiefly concerned in its digestion? Why?
5. Name and give examples of three different kinds of joints in the body.
6. Name the bones of the arm, wrist and hand. To what bones of the arm do the femur and tibia correspond?

EXAMINATION.—STATE.

7. What is a gland? Name the principal glands of the body, stating the nature of the secretion of each.

8. Give an account of the process of respiration. What effects are produced by wearing clothing that is too tight?

9. What effects are produced on the body by excessive use of alcoholic drinks? What organs of the body are chiefly affected? What objections may be made to the "moderate" use of alcoholic drinks?

10. Give a general account of the structure and working of the kidneys.

MINERALOGY.

1. Name three zinc-bearing minerals. Give the characteristics of each.

2. Under what conditions are the following minerals formed: Quartz, gypsum, barite, rock-salt, galena?

3. Give the chemical composition of the following minerals: Calcite, fluorite, hematite, jasper, magnetite.

4. How do the following minerals crystallize: Siderite, hornblende, apatite, analcite, beryl?

5. Name the minerals that occur in the following rocks: Granite, basalt, porphyry.

GEOLOGY.

1. Discuss the process of coal formation. In what geological ages does coal occur?

2. Define the following terms: Fault, synclinal fold, hade, moraine, strike.

3. Name the rocks ordinarily found in the Archæan. Give the mineral composition of each and describe their origin.

4. Discuss the formation of waterfalls.

5. Describe the phenomena of a modern glacier.

ASTRONOMY.

1. Define, with reference to the celestial sphere, the co-ordinate systems whose co-ordinates are: (a) altitude and azimuth; (b) right ascension and declination.

2. Describe a method of determining: (a) the latitude; (b) a meridian, at a point on the earth's surface.

3. Name: (a) in order of magnitude; (b) in order of distances from the sun, the planets of our solar system. Mention some of the physical characteristics of the planets or other items of interest.

4. State: (a) Newton's three "Laws of Motion"; (b) Kepler's three "Laws of Planetary Motion."

5. Account for the "seasons."

6. Why does the moon always present very nearly the same face to the earth?

7. Why do we have: (a) Solar; (b) Lunar eclipses? Why do astronomers observe them?

8. Define: (a) Siderial day; (b) apparent Solar day; (c) Mean Solar day.

What kind of time does the ordinary clock or watch keep?

THIRD DAY, P. M.

PHYSICAL GEOGRAPHY.

(Note: Answer only ten questions.)

1. Compare the erosive powers of rivers and glaciers.

2. Discuss deltas, describing same, showing how they are formed, and naming the forces that tend to aid and prevent their formation.

EXAMINATION.—STATE.

3. Mention the phenomena that accompany both rising and sinking coasts, and give one example of each.
4. Give the general reasons for the existence of deserts.
5. Define flood-plain; atoll; moraine; isotherm; geyser.
6. Give the cause of earthquakes and mention the phenomena accompanying the same.
7. State the causes of ocean currents.
8. What are the principal physical features of the Mississippi Valley and how are they related to the wealth of the United States?
9. Mention three methods by which mountains may be formed and give an example of each.
10. State what influence the physical geography of their country has had upon: 1st, Japanese; 2nd, Swiss; 3rd, Germans.
11. (a) Explain the formation of tides; (b) define and explain "neap" and "spring" tides.

LATIN.

1. Translate:

Hoc facti prælio Cæsar neque iam sibi legatos audiendos neque condiciones accipiendas arbitrabatur ab iis, qui per dolum atque insidias, petita pace, ultro bellum *intulissent*; exspectare vero, dum hostium coplæ auferentur equitatusque reverteretur, summæ *dementiæ* esse indicabat, et cognita Gallorum infirmitate, quantum iam epud eos hostes uno prælio *auctoritatis* essent consecuti, sentiebat; quibus ad consilia capienda nihil spatii dandum existimabat.

Give the construction of the emphasized words.

2. Translate:

Nam nisi multorum præceptis multisque litteris mihi ab adolescentia suasissem, nihil esse in vita magno opere expetendum nisi laudem atque honestatem, in ea autem persequenda omnis cruciatus corporis, omnia pericula mortis atque exsili parvi esse ducenda, numquam me pro salute vestra in tot ac tantas dimicationes atque in hos profligatoru hominum cotidianos impetus obiecissem.

3. Translate:

Tum Iuno omnipotens, longum miserata dolorem
Difficilisque obitus, Irim demisit Olympo,
Quæ luctantem animam nexosque resolveret artus.
Nam quia nec fato, merita nec morte peribat,
Sed misera ante diem, subitoque accensa furore,
Nondum illi flavum Proserpina vertice crinem
Abstulerat, Stygioctæ caput damnaverat Orco.
Ergo Iris croceis per cælum roscida pennis.
Mille trahens varios adverso sole colores,
Devolat, et supra caput adstitit: 'Hunc ego Diti
Sacrum iussa fero, teque isto corpore solvo.'
Sic ait, et dextra crinem secat: omnis et una
Dilapsus calor, atque in ventos vita recessit.

Indicate the metrical scheme of the last three lines.

4. Write in Latin:

- (a) They cannot decide in which direction the river flows.
- (b) I am afraid that Labienns will not come.
- (c) They were informed that Cæsar had ordered the Suevi to give hostages.
- (d) They said that if the Roman people would make peace with the Helvetii, they would go wherever Cæsar wished them to be.

PEDAGOGY.

1. What does the phrase "Philosophy of Pedagogy" mean?
2. What are the natures of the individual that should receive attention in education?

EXAMINATION.—STATE.

3. How has the doctrine of evolution affected education?
4. What do you understand by Dietetics? Why should teachers make a study of it?
5. What is Play? Work? Rest?

PSYCHOLOGY.

1. What is the value of Psychology to the teacher?
2. What do you understand by Child Study? Should it be encouraged?
3. Define the three great functions of the mind.
4. Illustrate the difference between a concept and percept.
5. What can you say of the laws that govern attention?
6. What is meant by reflex movements? By instinctive movements?
7. Discuss the sense of touch.
8. What is your method of dealing with a dull child?

AUGUST 16, 17 and 18, 1906

FIRST DAY, A. M.

ALGEBRA.

(Omit questions 8 or 9.)

1. Show that

$$\frac{h-c}{(a-b)(a-c)} + \frac{c-a}{(b-c)(h-a)} - \frac{a-b}{(c-a)(c-h)} = \frac{2}{a-h}$$
2. (a) Simplify
(h) Arrange in order of magnitude, largest first, and
3. Solve $.08x + .9y = .048$
 $.3x - .35y = .478$
4. A is following B along a certain road, when B turns and walks in the opposite direction; if A and B approach each other 5 times as fast as before, compare their rates.
5. Determine the value of c in order that the equation $x^2 + 6x - c + 1 = 0$ shall have zero for a root.
6. (a) Find the value of x if 5
(h) If $\log 2 = .3010$ and $\log 3 = .4771$ find $\log 5.4$
7. If a^2 , b^2 and c^2 are in arithmetic progression show that $b+c$, $c+a$ and $a+b$ are in harmonic progression.
8. Solve for x and y and check graphically the quadratic system
 $x^2 + y^2 = 17$
 $xy = 4$
9. Expand to 4 terms $(1-4x)$:
(a) by the binomial formula.
(b) by evolution.
(c) by undetermined coefficients.

POLITICAL ECONOMY.

Candidates are required to answer six of the eight questions here given.

1. Discuss:
 - (a) The relation of economic advancement to social advancement.
 - (b) The relation of public education systems to economic advancement.
2. (a) Define: (1) value, (2) wealth, (3) money.
(b) Name two prominent American writers on political economy.

EXAMINATION.—STATE.

3. State and discuss two reasons for the rapid increase of wealth in the United States since 1870.
4. Discuss the public advantages of the private ownership of land.
5. Show how banking (a) encouraged the use of money, and (b) promoted commercial integrity.
6. Discuss the social effects of the increase of employment and wages of women.
7. Show how the organization of industry may increase the production of wealth.
8. Discuss the advantages and disadvantages of municipal ownership.

BOTANY.

1. Define pollination; give three principal agents by which cross pollination is effected, with examples of plants so pollinated.
2. Briefly discuss the means by which plants are improved.
3. Draw and name the parts of the embryo of the common bean, corn, pine.
4. What is a weed? Name ten common Colorado weeds.
5. Briefly discuss the food materials of a plant as to (a) source; (b) manner in which obtained by the plant.
6. Describe the flowers and fruit of the Cottonwood. What is the "Cottonless Cottonwood"?
7. Give three of the principal ways in which plants are disseminated, with examples of each.
8. Define: Node, rootstock, culm, pome, drupe.
9. What is the morphology of the following: The tendril of the grape or woodbine, of the pea; the silk of corn, the edible part of the strawberry.
10. Give the principal characters of the family Leguminosæ; of the family Solanaceæ, with three important plants in each.

FIRST DAY, P. M.

LOGIC.

1. Define Judgment and Reasoning, distinguishing carefully between them.
2. "*The extension and intension of terms vary in an inverse ratio to each other.*" Explain this law, using the terms *metal* and *iron*.
3. What is meant by the distribution of subject and predicate?
4. Write a syllogism containing an "undistributed middle," and state whether the conclusion is true or false.
5. Define Inductive Reasoning and apply it in proof of the Nebular Hypothesis, using Saturn's rings and other phenomena. State the dangers in its use.

GERMAN.

1. Decline a noun of (a) the Strong; (b) the Weak and (c) the Mixed Declension.
2. Give the weak and strong endings of the adjective and tell when each is used.
3. Decline the personal pronouns—*ich*; *du*; etc.
4. Give the synopsis 33rd Person Singular, Indicative and Conditional of (a) a reflexive and (b) a separable verb.
5. (a) How are adjectives compared in German?
(b) Give three general rules for determining the three genders of nouns (preferably as regards endings).

EXAMINATION.—STATE.

6. Translate: Einem Bauern wurde des Nachts sein schönstes Pferd aus dem Stalle gestohlen. Er kam auf einen Pferdemarkt, der in einer entfernten Stadt abgehalten wurde, und sah da sein eigenes Pferd, das von einem ihm unbekanntem Hanne feil geboten wurde. Schnell ergriff er den Zügel des Pferdes und rief laut: "Das ist mein Pferd; vorige Woche ist es mir gestohlen worden." Der Unbekannte sagte ruhig: "Du irrst dich, guter Freund."

7. (a) What main peculiarity is there in the use of the Modal Auxiliaries? (b) Explain the difference between—"Der Brief is geschrieben" and "Der Brief wird geschrieben."

8. Give the Active and Passive, 1st Person Singular of some verb in all tenses of the Indicative.

9. Translate: I should have come if I had known it. The train departs at 5 o'clock. Let him come immediately. It is said to have cost 1,000 marks. Who would have believed it? Physicians are always doctors, but doctors are not always physicians.

10. Give the principal parts of five weak and five strong verbs.

FRENCH.

1. Give three rules for the use of the partitive "de" without the definite article and illustrate each by a French sentence.

2. Translate: Did he take my pencil or my pen? I haven't any pencil, but my sister has one. This lesson is not easy; it is difficult. Are those pupils listening? Is it here that you buy your gloves? What fruits do good trees bear?

3. Give three French sentences illustrating the use of the Subjunctive and give the rule for the use of the Subjunctive in each.

4. When does a past participle agree with the word it qualifies and when does it not? Give three French sentences illustrating three different cases of the agreement of the past participle.

5. Translate: Ainsi la langue s'altère et se désorganise, mais en même temps, toutefois, elle s'enrichit, se développe, et par là, dans sa decadence même, elle semble se préparer aux hautes destinées qu'elle devait remplir plus tard. Le XIV^e siècle est l'époque où les mots de formation dite "savante" commencent à entrer en foule dans notre vocabulaire. Nous reviendrons sur ce point en parlant, plus loin, des traducteurs.

6. Use the following in sentences: Ne-rien. Est-ce-que? A qui? Qu'est-ce-que? Ou. Tous (Pron). On. Un tel.

7. Count in French from 1 to 10.

Count in French from 10 to 100 by tens.

Write out the French for the following numbers: 1906; 17,582; 9,999; 8,888.

8. Give the principal parts of two verbs of each of the three conjugations.

9 and 10. Translate: There were others who were taking a walk. I shall go there next Sunday. Your watch is very pretty; mine is not. If I had much money, I should take a long trip. Cicero and Virgil were both celebrated; the former was an orator and the latter a poet. He whom I expected has arrived.

SECOND DAY, A. M.

LITERATURE.

1. Present a view-point for studying or teaching the history of literature which is better than the old way of following in a text-book short biographies of authors with the names and dates of their works.

2. Give a brief sketch of the English religious drama from its rise to the Elizabethan period.

EXAMINATION.—STATE.

3. Characterize the literary period between the Norman Conquest and the work of Chaucer.

4. Is the controlling theme (inmost thought) of Lear, "the horror of filial ingratitude toward an aged father"? If not, what?

5. What are the main differences of structure between the drama and the novel?

6. Who wrote the following: Sesame and Lilies; Middlemarch; The Prelude; Kubla Khan; Ode on a Grecian Urn; Prometheus Unbound; Tales of a Traveller; Ode to a Waterfowl; The Sining Leaves; Captain, My Captain?

7. Compare in two respects the style of De Quincey with that of Macaulay.

8. Explain the usual character of Act I and Act III in a five-act drama, and illustrate by some play of Shakespeare.

9. Give a brief discussion of some essay of Emerson or of Carlyle.

10. Name three important critics of literature.

RHETORIC.

1. In what way has the study of rhetoric changed so as to take on a more practical value?

2. Show how the principles of unity, coherence, and mass (emphasis) apply to sentence, paragraph, and essay.

3. Discuss the value for expression of each of the three syntactical sentence types—simple, complex, compound.

4. What is the effect of an Anglo-Saxon compared with that of a Latinized diction?

5. Illustrate by a few sentences any two chief methods of exposition, explaining clearly how the sentences exemplify the methods you have selected.

6. Name and characterize two contrasting styles in English prose.

GEOMETRY.

(Answer Eight.)

1. Define theorem, trapezium, rhomboid, segment of circle and regular polygon.

2. State three cases in which two triangles are equal. Prove one.

3. How many sides has a polygon, if the sum of its interior angles is three times the sum of its exterior angles?

4. Construct an isosceles triangle having given the altitude and the angle at the vertex.

5. The perpendicular bisector of a line is the locus of all points equally distant from the extremities of that line. Demonstrate.

6. By what are the following angles measured: (a) A central angle, (b) an inscribed angle, (c) an angle formed by two chords intersecting within the circumference, (d) an angle formed by a tangent and a chord, (e) an angle formed by two secants drawn to a circle from an external point? Illustrate.

7. The bisector of an exterior angle of a triangle divides the opposite side externally into segments which are proportional to the adjacent sides. Demonstrate.

9. The square on the hypotenuse of a right triangle is equivalent to the sum of squares on the two legs. Demonstrate.

10. What is the numerical value of the ratio of the circumference of a circle to its diameter? How can this value be found?

SECOND DAY, P. M.

GENERAL HISTORY.

1. Outline and discuss briefly the policy of Peter the Great of Russia.

EXAMINATION.—STATE.

2. What were the general effects of the Renaissance upon history, literature, education and religion.
3. Write concerning the religion, art and general culture of Egypt.
4. Discuss the situation in Europe during the period of the American Revolution.
5. Discuss Saracen civilization.

CHEMISTRY.

1. How much sulphur is there in one hundred pounds of Sulphuric Acid? The atomic weights being H=1, S=32, O=16.
2. Define atomic weight, molecular weight, valence, oxidation, reduction.
3. A salt is dissolved in water. How does this affect the boiling point and the freezing point of the liquid?
4. Define electrolyte, electrolysis, ion, atom, molecule.
5. Give a method for making chlorine. For what is chlorine used?
6. Give formula and name of one salt each of the following acids: Nitric acid, nitrous acid, hydrochloric acid, perchloric acid, hydrocyanic acid.
7. Give the main points in the manufacture of sodium bicarbonate; of sulphuric acid. (Omit all reactions.)
8. What are the properties of hydrogen peroxide? What is the formula?
9. Why is it dangerous to eat acid fruit after taking calomel (HgCl)?
10. If sulphuric acid is spilled upon the hands or clothing, what steps should be taken to keep the damage to the minimum?

THIRD DAY, A. M.

PSYCHOLOGY.

1. Draw an outline sketch of the human brain showing the chief fissures and lobes, and locating the most important sensory and motor centers of the cortex.
2. What is meant by the principle of apperception? Give a concrete example from your own experience and show its application to teaching.
3. Discuss attention fully; different forms; differences in children and adults; relation to interest; relation to habit.
4. Show as fully as possible the similarities and differences in the so-called processes of association of ideas, imagination, and reasoning.
5. What is "the will"? Trace its development from infancy. Do you believe in "freedom of will"? Give reasons for your answer.
6. What mental powers are chiefly exercised in the following school exercises: (1) Nature study, (2) number work, (3) drawing, (4) gymnastics, (5) history?
7. Of what use is play to a child? To what extent should it be utilized in education? Why?
8. Show in detail just how a knowledge of psychology and child nature may be helpful to a teacher.

Note—Answer any five of the above questions. Avoid generalities and talk to the point.

PEDAGOGY.

(Answer any six questions.)

1. What do you consider the chief benefit that children should derive from the work of the elementary school?
2. Is there any scientific basis for education? If so, of what does it consist?

EXAMINATION.—STATE.

3. What are the fundamental principles of the kindergarten? Are they applicable to other grades of school work?
4. Is interest a safe guide in educational work? Discuss.
5. What is the Batavia system? What are its merits and demerits?
6. What are the present tendencies in the teaching of elementary and high school mathematics? To what extent do you consider these tendencies desirable?
7. What do you consider the chief purpose of nature-study? Describe a lesson to show how this purpose may be realized?
8. What is the educational value of industrial work in the school? How much time should be devoted to this work?

LATIN.

1. Translate into idiomatic English:
"Cæsar Remos cohortatus liberaliterque oratione prosecutus omnem senatum ad se convenire principumque liberos obsides ad se adduci iussit. Quæ omnia ab his diligenter ad diem facta sunt. Ipse Diviciacum Aeduum magnopere cohortatus docet, quanto opere rei publicæ cummunisque salutis intersit, manus hestium distineri, ne cum tanta multitudine uno tempore confligendum sit. Id fieri posse, si suas copias Aedui in fines Bellovacorum introduxerint et eorum agros populari coeperint. His mandatis eum ab se dimittit." Cæsar, II, 5.
2. Explain the syntax of *principum*, *obsides*, *diem*, *salutis*, *agros*.
3. Decline the five nouns of question two, and also the pronouns *hic* and *is*.
4. Explain the syntax of *intersit*, *confligendum*, *sit*, *posse*.
5. Give the principal parts of these three verbs, and also of *facio* and *distinco*.
6. Give briefly the principal methods of forming the comparative and superlative of adjectives.
7. What are the essential differences between the second and third declension nouns.
8. State briefly the main forces of the Ablative Absolute, suggesting ways of bringing them out in translation.
9. Translate into Latin:
 - (a) Cæsar says that the enemy are not to be despised (*contemno*).
 - (b) Whenever he sees a rose he thinks it is spring.
 - (c) The messenger will tell us when Ariosistus set out from his own territory.
10. What ways would you suggest of interesting younger students in the learning of Latin numerals.

THIRD DAY, P. M.

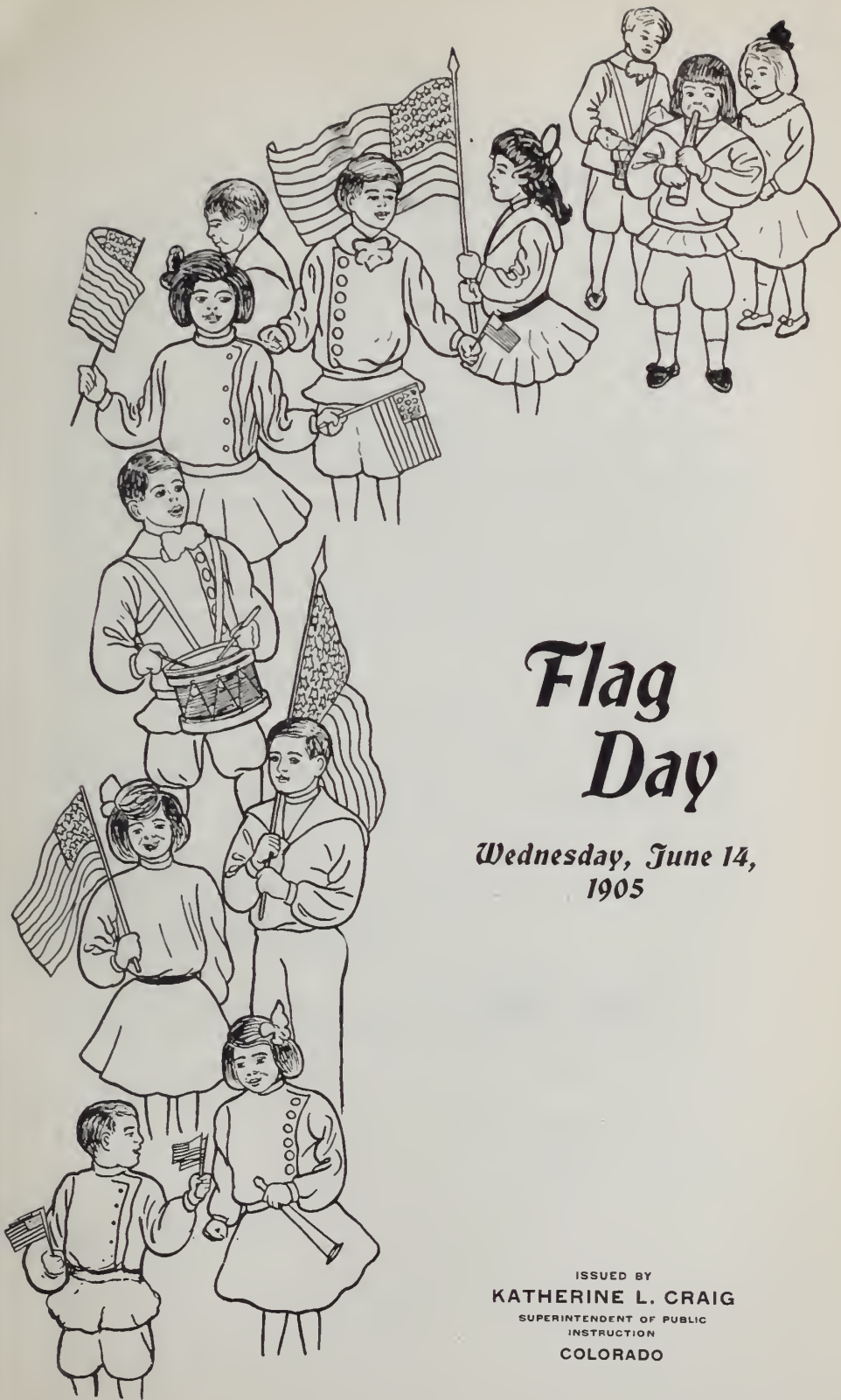
ASTRONOMY.

1. (a) What is mean solar time; (b) sidereal time?
2. Name the planets of the solar system in the order of their distances from the sun.
3. (a) What is the Nebular Hypothesis? (b) Give all the arguments you can for and against it.
4. Explain (a) why total eclipses occur; (b) partial eclipses; (c) annular eclipses.
5. (a) What is the ecliptic; (b) the obliquity of the ecliptic; (c) what are the equinoxes; (d) the solstices?
6. Give a brief account of the Gregorian Calendar.
7. (a) How large is the moon; (b) how far removed from the earth; (c) what is the period of rotation on its axis?
8. State Kepler's Laws.
9. What is meant by the magnitude of a star?
10. Tell what you can about the Milky Way.

EXAMINATION.—STATE.

GEOLOGY AND MINERALOGY.

1. Define the following terms: Igneous, effusive, strata, laccolite, sill, volcanic neck.
2. Discuss the origin of earthquakes and show how they are connected with other geologic phenomena.
3. Discuss the motion of glaciers and compare with the motion of rivers.
4. Discuss the origin of mountain ranges.
5. Name in proper order the geologic formations you would pass over in traveling from Denver to Georgetown or Central City, Colo.
6. Name the principal minerals that carry respectively lead, zinc, copper, iron.
7. Describe the different ways in which gold occurs and give the mineral associations.
8. Name the minerals that compose the following rocks: Granite, basalt, sandstone, limestone, rhyolite.



Flag Day

Wednesday, June 14,
1905

ISSUED BY
KATHERINE L. CRAIG
SUPERINTENDENT OF PUBLIC
INSTRUCTION
COLORADO

Proclamation

FLAG DAY

Nearer to perfection than any other standard in the world to-day; emblematical of freedom and not license in governmental institutions, political, social and industrial conditions, everyday life, religion, the school and the home; the flag of our country waves bravely over an enlightened and determined people.

Those Stars and Stripes represent the struggle and achievements of our fathers and mothers unto far distant generations. The sheltering folds of that flag will furnish ever increasing protection to those who are striving for equality and justice, to the honest and legitimately ambitious millions who desire a pure government of, for and by the people.

Patriotism demands honesty and honest convictions honorably maintained. With this thought uppermost in our minds let us of Colorado observe

WEDNESDAY, JUNE 14, 1905,
AS FLAG DAY,

and appropriately observe that day in our homes, places of business, and public gatherings, but more especially in the schools, where a new generation is preparing to assume the responsibilities of life.

Let us, in so far as possible, cease from those usual duties devolving upon us, decorate our towns and cities and homes with the national colors, and devote the occasion to studying well the lessons of our country's past as applied to the needs of our country's present and future.

In Testimony Whereof, I have hereunto set my hand and caused the Great Seal of State to be affixed, at Denver, the State Capital, this 19th day of May, A. D. 1905.

JESSE F. McDONALD.

By the Governor, Attest:
JAMES COWIE,
Secretary of State.

FRIENDS:

It is the purpose of the union and the constitution to promote the general welfare of every American citizen, and it is the duty of the public school to inculcate and foster the spirit of good citizenship and patriotism in the heart of every child within the land.

The future of this nation depends largely upon the public schools of to-day. The students now attending school will soon take our places, and help shape the destiny of this great and glorious nation, which, to perpetuate and sustain, has cost so much blood and treasure.

Therefore, it is the duty of every American citizen to use his best endeavors to instill into the minds of the rising generation that love of country and that patriotic fidelity which shall be the guiding star to the future man or woman. Let reverence for the flag be taught in schools, seminaries and colleges; let it be preached from pulpits and proclaimed to all the world, that not only our own people will be deeply impressed, but the whole world will be profoundly moved by a sense of the dignity and grandeur of American citizenship.

Very sincerely yours,

KATHERINE L. CRAIG,
State Superintendent of Public Instruction.

ORIGIN OF FLAG DAY.

Flag day originated in Denver in 1894, and was the conception of Ralph Voorhees, J. C. Butler and A. K. Shepart, of the Colorado Society, Sons of the Revolution. There were 15,000 children at the first celebration, June 14, 1894. The flag in the state capitol square came later, as did the flag of the First Colorado regiment that went to the Philippines, and was the first flag to fly over Manila. June 14 was not officially proclaimed a legal holiday in this state until 1901.

ORIGIN OF DECORATION DAY.

The observance of May 30 as Memorial Day had its official origin in an order issued in 1862 by General John A. Logan, then commander-in-chief of the Grand Army of the Republic. General Logan often said afterward that the issuing of the order was the proudest act of his life. The strewing of flowers upon graves is old in some countries. It is said that the first decoration of graves of soldiers of the Civil War was done on April 13, 1862, by two little girls, daughters of a Michigan chaplain. They had been out gathering wild flowers, and, returning, came across a rough, unmarked mound, which covered some Northern boy.

One of the girls said "Oh, let's put our flowers on this grave; he was a soldier boy." They kneeled down and made garlands of flowers on that grave. This grave was in Virginia, not far from Mount Vernon. The next day they interested their family and friends in a plan to decorate all the graves, and the plan was carried out. Each year afterward, in May, they did the same wherever they happened to be. Others saw them and did the same.

The later date of May 30 was chosen by General Logan, so that flowers could be had in all the Northern states.

From decorating the graves of soldiers the custom has extended to the graves of all who have relatives or friends to remember them. In time the soldiers will be forgotten, but the custom of decorating graves with flowers will doubtless continue for many generations to come. The spirit which prompts it is a noble one, which should ever be cherished.

WHY WE LOVE THE FLAG.

First boy:

Why should we love that starry flag?
Why should we now rejoice
To see it hang in beauty there,
A happy Nation's choice?
Why should the heart with rapture thrill,
The pulse beat quick with joy,
When we behold our country's flag?
Come, answer now, my boy.

Second boy :

I love that starry banner, sir,
For at the Nation's birth
'Twas chosen as the emblem of
The fairest land on earth.
Our patriot sires, with Washington,
First gave it to the skies,
And now on every sea it floats,
In every land it flies.

A soldier's boy.

I love that starry banner, sir,
For I'm a soldier's son,
And often I've heard father tell
Of battles fought and won.
He marched with grand old Sherman's troop,
And Logan's Fifteenth corps,
And from Atlanta to the sea
That flag he proudly bore.

DECORATION DAY ON THE PLACE.

It's lonesome—sort o' lonesome—it's a Sund'y-day to me.
It 'pears—like—more'n any day I nearly ever see!
Yit, with the Stars and Stripes above, a-flutterin' in the air,
On ev'ry soldier's grave I'd love to lay a lily thare.

They say, though, Decoration Day is ginerly 'observed
'Most ev'rywhares, epeshally by soldier boys that's served;
But me and mother never went, we seldom git away,
In pint o' fact we're allus home on Decoration Day.

They say the old boys marches through the streets in columns
grand,
A-follerin' the old war tunes they're playin' on the band,
And citizens all jinin' in, and little children, too,
All marchin' under shelter of the old Red, White and Blue.

With roses! roses! roses! everybody in the town!
And crowds o' little girls in white, jes' fairly loaded down!
Oh! don't The Boys know it, from their camp across the hill?
Don't they see they're com'ards comin' and the old flag wavin'
still?

Oh! can't they hear the bugul and the rattle of the drum?
Ain't they no way under heavens they can rickollect us some?
Ain't they no way we can coax 'em, through the roses, jist to say
They know that every day on earth's their Decoration Day?

We've tried that—me and Mother—whare Elias takes his rest,
In the orchud, in his uniform, and hands acrost his breast,
And the flag he died fer, smilin' and a rippin' in the breeze
Above his grave—and over that—the robin in the trees!

And yit it's lonesome, lonesome! It's a Sund'y-day, to me,
It 'pears, like, more'n any day I nearly ever see!
Still, with the Stars and Stripes above, a-flutterin' in the air,
On every Soldier's grave I'd love to lay a lily thare.

—*James Whitcomb Riley.*

FROM "THE MAN WITHOUT A COUNTRY."

If you are ever tempted to say a word or to do a thing that shall put a bar between you and your family, your home and your country, pray God in His mercy to take you that instant to His own home in heaven. Stick by your family, boy; forget you have a self, while you do everything for them. Think of your home, boy; write and send, and talk about it. Let it be nearer to your thought the farther you have to travel from it; and rush back to it when you are free, as that poor black slave is doing now. And "for your country, boy," and the words rattled in his throat, "and for that flag," and he pointed to the ship, "never dream a dream but of serving her as she bids you, though the service may carry you through a thousand hells. No matter what happens to you, no matter who flatters you or who abuses you, never look at another flag, never let a night pass but you pray God to bless that flag. Remember, boy, that behind all these men you have to do with, behind officers and government, and people even, there is the country herself, your country, and that you belong to her as you belong to your own mother. Stand by her, boy, as you would stand by your mother."—*Edward Everett Hale.*

OUR FLAG.

(Recitation for a boy. He holds a flag in his hand.)

Oh, flag of a resolute nation,
Oh, flag of the strong and free,
The cherished of true-hearted millions,
We hallow thy colors three!
Three proud, floating emblems of glory,
Our guide for the coming time;
The red, white and blue, in their beauty,
Love gives them a meaning sublime.

Thy red is the deep crimson life-stream
Which flowed on the battle-plain,
Redeeming our land from oppression,
And leaving no servile stain.

Thy white is a proud people's honor,
Kept spotless and clear as light;
A pledge of unfaltering justice,
A symbol of truth and right.

Thy blue is our nation's endurance,
And points to the blue above;
The limitless, measureless azure,
A type of our Father's love.
Thy stars are God's witness of blessing,
And smile at the foeman's frown;
They sparkle and gleam in their splendor.
Bright gems in the great world's crown.

—*Montgomery (School Journal).*

THE FLAG OF OUR UNION FOREVER.

A song for our banner, the watch-word recall,
Which gave the Republic her station,
"United we stand, divided we fall,"
It made and preserved us a nation.

What God in His infinite wisdom designed
And armed with the weapons of thunder,
Not all the earth's despots or factions combined
Have the power to conquer or sunder.

The union of lakes, the union of lands,
The union of states none can sever,
The union of hearts, the union of hands,
And the flag of our union forever.

—*George P. Morris.*

PATRIOTIC THOUGHTS.

How shall I serve my fathers' land?
There are no battles to be won,
No deeds that heroies might have done.
No lives to give at her command.

Nay, none of these—but lives to live,
Within, of gentle soul and pure,
Without, of zeal and courage sure,
For all the best that life can give.

And then to crown the finished span,
To honor country and her dead.
'Twere meed enough that it be said
He lived a true American.

—*M. A. DeWolfe Howe, Jr.*

OUR COUNTRY.

Our thought of thee is glad with hope,
Dear country of our love and prayers;
Thy way is down no fatal slope,
But up to freer sun and airs.

Tried as by furnace fires, and yet
By God's grace only stronger made;
In future tasks before thee set
Thou shalt not lack the old-time aid.

The fathers sleep, but men remain
As true and wise and brave as they;
Why count the loss without the gain?
The best is that we have to-day.

No lack was in the primal stock,
No weakling 'founders builded here;
There were the men of Plymouth Rock,
The Puritan and Cavalier.

And they whose firm endurance gained
The freedom of the souls of men,
Whose hands, unstained in peace, maintained
The swordless commonwealth of Penn.

And time shall be the power of all
To do the work that duty bids;
And make the people's council hall
As lasting as the Pyramids.

Thy lesson all the world shall learn,
The nations at thy feet shall sit;
Earth's furthest mountain tops shall burn
With watch-fires from thine own unlit.

Great, without seeking to be great
By fraud or conquest, rich in gold,
But richest in the large estate
Of virtue which thy children hold.

With peace that comes of purity,
And strength to simple justice due,
So runs our loyal dream of thee,
God of our Fathers! Make it true.

FLAG DAY.

Oh, land of lands! To thee we give
Our love, our trust, our service free;
For thee thy sons shall nobly live,
And at thy need shall die for thee.

—*J. G. Whittier.*

YOUNG AMERICA.

I love that starry banner, sir,
And I've my reasons, too,
For surely 'tis a pretty thing,
All red, and white, and blue;
And let me see the boy or girl
Who'd like to live or die
Beneath a flag that would not give
A fourth day of July.

—*Thomas P. Westendorf.*

FLING OUT THE FLAG.

O'er every schoolhouse in the land
Now let that banner wave;
It made us first a nation,
Brought freedom to the slave;
'Twill teach our children loyalty
To God and country dear,
As in the field of heavenly blue
The shining stars appear.

—*True Blue.*

ONE FLAG.

There's a thrill and a throb in the air to-day,
A throb and a thrill ever new;
For billows have broken o'er wall and town
Of red and of white and of blue.

The blood runs swift and a shrill huzza
Springs glad to the lips of youth,
While louder the silence speaks of those
Who fought, dear God, for thy truth.

It floats up the aisles of the village church,
It springs from the statehouse dome;
It kisses the breeze wherever it please;
Set firm in the heart of the home.

And all thru the hours, the incense of flowers,
 Of prayers and of praise is swung
 From a censer of gold, that the children hold,
 While the storied past is sung.

The censer is memory's storied urn
 That holdeth for love and rue,
 The ashes of those whom each heart knows
 Fought for the gray or the blue.

Fewer each year as the end draws near,
 When none will be left, not one,
 Who saw the sorrowful sights of war,
 Or, shared in the brave deeds done.

But unto the children we tell the tale:
 And once in each twelvemonth long,
 We honor the men who died for us
 When the goodly land went wrong.

—*Selected.*

EXERCISE— "THE AMERICAN FLAG."

(Three Girls.)

All.—We wear to-day the colors,
 To which our men were true;
 Long may they wave above us,
 The red, the white, the blue.

Red.—Bright as the rays of morning,
 When comes the dawn's first gleam,
 Within our much-loved banner
 The crimson bars are seen.

White.—Pure as the snowflakes falling
 Or early morning light,
 Among the bars of crimson
 Appear the bars of white.

Blue.—Bright as the sky at evening,
 When gleam the stars of night,
 The blue within our banner
 Enfolds the stars of white.

All.—And the red, white and blue
 Forever "shall wave
 O'er the land of the free
 And the home of the brave."

(School) Sing.

Three cheers for the red, white and blue,
Three cheers for the red, white and blue;
The Union, the Union forever,
Three cheers for the red, white and blue.

THE SCHOOLHOUSE FLAG.

How beautiful it blows
Over the roofs so high,
With stripes like the heart of the rose,
And stars, as white as the snows,
On background of freedom's sky!

Flag that the children love;
Flag that their hands have wrought,
And spread to the sun above,
And blest in their childish thought
Every flash of its bars,
Every gleam of its stars,
Kindles the patriot love afresh—
All the lives for it lost,
Every tear that it cost,
Woven into its silken mesh.

Spread it, O hand of youth—
Symbol of loftiest truth,
Splendor of conquering might—
Spread it from learning's height!
So shall it be unfurled
Over the widest world,
And waken beyond the sea
Republics that are to be.

James Buckham.

THE AMERICAN FLAG.

Fling out the nation's stripes and stars,
The glorious standard of the free,
The banner borne through freedom's wars,
The hallowed gem of liberty.
On mountain top, in valley deep,
Wherever dwell the free and brave,
O'er graves where freedom's martyrs sleep,
Columbia's flag must freely wave.

Raise high the bright, auspicious flag,
 From every height and lowly glen,
 In forest dell, on jutting crag,
 Afar among the hearts of men,
 The sparkling banner, wildly flung,
 Shall proudly wave o'er land and sea;
 Shall swell our country's jubilee.

O, let the world that flag behold,
 The emblem of the brave and free,
 The brightest crown of streaming gold
 That decks the goddess Liberty.
 Spread out its folds, till heaven's dome
 Reverberates the holy sound,
 That all oppressed have found a home
 On Freedom's consecrated ground.

Fling out our country's banner wide,
 Our emblematic starry gem;
 Our *Union never shall divide*,
 While floats that silken diadem.
 Year after year the brilliant stars
 Shall indicate the strength of all;
 Let all beware of civil wars,
 That curse of monarchs, freedom's fall.

HE WEARS THE BRONZE BUTTON.

Sometimes in passing along the street I meet a man who, in the left lapel of his coat, wears a little, plain, modest, unassuming, bronze button. The coat is often old and rusty; the face above is seamed and furrowed by the toil and suffering of adverse years; perhaps beside it hangs an empty sleeve, and below it stumps a wooden peg. But when I meet the man who wears that button, I doff my hat and stand uncovered in his presence—yea! to me the very dust his weary feet has passed is holy ground; for I know that man, in the dark hour of the Nation's peril, bared his breast to the hell of battle to keep the flag of our country in the Union sky.

May be at Donelson, he reached the inner trench; at Shiloh, held the broken line; at Chattanooga, climbed the flame-swept hill; or stormed the clouds on Lookout Heights. He was not born or bred to soldier life. His country's summons called him from the plow, the bench, the forge, the loom, the mine, the store, the office, the college, the sanctuary. He did not fight for greed of gold, to find adventure, or to win renown. He loved the peace of quiet ways; and yet he broke the clasp of clinging arms, turned from the witching glance of tender eyes, left good-

bye kisses on tiny lips, to look death in the face on desperate fields. And when the war was over, he quietly took up the broken threads of love and life as best he could, a better citizen for having been so good a soldier.—*John M. Thurston.*

“AT MISSION RIDGE.”

At the battle of Mission Ridge, General Thomas was watching a body of troops painfully pushing their way up a steep hill against a withering fire. Victory seemed impossible, and the General, even he, that rock of valor and patriotism, exclaimed, “They can’t do it! They will never reach the top.” His chief of staff, watching the struggle with equal quietness, said softly, “Time, time, General; give them time;” and presently the moist eyes of the brave leader saw his soldiers victorious upon the summit. They were American soldiers—so are we. They were fighting an American battle—so are we. They were climbing a height—so are we. Give us time and we, too, shall triumph.—*George William Curtis.*

The public schools have been established and are maintained to fit boys and girls to become American citizens. Such a citizenship implies intelligence, education, honor and loyalty. Such a citizenship laid the foundations of our nation now so great among the nations of the world. Such a citizenship has preserved it in all its integrity in every time of peril. Such a citizenship has in its future great privileges, marvelous opportunities and noble obligations. May it be yours to enjoy, to achieve and to serve.—*Hon. W. P. Dillingham, U. S. Senator.*

Washington, April 5, 1902.

The youth are in no way adding more lustre to their nation’s flag than by each one making the most of himself. The influence of one independent, wholesome individual is immeasurably more than that of many of the careless, indifferent type. If true to himself, he will, as a matter of course, be watchful of the larger interests of his country. It is a most encouraging outlook when the young people are earnestly, as they are, educating themselves to assume inevitable and often unexpected duties. It is upon the efforts and example of such men and women that the future welfare of our country must depend.—*Hon. Redfield Procter, U. S. Senator.*

Washington, April 6, 1902.

Military glory is not the highest glory. It is because the Green Mountain bayonets in the war for the Union were thinking bayonets; because the courage of the men who carried them was not brute courage but manly courage; because its

underlying purpose was devotion to duty, that their service is worthy to be commemorated. And the example of the men in blue who for four terrible years stood as a living wall to shield the republic from those who would destroy it, should be cherished in order that it may commend to the generations which have followed, and are to follow them, the noble virtue of patriotism.

KITCHEN AND FLOWER GARDENING

STATEMENT.

The kitchen and flower gardening which has recently been introduced by Miss Katherine L. Craig, State Superintendent of Public Instruction, in connection with the public schools in Colorado, is an important factor in educational work. The object is to bring it within reach of every school in the state. The purpose primarily is to teach children how to plant and grow flowers and vegetables by permitting them to do the actual work, so that they may have practical knowledge of farming, to get instruction and exercise which will help them morally, mentally and physically, to develop a love for labor, skill in effort, joy of appreciation as well as strength to hold on and do.

Numerous schools have reported deep interest in the work, which is made manifest in the many gardens already planted and being cared for by the school children. The schools in the city of Denver that have had gardens in operation are the Sheridan, Grant, Sherman, Broadway, Smedley, Emerson, Logan and the Mission School. Las Animas reports one hundred and fifty gardens.

Complete education demands that head, heart and hand be trained to act together. It demands that the body, as well as the soul, shall have a part in the educative process. It also demands that school work and every day life be related. Gardening is of dominant interest to every community, and may well be the key to intelligent, interesting work in the school; in its many phases it is the best basis of interpretation for the child, relating the academic work of the child to life at large.

LETTER TO SUPERINTENDENTS, PRINCIPALS AND TEACHERS.

Superintendents, Principles and Teachers:

I urgently request that you manifest an interest in, and lend a helping hand toward the establishing of gardens in connection with the public schools of this state.

Strong Reasons For School Gardens.—Plants are living things; they require what all living things need; air, water, food, protection. Like other living things, they die if neglected.



SCHOOL GARDEN, LAS ANIMAS, COLO.

There Are 128 School Gardens on These Lots—Picture Does Not Show Quite Half.

George L. Mass Superintendent

There is no surer way to touch the fundamental principle of right living than by a garden. Incidentally it gives responsibility, the best physical exercise, and the best manual training—all in the fresh air and sunlight.

Children should be taught to realize personal obligation. Of course this should not be beyond the daily strength any more than a task of any kind, but obligation they should feel.

Gardening as a subject to be taught is a science, and as a method it is the most substantial and practical basis for reading, writing, language work, arithmetic and nature study.

It presents a series of arithmetical problems. Ordinary teaching of arithmetic is in the abstract, but working out the problem in the garden brings it into the concrete. There is the measurement of the land, the plotting, the calculating of time and labor, the estimating of income, from each hill, from a row, from an acre. The child is presented with living conditions, and he becomes alive with interest because the problems deal with the business side of life.

School gardening is not an imposed task, but an up-to-date educational problem with which nearly every state in the Union, and many foreign countries, are dealing.

It has come to stay. It may meet with reverses for a season, but it is an aesthetic, moral, intellectual and vitalizing factor in education, and as some one has said, "Blessed be the garden with its influence."

School Garden Work For The Year.—I believe school garden work should continue throughout the school year in regular courses. The lessons during the winter and spring should consist of practical work in making straw hot-bed mats; mixing soils; testing seeds; soil studies; potting and repotting; grafting; spading; care of lawns, walks, drives, etc.

As soon as the gardens are planted the principal weeds should be studied—root, stem, leaf and where possible flower and seed. The children should be taught not only the name, but the uses, if there are any, and the best manner and time to kill it. They should also be taught the history of our common plants, ever-greens, flowerless plants, etc.

The work should include frequent talks on nature; written essays on gardening; and outdoor trips to the parks. If this method of instruction was closely adhered to the influence of the garden on the children would be remarkable.

Respectfully yours,

KATHERINE L. CRAIG,
Superintendent of Public Instruction.

REPORT BY COUNTIES.

Special reports were received from the following counties:

ADAMS.

The planting and caring for kitchen gardens has become a part of the regular school work.

BENT.

Superintendent George L. Hess, of Las Animas, Colo., is making the most of the school garden idea of any one I know in a place of its size. It is in the arid belt, an irrigated town. He has 136 kitchen gardens. The land is all loaned; one farmer plowed it all gratis, the big boys spaded it over after the plowing. All the tools were loaned by the parents of the pupils. The water company voted them a hundred cubic feet of water, which would water twenty acres. They will tap the ditch for them whenever they need it. The lots are about eight by twelve. The government furnished the seed.

DENVER.

The Denver public school vegetable gardens that originated last April proved a success in every detail and the pretty, well-kept gardens that were to be found near most of the city schools were a credit to the school children and teachers that attended them, and to the progressiveness of the city.

The plan originated with Miss Katherine L. Craig, State Superintendent of Public Instruction, who, upon her election, immediately inaugurated a plan by which she should accomplish the desired work. Miss Ann Evans, chairman of the Outdoor Art League, immediately assisted Miss Craig. Miss Evans solicited funds from the merchants with which to defray expenses and give two prizes, one of \$50, and one of \$25 to the school cultivating the best garden.

The school teachers and pupils went to work with a will and a determination that was truly American, and Western. Distasteful, unsightly and badly neglected vacant lots were transformed into pretty garden spots that the toil of anxious little fingers kept absolutely weedless. Mayor Speer assisted the industrious boys and girls, and in many cases had the lots plowed by city teamsters. In some instances the zeal of the school children prompted them to spade the ground, and not having patience to wait for city teams, little feet in several cases furnished the motive power for turning the ugly weed beds into kitchen gardens.

Every kind of vegetable known to the West was planted and in most cases flourished. Corn, potatoes, beets, lettuce, onions, radishes, beans, peas, popcorn, cauliflower and a nice variety of palatable growths adorned most of the gardens, and in some instances there were peannts, watermelons and tropical fruits. The gardens were well kept and were attractive in almost every in-



WITH BEST WISHES FROM THE GILPIN SCHOOL, GILPIN, COLO.
Anna M. Jurgens, Teacher.
Taken May 8, 1906.

stance. The rows of growing vegetables arranged as symmetrically as if by an engineer's triangle, attracted the attention of nearly every passerby.

J. C. McIntyre was superintendent of the city school gardens, and daily visited the different fertile spots and generally supervised the work. The children were given the products and sold them or took them home, as they saw fit. The remuneration that was thus derived was used in purchasing books or school room equipment for the respective institutions.

Among the best gardens were those of the Sheridan, the Smedley, Grant, Sherman, Fairmount, Emerson and Logan schools. The gardens were nearly all located directly opposite the school to which they belong. The Sheridan school garden, on two lots at 108 South Tenth street, seemed a prize winner, and the residents in that vicinity were all proud of the product of the children's earnest efforts and pointed to the growing "truck" with enthusiasm.

The teachers and pupils alike deserved credit for the work they did, but Miss Anna L. Force, principal of the Sheridan school, was more zealous in the work than any other teacher, and the beautiful garden on South Tenth street was largely due to her efforts.

The landscape garden at 2737-2739 Boulevard F, was a flower and vine garden, and the prettiest garden that resulted from the improvement work. There is an old tumbled down building foundation on this plot. Weeds had grown on the lots for years and had become an eyesore to the community. The ground was plowed, flower seeds and the most desirable vegetables, from the standpoint of the landscape architect, were planted and vines were set along the old walls. The sight of this plot was truly a delight to the eye.

The vines twined so and the flowers were so arranged that the old vacant lots of a year ago were a thing of the past, and this garden received one of the prizes.

The prizes were awarded on Labor Day. The committee having the prizes in charge was Miss Ann Evans, chairman; Mrs. William Tebbitts, Dr. Eleanore Lawney, the Misses Mary Riley, Edna Hendrie, Gertrude Hallack, Ann Struthers, Florence Tausig, Mary Bancroft, Elizabeth Spaulding, Margaret Packard, Mrs. Jacob Fillius and Mrs. W. H. Kistler.

GARFIELD.

Reports seven kitchen gardens.

GILPIN.

Kitchen gardens have been a strong element of interest in rural districts, and in the face of adverse conditions have prospered beyond our expectation. Both children and teachers are taking up the work with great enthusiasm.

LOGAN.

Elementary agriculture has been put into the school in the rural districts, in a few cases, and more will take it up this year.

MONTROSE.

The study of elementary agriculture has been introduced into several of the country schools.

PUEBLO.

Elementary school garden at Lake View school. During the last year the board of education of district 20 decided to have a permanent garden in connection with the Lake View school. A plot of ground 56 by 150 feet was fenced, fertilized and plowed, and the school was supplied with the necessary garden tools and seeds.

The plan of a community garden seemed to be the most practical for our locality. The whole school helped to work out the plans for the grounds, then certain parts of the garden were given to each grade to plant, to cultivate and to have complete charge of during the year. The larger and more easily cultivated plants were given to the first and second grades, the third and fourth grades taking the heaviest and most difficult work.

There are only four grades in this school, therefore, the work must be kept more simple than if we had advanced pupils.

No definite time is stated in our daily program for garden work. Each grade takes as much time as is necessary when the garden and the weather are in a favorable condition for work, probably one hour a week for each grade.

Some work has been done by taking a part of the grade at a time, but we find it more satisfactory to have the whole class work at the same period. With a large garden and plenty of implements, a class of forty may be kept at work for a period of fifteen or twenty minutes.

The plan of work for the year is as follows: September, October, November, teach cutting of flowers. Artistic arrangement of flowers in the school room and homes. Taking flowers to the sick, to the churches and to the children's own homes. Gathering, labeling and storing seeds for the next year's planting. Gathering and preparing vegetables for sale. Cleaning off garden when plants have matured. Planting bulbs and fertilizing hardy plants. Covering plants and fertilizing the ground.

March, April, May June, care and use of garden implements. Spading and raking the ground. Designing the beds. Planting the seeds. Irrigating the ground. Cultivating and weeding the garden. Preparing and selling early vegetables. Cutting and distributing early flowers. The children make a special study of the plants which they cultivate. They study fertilization, irrigation and cultivation of the different plants, and also the insects which are injurious and those which are helpful to the plant.

They keep an account of the vegetables sold and the flowers sent out from their section of the garden.

Sixteen dollars' worth of vegetables have been sold from the garden this year and a great many flowers have been distributed.

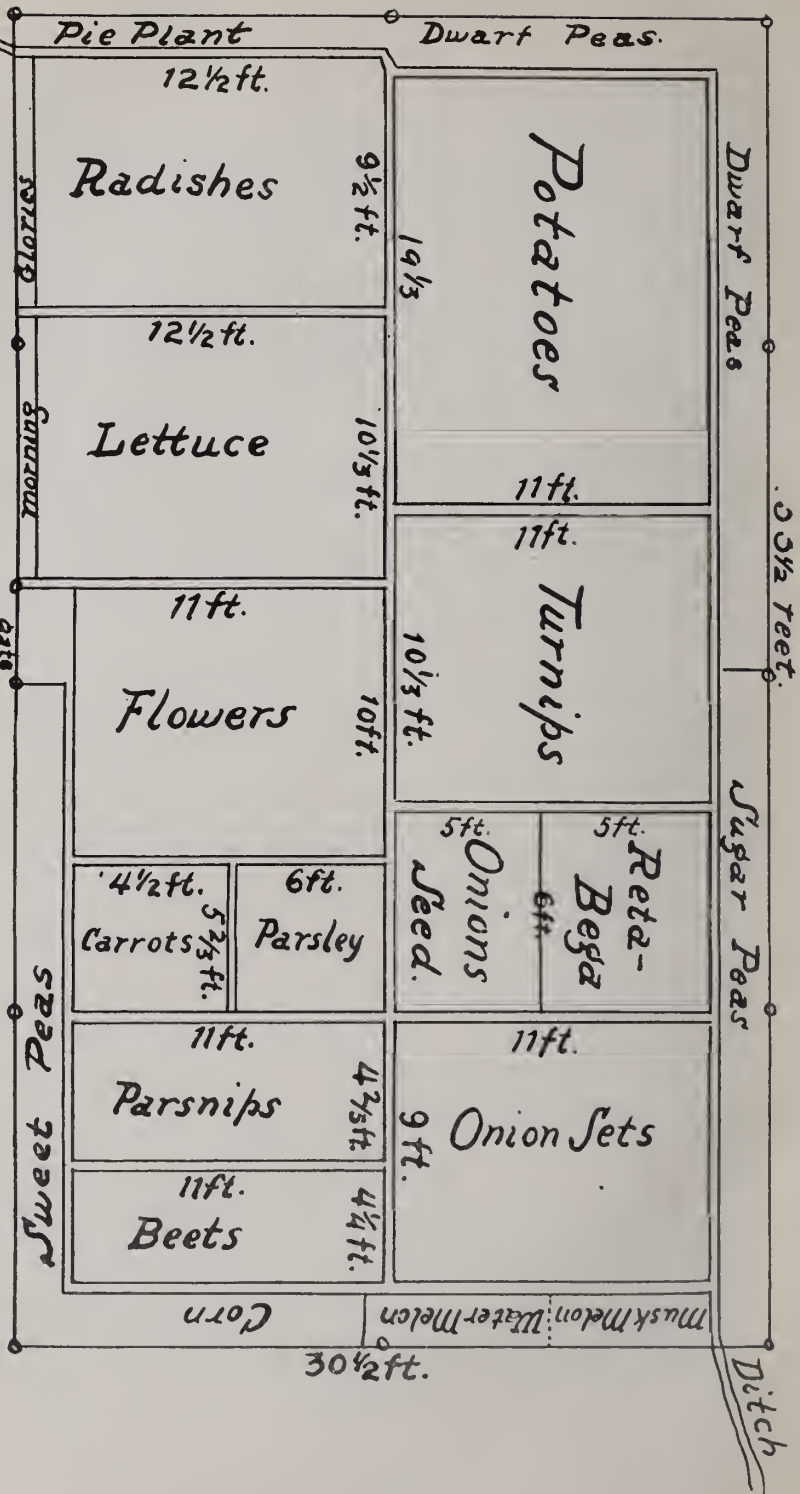
Plans are being made to have a much larger garden next year, and we hope to make it self-supporting. The money made this year will be used to buy seeds, hulbs, etc., for the next year's planting.

The janitor takes care of the garden and disposes of its products during the summer months when school is not in session.

While we began our gardening late in the spring, this being our first year, and we, as amateurs, have a great many things to learn from experience, yet we feel that we have not made a failure.

In addition to the value of the gardening itself, we find that we can correllate it with geography, arithmetic, nature study, language and drawing, and much pleasure is given to the children and to the teachers in the outdoor work which it furnishes for them. We are all in favor of the school garden.

Ditch



KITCHEN GARDEN PLAT, GIPPIN, COLO., DISTRICT 7.

MOTHERS' MEETINGS

APPOINTMENT OF STATE ORGANIZER OF MOTHERS' CONGRESS CIRCLES.

Mrs. Frederic Schoff, president of National Congress of Mothers, appointed Katherine L. Craig, state superintendent of public instruction, organizer of the National Congress of Mothers and authorized her to organize Parents' Association, Child Study Circle and Mothers' Congress Circles throughout the state of Colorado.

Mothers' meetings are an important factor in the educational work in this state. In many places they have been duly organized and regular meetings are held.

The object of these organizations is to raise the standard of home life; to promote conferences among parents and teachers upon questions vital to the welfare of children, and to bring into closer relations the home and the school, that parents and teachers may co-operate intelligently in the education of the children in the impressionable years of their life.

I would advise that these meetings be held in every village, town and city in the state of Colorado.

SUGGESTED TOPICS FOR MOTHERS' MEETINGS.

Relation of the school to the home.

What should the children read, how much, and when?

Irregular habits—effect upon the home and school.

Influence of environment.

School and home punishments.

Home study—how much and what grades?

School decorations—how secure them?

School sanitation—can it be improved in our town?

In what spirit and for what purpose should parents visit the schools?

How make children self-reliant?

Is there too much required of the pupils in our public schools?

Children's lies and how to deal with them.

How create higher ideals in the community as to the public schools?

MOTHERS' MEETINGS.

Why teach patriotism in the public schools?

The school library.

How may a closer union and a broader sympathy and understanding between parents and teachers be cultivated?

AIMS AND PURPOSES.

To raise the standards of home life.

To develop wiser, better-trained parenthood.

To give young people, ignorant of the proper care and training of children, opportunities to learn how they may better perform the duties of parenthood.

To bring into closer relations the home and the school, that parent and teacher may co-operate intelligently in the education of the child.

To surround the childhood of the whole world with that loving, wise care in the impressionable years of life, that will develop good citizens, instead of lawbreakers and criminals.

To use systematic, earnest effort to this end, through the formation of mothers' clubs in every public school and elsewhere.

REPORTS BY COUNTIES.

ARAPAHOE.

A very enthusiastic mothers' meeting was held at the Hawthorne school March 23rd, 1906. School work was displayed; educational topics discussed; and luncheon served.

DELTA.

Mothers' meetings were held at the following towns: Paonia, Delta, and Cedar Ridge.

EAGLE.

Mothers' meetings were held at Eagle and Gypsum.

JEFFERSON.

Enthusiastic mothers' meetings were held at Golden and Lakewood. The subject of, Government at home and in the school, was a much debated one as well as the topic of corporal punishment.

LAS ANIMAS.

Commencing with the month of October last year, a series of parents' meetings were arranged for and held in several of the schools. During the term fourteen of these meetings were held in as many schools of the county and they were met with hearty approval, both by parents and teachers.



PIERCE CENTRAL HIGH SCHOOL.

GEORGE S. SAGE & SONS
PHOTOGRAPHERS

NORMAL INSTITUTES.

PUEBLO.

A series of lectures were given to parents by Superintendent Loomis of the North side public schools, which have been the means of uniting more closely the work of the home with that of the school.

SUMMIT.

We have had some very excellent mothers' meetings. Some creditable papers were given upon the interesting topics of:

Duties of patrons to the school.

Personal neatness among pupils.

Discipline.

Home and school.

Object of mothers' meetings.

Attendance, etc.

NORMAL INSTITUTES

STATEMENT.

The state is divided into thirteen normal institute districts.

A normal institute may be held annually for a term of not less than two weeks in each normal district of the state.

An executive committee of not more than three of their number is selected annually by the county superintendents of each institute district, who, with the advice and consent of the superintendent of public instruction and the president of the state normal school, determine the time and place of holding such normal institute, and select a conductor and instructor for the same.

The expense of the institute is met by the payment of one dollar registration fee from each person attending and two dollars appropriated by the board of county commissioners for each person in attendance; also a fee of one dollar paid by each applicant for a teacher's certificate.

Five per cent. is added to the average standing in examination of teachers who attend the normal institute.

RULES GOVERNING NORMAL INSTITUTES CERTIFICATES.

Issued by the state board of examiners, Colorado.

Written application must be made to the state superintendent of public instruction by the person desiring the certificate.

Application must state lines of institute work for which the certificate is desired.

Letters must furnish satisfactory statements concerning educational qualifications and experience, with three endorsements from prominent educators.

Applications for normal institute conductors' or instructors' certificates will not be considered by the board of examiners unless the applicant possess such academic and professional attainments as entitle him to be a teacher of teachers in the lines for which the certificate is desired.

Certificates will not be issued to applicants until they have secured an appointment for normal institute work.

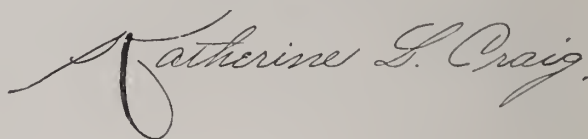
LETTER TO CONDUCTORS AND INSTRUCTORS.

Denver, Colorado, July 5, 1906.

To the Normal Institute Conductors and Instructors:

The Institute Course of Study as adopted by the committee in Denver, Colorado, seems to meet the need in this state for more uniform work in the different institutes. This course has been carefully prepared, consuming much time and thought and involving careful investigation. It has met with the approval of many of the best educators in the state; therefore I recommend its adoption, and urgently request that every conductor and instructor in the institute work adopt it as nearly as practicable, thereby systematizing the institute work, encouraging the complete course, and strengthening the purpose of normal institutes in this state.

Respectfully yours,



OUTLINE FOR INSTITUTE COURSE OF STUDY.

First Year:

1. Music.
2. Psychology.
3. Reading and Child Study—Drawing.
4. Physiography.
5. Reading and Language.
6. History of Colonies and American Revolution.
7. Fractions, Application of Percentage, and Denominate Numbers.
8. Civil Government, School Law.

Second Year:

1. Music.
2. Applied Psychology.
3. Language and Hand Work—Drawing.
4. Physiology.
5. English Classics.
6. History after Revolution.
7. Ratio, Involution, Evolution and Mensuration.
8. School Law and State Government.

Third Year:

1. Music.
2. History of Education.
3. Nature Study and Story Telling—Drawing.
4. Botany and Zoology.
5. American and English Authors.
6. Geography and Elementary Agriculture.
7. Review of previous year's work of Arithmetic.
8. Science (Elective).

—
MUSIC.

First Year:

- Give tones doh, me, soh, and doh.
 Give vocal exercises with oo, o, and ah from hand signs in all keys as high as B-flat.
 Give all tones of the scale—teach letters on the staff.
 Simple exercises in all keys, both sharps and flats.
 Exercises in intervals.
 Singing from hand signs and the board.
 Use chart and give dictation work.
 Sight reading from all keys from board and chart.
 Songs taught by rote from hand signs and by note.
 Two part singing begun from hand signs.
 Intervals in one and two parts from hand signs.
 Vocal and breathing exercises.
 Theory.

—
PSYCHOLOGY.

First Year—(two weeks):

(a) *Attention and Interest:* Biological Meaning of; Forms of Attention; Development in Children; Interests, permanent and transitory; Culture Epochs Theory; Pedagogy of Interest, merit and defects.

(b) *Sensation and Perception:* Development in Child Life; Importance of; Simple Experiments; Sensory defects in School Children, direction and remedies.

First Year—(four weeks):

(a) *The Nervous System:* Central and Peripheral Systems; Afferent and Efferent Nerves; Motor and Sensory Centers; Jackson's Levels of Function.

(b) *Relation of Mind and Body*: Brain Capacity and Intelligence; Motor Ability and Intelligence; Physical Causes of Stupidity; Incurability, etc.; School Hygiene and School Progress; Unidexterity and the Speech Zone.

(c) *Attention and Interest*: Biological Meaning of; Forms of Attention; Development in Children; Interests, permanent and transitory; Culture Epochs Theory; Pedagogy of Interest, merits and defects.

(d) *Sensation and Perception*: Development in Child Life; Importance of; Simple Color Experiments, Contrast and After Images, Significance of; Sensory Defects in School Children, detection and remedies.

READING—PRIMARY.

First Year:

(See McMurray's Special Method in Reading.)

(a) Methods in teaching—beginning to read.

(b) Word and Sentence Method.

(c) What should constitute work of first three months. Lessons illustrating work. If thought getting is emphasized from the first, there will be no bad habits to overcome.

(d) Mechanics of reading. Phonics and phonetic reading. When to begin phonics, how, extent of it in first year. Word drill, spelling.

CHILD STUDY—PRIMARY.

First Year:

(See "Halleck's Education of Central Nervous System," "Jameson's The Child," "Hall's Adolescence," "Froebel's Education of Man.")

Applied: Discipline of a school. Games, material, form work, building, sewing, clay modeling, painting, drawing, writing, visualizing, memory exercise, construction, gardening.

DRAWING.

First Year:

Representation (Pictorial.)

Expressed by free-hand drawing and to cover light and shade drawing, which includes composition and color.

Begin with free arm movements—air pictures.

Practice lines in air and on blackboard.

Discuss lines and curves in the abstract and demonstrate in the concrete by illustrations on blackboard and paper with chalk, charcoal or pencil. Correlate all outline drawings as well as all subsequent work with other branches of study. Dwell on all underlying principles such as correct position of paper in relation to pupil's vision; how to obtain freedom, directness, accuracy by light touch, correct measurement by sight only at first, then tests

to follow by mechanical means, correct blocking in—prohibit erasing—until cleaning up time has arrived. Correct seeing is the question of education at this period—not technique.

Color.

Color is a matter of feeling, and this study should start with the three primary colors, followed by the six leading or spectrum colors and succeeded by the twelve standard colors.

The easiest and best introduction is through landscape, and nature study, beginning with easy and poster effect illustrations of divisions of land and sky and water, followed by the addition of trees, foliage, etc., abstaining from introduction of human and animal figures or other difficult subjects, excepting in isolated cases of special gifted pupils, when greater freedom in this direction may be given.

Draw and paint in water colors from Nature leaves, grasses, plants, stems, branches, going as far as trees and landscapes.

PHYSIOGRAPHY.

First Year:

- | | | |
|---|---|--|
| I. Rivers | { | <ol style="list-style-type: none"> 1. Function 2. Valleys 3. Flood Plains, Deltas, etc. 4. Transportation and Deposition of 5. Shifting of Courses <ol style="list-style-type: none"> a. Causes b. Results (lakes, lagoons, marshes) 6. Drainage Areas. |
| II. Weathering and Soil. | | |
| III. Sandstone— | } | Decomposition of Rocks. |
| low formed | | |
| b. Lime stone | | |
| c. Granite | | |
| IV. Nature's Ways of Break-
ing up Rocks | } | <ol style="list-style-type: none"> a. Solution. b. Change of Temperature. c. Plants. d. Animals. |
| V. Erosion—Land Forms Due to Erosion | | |
| VI. Winds. | | |
| VII. Mountains | { | <ol style="list-style-type: none"> Volcanoes Plateaus |
| 1. Function of Mountains | | |
| a. As Mineral Deposits | | |
| b. As Condensers of Moisture | | |
| c. As Retainers of Moisture | | |
| d. As Health Resorts | | |
| 2. Formation | | |

- VIII. Glaciers { a. Past Effect on Land
b. Present Effect on Water of Ocean.
- IX. Atmosphere { 1. Composition
2. Light and Heat—Effect
3. Winds
4. Planetary Winds
a. Doldrums
b. Trades
c. Horse Latitude
d. Prevailing Westerly
e. Irregular
f. Monsoons
g. Cyclonic Movements
h. Relation between planetary winds and topography.
- X. Precipitation of Moisture { 1. Clouds.
2. Rain.
3. Snow.
4. Dew.
5. Frost.
- Oceans { 1. Planetary Movements and Effects.
*2. Currents { a. Gulf Stream.
b. Japan Current.

Addenda:

Gilbert & Brigham's "Introduction to Physical Geography," and Ralph S. Tarr's "Elementary Physical Geography" are standard texts.

READING.

First Year:

Phonics—

Vowel exercises. Accent. Emphasis. Rhythm. Rhyme.
Consonal combinations. Blurred and confused sentences.
Attack and release.

Conditioning factors—

Position. Calisthenics. Freedom. Initiative.
Rapport. Class criticism. Kind and length of lesson.

Play—

Definition and functions of the spirit of play.
Reproduction and dramatization.
Cruoe. Mother Goose. Cinderella. Jack, etc. Aesop.
Gulliver. Red Riding Hood. Arabian Nights. Jungle books.

Indoor and outdoor games; oral composition therefrom.

*See Journal of Geography, March, 1903, for discussion of effect of warm currents on climate.

- Spelling—
 Group Relations—
 Of thought,
 Of form.
 Oral. Written. Competition.

LANGUAGE.

First Year:

- Kinds, inventory, functional.
 Unit of study, the sentence.
 The subject—
 Its growth, parts and kinds.
 The predicate.
 How it develops, parts, kinds.
 Prepositional phrases—
 Uses, adjective, adverb.
 Independent clauses—
 Single and double, or correlative conjunctions.
 Dependent clauses—
 Uses, noun, adjective, adverb.
 Causal, conditional, concessive, etc.
 Subjunctive mood.
 Declension and conjugation—
 Inflection, radical, terminal, strong and weak verbs.
 Parts of speech, subdivisions.
 Grammatical forms.
 Infinitives and participles.
 Paradigms.
 Agreement and government—
 Practice, oral and written.
 (Suggestive lists of reading material with pedagogical discussion will be found in monographs distributed gratis by various book companies.)

HISTORY OF COLONIES AND AMERICAN REVOLUTION.

First Year:

1. Ancient America:
 - (a) By whom peopled—
 1. The Hurons.
 2. The Iroquois.
 3. The Pueblos.
 - (b) The remains of ancient civilization.
 - (c) How did the Indian Influence later American history?
2. Period of Discovery:
 - (a) Columbus.
 - (b) The Cabots.
 - (c) Cartier.

- (d) The Spanish explorers.
- (e) How did the various claims to American territory originate?
- 3. Period of Colonization :
 - (a) The Settlement of New England—
 - 1. The Mayflower Compact.
 - 2. The New England Confederation.
 - (b) The Settlement of Virginia—
 - 1. The influence of tobacco on Virginia's history.
 - 2. Parson's Cause.
 - (c) The Settlement of New York and Pennsylvania.
 - (d) French and Indian War—
 - 1. Cause.
 - 2. Results.
 - (e) Colonial Customs.
- 4. The Revolution :
 - (a) The accession of George III to the English throne.
 - (b) The contest between the new King and the English people.
 - (c) The causes of the Revolution—
 - 1. Taxation—internal, external.
 - a. The attitude of the colonists on the question of taxation.
 - b. The sugar tax.
 - c. The stamp tax—
 - 1. Its purposes.
 - 2. Patrick Henry's resolutions.
 - 3. The Stamp Act Congress.
 - 4. The results.
 - (d) The Townshend Revenue Act—
 - 1. The "Letters from a farmer in Pennsylvania."
 - 2. The change in the attitude of the public mind on question of external taxation.
 - 3. How resisted.
 - (e) An attempt to rigidly enforce navigation laws—
 - (a) Navigation acts were passed 1660, 1663, 1672.
 - (b) Enforced by George III.
 - (c) Did these laws grant any special privileges to the colonists?
 - (d) Laws to enforce taxation and navigation acts—
 - 1. Writs of Assistance.
 - 2. Mutiny Act or Quartering Act.
 - 3. The four Intolerable Acts—
 - a. The Boston Port Act.
 - b. The Regulating Act.
 - c. The administration of Justice Act.
 - d. The Quebec Act.
 - (e) A desire for representation in the British Parliament had no part in the causes of the Revolution.
 - (f) The congresses of the Revolution.

- (g) The events of the Revolution—
 1. Washington's Retreat from Long Island.
 2. Burgoyne's surrender.
 3. Battle of King's Mountain.
 4. Yorktown.
 5. The foreigners that aided the Americans.
- (h) Peace.
- (i) The Army from 1781-1783.
- 5. The Critical Period:
 - (a) The articles of confederation.
 - (b) The quarrels between the states.
 - (c) Paper money.
 - (d) Shay's rebellion.
 - (e) The constitntional convention--
 1. The men present—
 - a. Jefferson was not a member.
 2. The Virginia Plan.
 3. The New Jersey Plan.
 4. The Connecticut compromise.
 5. The compromise on representation.
 6. The commercial compromise between New England and the South.
- 6. Washington:
 - (a) His cabinet.
 - (b) Hamilton's Financial Policy—
 1. The payment of the debt.
 2. The National Bank.
 3. The protective tariff report.
 - (c) Foreign Affairs,
 1. Genet's Mission.
 2. Washington's neutrality proclamation.
 3. Jay's Treaty.
 4. Washington's Farewell Address; who wrote it?

ARITHMETIC.

First Year:

Fractions:

The Nature of Fractions.

The origin of the Idea of Fractions.

The Development of the Idea of Fractions.

Classification of Fractions: Common Fractions, Aliquot Parts, Decimals.

The Relations of Common Fractions, Aliquots and Decimals.

Applications of Common Fractions and Aliquots.

Applications of Decimals:

a. United States Money.

b. Interest: Simple, Annual and Compound.

c. Commission.

d. Brokerage.

- e. Taxes.
- f. Insurance and Annuities.

Denominate Numbers:

- The Theory of Their Reduction.
- Denominate Whole Numbers and Mixed Numbers.
- Denominate Fractions and Their Applications.
- The Tables and Their Uses.

CIVIL GOVERNMENT.

First Year:

1. The Nation:
 - a. Elements of the Nation.
 - b. Sovereignty of the Nation.
 - c. The Nation and the Constitution.
 - d. The Nation and the Citizen.
 - e. The National Flag and the Zeal.
 - f. The People of the United States.
2. Government:
 - a. Local.
 - b. State.
 - c. National.
3. Legislative Department:
 - A. Congress—
 - I. Senate—
 - a. Number of Senators.
 - b. How chosen.
 - c. Term.
 - d. Presiding Officer.
 - e. Powers.
 - f. Salary.
 - II. House of Representatives—
 - a. Powers.
 - b. Number of Members.
 - c. How appointed.
 - d. By whom elected.
 - e. Qualifications.
 - f. Term.
 - g. Salary.
4. Processes of Law-Making:
 - a. Action in Congress.
 - b. Method of voting.
 - c. Reconsideration.
 - d. Record of votes.
 - e. Process of passing a bill.
 - f. Committees.
5. Powers of Congress:
 - a. Finances.
 - b. Commerce.
 - c. Appointments.

- d. Constitutional Amendments.
- e. New States.
- f. War.
- g. Improvements.
- 6. Executive Department:
 - I. President—
 - a. Eligibility.
 - b. How elected (whole process).
 - c. Powers and Duties.
 - d. Term.
 - e. Salary.
 - II. Vice-President—
 - a. Eligibility.
 - b. Duties.
 - c. Term of office.
 - d. Salary.
- 7. President's Cabinet:
 - a. Departments.
 - b. Officers.
 - c. How appointed.
 - d. Salary.
- 8. Bureaus of Cabinet Departments:
 - a. Education.
 - b. Indian Affairs.
 - c. Post Offices and Postal Routes.
 - d. Weather Bureaus.
 - e. Census.
 - f. Military Affairs of the Country.
 - g. Pensions.
 - h. Public Lands.
 - i. Financial Affairs of the Country.
 - j. Ambassadors, Ministers and Envoys.
- 9. Judicial Department:
 - I. Supreme Court—
 - a. Number of Judges.
 - b. How appointed.
 - c. Tenure of Office.
 - d. Duties.
 - e. Salaries.
 - II. Jurisdiction—
 - a. Limitation.
 - b. Original.
 - c. Appellate.
- 10. Inferior Courts:
 - a. District Courts.
 - b. Circuit Courts.
 - c. Appellate Courts.
 - d. Other Courts.

11. Sources of Revenue:
 - a. Customs.
 - b. Internal Revenue.
 - c. Direct Taxes.
 - d. Public Lands.
12. International Law:
 - a. Necessity, Object.
 - b. Hague Conference.
 - c. Diplomatic Service.
13. Personal Rights:
 - a. Domicile.
 - b. Life, Liberty and Property.
 - c. Jury Trial.
 - d. Bail.
 - e. Ex Post Facto Laws.
14. Suffrage:
 - a. A Privilege or a Right, Which?
 - b. Qualifications of a Voter.
 - c. Australian Ballot.
 - d. The Initiative and Referendum.
 - e. Women's Rights.
15. Education:
 - I. National—
 - a. National Schools.
 - b. Bureau of Education.
 - c. Grants of Land and Money.
 - II. State—
 - a. District.
 - b. City.
 - c. Normal.
 - d. Universities and Colleges.
 - e. Support.
 1. State Fund.
 2. State Tax.
 3. Local Tax.
 - f. Compulsory Attendance.
16. Taxation:
 - a. National—
 - A. Indirect Tax—
 - I. Customs.
 - II. Duties.
 - III. Internal Revenue.
 - B. Tax Upon Home Manufactures—
 - I. Taxes.
 - II. Excises.

- b. State—
 - A. Direct Tax.
 - B. Licenses.
 - C. Fines.
 - D. Fees.
 - E. Land Sales.
- 17. Politics:
 - a. Origin of Political Parties.
 - b. Contrasts and Comparisons.
 - c. Organization of Political Parties.
 - d. Party Influences.
 - e. Political Issues.
 - f. Platforms and Planks.
 - g. Function of Parties.
- 18. Miscellaneous:
 - a. Money.
 - b. Government Bonds.
 - c. National Banks.
 - d. Bankruptcy.
 - e. Commerce.
 - f. Weights and Measures.
- 19. Miscellaneous (Continued)—
 - a. Public Lands—
 - A. Disposition of Public Lands.
 - B. Homesteads.
 - C. Pre-Emptions.
 - D. Reservations.
 - b. Writ of Habeas Corpus.
 - c. Letters of Marque and Reprisals.
- 20. Territorial Government:
 - a. Federal Officers—
 - A. How Appointed.
 - B. Tenure of Office.
 - b. Representation in Congress.
 - c. How a Territory becomes a State?
 - d. Definition of Government.

COLORADO SCHOOL LAW.

First Year:

- 1. School Districts:
 - a. Organization.
 - b. Classification.
- 2. Directors:
 - a. Duties.
 - b. Powers.

3. Teachers:
 - a. Contracts.
 - b. Duties.
 - I. Keeping of Registers.
 - II. Making of Reports.
4. Examinations.
5. Certificates:
 - a. Grades.
 - b. Classes.

MUSIC.

Second Year:

Review first year's work.
 Difficult intervals from chart and hand signs.
 Chord singing and writing.
 Chromatic and Diatonic scales.
 Major and Minor scales.
 Theory.

PSYCHOLOGY.

Second Year—(two weeks):

- (a) *Apperception and Association of Ideas:* Simple experiment, Laws of Association.
- (b) *Memory and Imagination:* Nature and function; Memory Types; Active and Passive Imagination.
- (c) *Thought and Reasoning:* Image, Concept, Judgment, etc.; Inductive and Deductive Reasoning; Reasoning of Children.

Second Year (four weeks):

- (a) *Apperception and Association of Ideas:* Simple experiments; All experience and mixture of central and peripheral elements; Neurological basis; Laws of Association.
- (b) *Memory and Imagination:* Relation to Each Other; Function in Life; Neurological Basis; Development in Children; Children's Lies; Memory Types; Formal and Logical Memory; Active and Passive Imagination; Relation to Attention and Interest.
- (c) *Thinking:* Development of Image, concept, judgment, etc.; Relation of Imagination and Reasoning; Language and Thought; Thought in Lower Animals; Development in Children; Age When Nascent and Subjects Which Develop It; Formal Discipline; Defects of Theory; Function of Thinking.

BIBLIOGRAPHY.

Good Books for Teachers Without Psychological Training.

I. *General Psychology:*

Angell, *Psychology*; Henry Holt & Co., Price, \$1.50.

Thorndike, *Elements of Psychology*; A. G. Seiler, N. Y., Price, \$1.50.

Titchener, *Primer of Psychology*; The Macmillan Co., Price, \$1.00.

Witmer, *Analytical Psychology*; Ginn & Co., Price \$1.00.

II. *Child Psychology*:

Kirkpatrick, *Fundamentals of Child Study*; The Macmillan Co., Price, \$1.00.

King, *Psychology of Child Development*; University of Chicago Press, Price, \$1.00.

Tanner, *The Child*.

III. *Educational Psychology*

Bagley, *The Educative Process*; The Macmillan Co., Price, \$1.25.

Salisbury, *The Theory of Teaching and Elementary Psychology*; Century Book Co., Whitewater, Wis., Price, \$1.25.

LANGUAGE—PRIMARY.

Second Year:

Too much written work—too little oral. Oral, when, how.

All work given under Child Study will make excellent material for language expression.

Should children be expected to relate all stories?

Games in language (see Miss Arnold's "Way Marks").

Written work, when, how much.

How to enlarge vocabulary, how to teach correct expressions written and oral, when to teach it.

Letters and stories.

HAND WORK—PRIMARY.

Second Year:

Occupation work for first grade.

Material and use; how to supply material in a poorly supplied district. It is suggested that great effort be made to drop all busy work as such and let the occupation work be a real expression on part of child.

Models in sewing, folding, paper construction, cardboard construction and the many materials which are available are very suggestive to a body of teachers.

(School journals are full of splendid articles on this subject.)

DRAWING—PRIMARY.

Second Year:

Compare and classify familiar objects, both natural and artificial.

Express these forms by means of clay, paper, cardboard, etc.

Forms particularly considered: Sphere, cylinder, square prism, cube, hemisphere, right angled triangular prism.

Paper folding.

Cutting and making designs of colored paper.

MECHANICAL DRAWING.

Second Year:

Explain terms and fullest meaning covered by mechanical drawing. The use of ruler, compass and all other instruments, materials, and their uses.

Give a synopsis of all the principles, rules, nature and use of working drawings, scale, dimensioning, lettering, developments, projection principles, orthographic projections, sections and intersections.

Note: Workmanship.

By this is meant the quality of work with reference to its execution. In the lower grades the desirable qualities are correctness and neatness; to these are to be added year by year accuracy and such other technical perfections as good arrangements of drawings upon the sheet, uniformity in character of line, evenness of tint, clearness in dimension and style in lettering. Slovenly, half done work is inexcusable in this department of the course in drawing where tests are always possible and within the pupil's power to apply. So far as workmanship is concerned, almost nothing is left to the pupil's individual judgment. The pupil is simply to follow directions. Is the work right? That is the first test to be applied. Has it the best finish of which the pupil is capable *at this stage* of development? That is the other test of excellence. Fine workmanship comes through drill. Perfect the pupil's idea of good workmanship and develop skill in execution. In the lower grades this means drill in the correct use of terms in drawing all the commoner geometric figures from memory, in ruling, measuring and dividing lines, in practicing the abstract curves until their drawing becomes automatic. In the intermediate grades it means all that and more, drill in the use of compasses, in securing accuracy in reducing dimensions to scale, in reading working drawings, in working rapidly and concentratedly. Such drill should never be administered blindfolded, so to speak. The pupil should see the value of it, the necessity, and be sustained through it all by the hope of attaining what he desires as heartily as his teacher in the finished product.

PHYSIOLOGY.

Second Year:

Living Bodies { a. Cells.
 { b. Elements.

II. Oxidation.

III. The Skeleton { a. Bones { 1. Function.
 { { 2. Structure.
 { b. Muscles { a. Use.
 { { b. Structure.

- | | | | | | | |
|-------|--|---|-------------------|-------------------|--------------------|--------------|
| IV. | Alimentary Canal | { | a. Mouth. | | | |
| | | | b. Esophagus. | | | |
| | | | c. Stomach. | | | |
| | | | d. Intestines. | | | |
| V. | Digestion | { | a. Preparation by | { 1. Mouth. | | |
| | | | | { 2. Stomach. | | |
| | | | | { 3. Liver. | | |
| | | | | { 4. Intestines. | | |
| | | { | b. Absorption | | | |
| | | | c. Assimilation | | | |
| VI. | Foods | { | a. Animal | } 1. Preparation. | | |
| | | | b. Vegetable | | } 2. Preservation. | |
| | | | c. Mineral | | | |
| VII. | Alcohol and Digestion—Drugs and Poisons. | | | | | |
| VIII. | The Blood | { | a. Heart | } The Circulation | | |
| | | | b. Lungs | | } 1. Greater. | |
| | | | c. Arteries | | | } 2. Lesser. |
| | | | d. Veins | | | |
| | | | e. Capillaries | | | |
| IX. | The Skin and the Kidneys. | | | | | |
| X. | The Nervous System. | | | | | |
| XI. | The Special Senses. | | | | | |
| XII. | The Throat and Voice. | | | | | |
| XIII. | First Aid in Accidents and Emergencies. | | | | | |
| XIV. | Bacteria. | | | | | |
| XV. | Contagious Diseases and Disinfectants. | | | | | |
| XVI. | Care Sick Room. | | | | | |

ENGLISH CLASSICS.

Second Year:

Shakespeare—

Merchant of Venice.

Julius Caesar.

(R. G. Moulton, H. W. Mabie.)

Tennyson—

The Princess.

Princess Ida (Gilbert & Sullivan), should be played, if possible.

Ulysses.

Locksley Hall, Locksley Hall Sixty Years After.

Scott—

Ivanhoe.

Lady of the Lake.

Burns—

Cotter's Saturday Night.

The Mountain Daisy, Mouse, etc.

- DeFoe—
 Robinson Crusoe.
 Dean Swift—
 Gulliver's Travels.
 Lewis Carroll—
 Alice in Wonderland.
 Bunyan—
 Pilgrim's Progress.

HISTORY AFTER REVOLUTION.

Second Year:

7. Adams:

- (a) Troubles with France—
 1. The X, Y, Z mission.
 2. Peace.
 (b) The Alien Law.
 (c) The Sedition Law.
 (d) The fall of the Federalists.
 (e) The Kentucky and Virginia Resolutions.

8. Jefferson:

- (a) His personality.
 (b) His career before 1800.
 (c) The inaugural myth.
 (d) The Revolution of 1800.
 (e) Albert Gallatin (The greatest statesman from 1800-1815).
 (f) The Louisiana purchase—
 1. Jefferson king of Louisiana
 (g) The move for secession.
 (h) The two mistakes of Jefferson's administration (see Gordy's Political Parties in the U. S., Vol. I, 597).

9. Madison:

- (a) The War of 1812—
 1. The "Orders in Council."
 2. Napoleon's decrees.
 3. Embargo.
 All three issued during Jefferson's administration.
 4. The United States a vassal of England or France—
 a. Her vessels paid a tax to English government.
 b. Her congress passed a law in obedience to the orders of Napoleon.
 5. Why fight England and not France?
 6. The "only noteworthy feat of arms of the war took place at New Orleans."—*Roosevelt*.

7. The war upon the sea.
8. Treaty of peace.
9. Results.
10. Monroe and J. Q. Adams:
 - (a) The Missonri Compromise—
 1. The question at stake—
 - a. The interest of the politician and not of the slave.
 2. Had Congress the power to restrict slavery in the state? In the territories?
 3. Arguments for and against slavery.
 - a. Economic.
 - b. Political.
 - c. Moral.
 - (b) New issues—
 1. Internal improvements.
 2. Tariff.
 3. The United States Bank.
11. Jackson and Van Buren:
 - (a) Jackson's personality.
 - (b) Nullification—
 1. General history of.
 2. In Georgia.
 3. In South Carolina.
 - (c) Overthrow of the bank.
 - (d) The Panic of 1837.
 - (e) The Giants—
 1. Clay.
 2. Webster.
 3. Calhoun.
12. The "Little President:":
 - (a) The annexation of Texas and the Mexican War.
 - (b) The Wilmot proviso—
 1. Not for the sake of the slave.
 2. But for political power.
 - (c) The compromise of 1850.
 - (d) The Kansas-Nebraska Bill.

Was squatter sovereignty a new idea?
 - (e) Great secessionists—
 1. Wendell Phillips.
 2. Horace Greeley.
 3. William H. Seward.
 4. John C. Calhoun.
 5. Jefferson Davis.
 - (f) The Dred Scott Decision.

NORMAL INSTITUTES.—COURSE OF STUDY.

13. Lincoln and Johnson:
- (a) Causes of the War—
 - 1. Political.
 - 2. Economic.
 - 3. Moral.
(The "Brothers' Woe," by John C. Reed, should be read by teachers as well as by institute instructors.)
 - (b) The foremost unionist.
(See chapters VII and VIII of Morse's Lincoln.)
 - (c) Great Generals—
 - 1. Grant—Lee.
 - 2. Sherman—Jackson.
 - (d) Why did the North win?
 - (e) Reconstruction.
14. To the Present Time:
- (a) The Panic of 1873.
 - (b) Resumption of Specie payment.
 - (c) Withdrawal of the troops from the South.
 - (d) Interstate Commerce Act.
 - (e) The War with Spain.

Note.—Some topics have been stated as they have, that they may produce discussion.

ARITHMETIC.

Second Year:

Ratio:

The Nature of Ratio.
Applications of Ratio.

Proportion:

The Theory of Proportion.
Relations of Ratio and Proportion.
Simple and Compound Proportion.
Applications of Proportion.

Involution and Evolution:

The Terms Explained.
Methods in Involution.
Methods in Evolution.
The Arithmetical Explanation.
The Geometrical Proofs.

COLORADO SCHOOL LAW.

Second Year:

- 6. Compulsory education.
- 7. Normal Institutes.
 - a. Number of Normal Districts.
 - b. How supported.

8. Taxes:
 - a. How levied.
 - b. Classes of Funds.
 - c. Limit of Taxation.
 - d. Limit of Special Levy.
9. Elections:
 - a. When held.
 - b. Qualifications of Electors.
10. Holidays.

STATE GOVERNMENT.

Second Year:

1. State Government.
 - a. Local Government.
 - b. Constitution.
 - c. Elections.
 - d. Political Parties.
 - e. Voters (Qualifications).
2. Legislative Department:
 - a. General Assembly.
 - I. Senate.
 - a. Number of Senators.
 - b. When Elected.
 - c. Term of Office.
 - d. Powers.
 - e. Salary.
 - II. House of Representatives—
 - a. Powers.
 - b. Number of Members.
 - c. When Elected.
 - d. Term of Office.
 - e. Salary.
3. Executive Department:
 - a. Election, term of office, duties, salary, etc., of:
 - I. Governor.
 - II. Lieutenant Governor.
 - III. Secretary of State.
 - IV. State Treasurer.
 - V. Auditor of State.
 - VI. State Superintendent of Public Instruction.
 - VII. Attorney General.

4. Judicial Department:
 - a. Supreme Court—
 - I. Jurisdiction.
 - II. Number of Judges.
 - a. Election.
 - b. Term of Office.
 - c. Qualifications.
 - d. Salary.
 - b. District Courts.
 - I. Jurisdiction.
 - II. Judges.
 - a. Election.
 - b. Term of Office.
 - c. Other Courts.
 - I. Jurisdiction.
 - II. Judges.
 - III. Jury.
 - a. How Selected.
 - b. Of How Many Composed.
 - c. Duties.
5. State Institutions, Where Located, How Supported, etc.:
 - a. State University.
 - b. State Agricultural College.
 - c. State School of Mines.
 - d. State Normal School.
 - e. State Institution for Deaf and Blind.
 - f. State Insane Asylum.
 - g. State Industrial School.
 - h. State Reformatory.
 - i. State Penitentiary.
6. State Boards:
 - a. Duties.
 - I. Board of Education.
 - II. Board of Land Commissioners.
 - III. Board of Canvassers.
 - IV. Board of Equalization.
 - V. Board of Charities and Corrections.
 - VI. Board of Medical Examiners.
 - VII. Board of Health.
 - VIII. Board of Pharmacy.
 - IX. Sanitary Board.
7. Early History of Colorado.
 - a. Organization as Territory.
 - b. Territorial Governors.
 - c. Admission as State.
 - d. State Governors.
 - e. First Capital.
 - f. Industrial Development.

8. County Officers, Election, Term, Duties, Salary, etc., of:
 - a. County Commissioners.
 - b. Sheriff.
 - c. County Judge.
 - d. County Clerk.
 - e. County Assessor.
 - f. County Treasurer.
 - g. County Superintendent of Schools.
 - h. County Surveyor.
 - i. County Coroner.
9. Cities and Towns:
 - a. Classification.
 - b. Officers.
 - c. Term of Office.
 - d. Duties.
10. Powers of Cities and Towns:
 - a. Finances.
 - b. Taxes.
 - c. Appropriations.
 - d. Licenses.
 - e. Public Buildings.

MUSIC.

Third Year:

Review Major and Minor scales.

Chromatic scale—write them in all keys.

Intervals of the Diatonic scale and their inversions.

Sight singing.

Chorus singing: Such selections as can be found in the Coda, published by Ginn & Co., and in Beacon's Series, published by Silvere Burdett & Co. Three chapters in Curwin's "How to Observe Harmony."

Musical history, great composers, singers and players of the present day, the three schools of opera, French, German and Italian. Selections from same used in chorus work.

Note—Books for Reference

For rote singing in first and second grades, nothing better can be found than No. 1 Music Reader, of Educational Series, published by Ginn & Co.

On Theory, Palmer's Theory of Music, published by Jno. Church & Co. (6th, 7th and 8th grades in high school). Curwin's "How to Observe Harmony," published by Biglow & Main, 81 Randolph street, Chicago.

HISTORY OF EDUCATION.

Third Year:

- I. Education in the Oriental Countries:
 1. China.
 2. India.
 3. Persia.
 4. Egypt.
- II. The Ancient Classical Nations:
 1. Greece.
 - a. Sparta.
 - b. Pythagoras.
 - c. Athens.
 - d. Socrates.
 - e. Plato.
 - f. Aristotle.
 2. Rome.
 - a. Cicero.
 - b. Plutarch.
- III. Christian Education Before the Rise of Protestantism:
 1. The Relation of Christianity to Education.
 2. The Founder of Christianity.
 3. Education During the Middle Ages:
 - a. Monastic Schools.
 - b. Cathedral and Parochial Schools.
 - c. Charlemagne.
 - d. Female Education.
 - e. Rise of the Universities
- IV. Education from the Rise of Protestantism to the Present Time.
 1. Reaction against Abstract Theological Education.
 - a. Montaigne.
 - b. Bacon.
 - c. Milton.
 - d. Comenius.
 - e. Locke.
 2. Abstract Human Education.
 - a. Rousseau.
 - b. The Philanthropist.
 3. Education in the Nineteenth Century:
 - a. Richter.
 - b. Pestalozzi.
 - c. Froebel and the Kindergarten.
 - d. Herbart.
 - e. Horace Mann.
 - f. Herbert Spencer.

4. Contemporary Education:
 - a. Germany.
 - b. France.
 - c. England.
 - d. United States.

NATURE STUDY—PRIMARY.

Third Year:

Stories of animal, plant life.

Simple lessons on animals found near homes.

Develop affection for animals through a knowledge of their habits.

Make them acquainted with the buds, flowers, fruits and trees of Colorado.

Correlate with language, reading and drawing.

STORY TELLING—PRIMARY.

Third Year:

Give list of suitable stories; no better way to enthuse teachers than to tell them stories.

What to tell, shall we read?

Add to the story list; write the single stories.

What to tell; shall we read?

Add much in history stories; call for many from pupils.

Let your stories lead child into new fields.

Note.—The entertaining feature of the story must always be paramount, but a wonderful impetus may be given to the child for the most practical work in history, science and literature, at an age when the child's character is being formed. Search for a few good stories, learn to tell them in a simple, interesting manner to the teachers, and your work will be rich in results.

DRAWING.

Third Year:

Decorative Design.

Definition should be made clear showing how much this term implies. Decoration is the field in which man finds his finest opportunities for creative work. On the educational side of the study of decoration, one point stands out most clearly from among many. Simple as it may seem, no great success will ever attend the teaching of the subject until the object of the creative and decorative study shall be some definite, tangible thing.

As a starting point for all work in decoration, therefore, let us place every study in design which we undertake for some practical comprehensible thing.

The second principle, the all important element of fitness to purpose, will practically take care of itself when a definite object is the starting point for creative action. Creative study finds easy appreciation in objects in the round, in the ornament, in relief, and in the far more common, yet none the less helpful pattern in surface.

The study of decorative composition plays its earnest part in the development of men and women, to appreciate that which is fine and noble in literature, art and history, and begets a high standard or right living based upon cultured taste.

Classification of Materials and Sources.

Geometry	Nature	Historic	Ornament
	Elements and Principles.		
1.	Fitness to Purpose.		
2.	Unit.		
3.	Repetition.		
4.	Alternation.		
5.	Contrast.		
6.	Growing point.		
7.	Symmetry.		
8.	Rhythm.		
9.	Composition.		
10.	Balance.		
11.	Repose.		
12.	Conventionalization.		
13.	Idealization.		

Further Division of Sources.

Geometry	Architecture	Industry	Vegetable
	Animals	Human figure	

Note: Decorative composition.

Application of surface design—decorative arrangement—decorative design. The different applications of surface patterns must all be taken up in proper succession: need of definiteness in the problems presented in educational work; studies for the home offer all necessary opportunities; unobtrusive background in good color scheme; co-operative work in class exercises; studies in floor covering; carpets; rugs; planning of patterns; color schemes; the covering of walls; design for paper.

Points to be considered in the planning of such ornament; printed and woven fabrics in silk and cotton; the ever present pillow and its possibilities; the educational value of the study of surface design when applied to the home.

Clay Modeling.

The Potter and his task; story of the Potter; ancient; modern; His vessels are the most durable of all human productions.

Primitive methods; hand made products in contrast to the work of the wheel.

Early methods of decoration; Greek vases, types of decoration; Mediaeval stoneware; pottery, foreign and American; tiles; Rookwood; Gruebi; Teco, and what their names imply.

Work.

1. The clay—material.
2. The making of vessels, etc.—doing.
3. The firing—permanency.
4. The glazing—finis and beatification.

BOTANY.

Third Year:

- I. Aim—Acquaintance with and interest in plant life of locality.
 - (a) Purpose—for sake of desirable results following such acquaintance and such interest.
- II. Plants of the Neighborhood

{	<ol style="list-style-type: none"> 1. What they are:—determined by— <ol style="list-style-type: none"> a. Excursions with one who knows. b. Use of Keys. c. Sending specimens away for identification.
---	---
- III. Life of Plants (seed plants)

{	<ol style="list-style-type: none"> 1. Of individual plant— <ol style="list-style-type: none"> a. How plants grow—function of root, stem and leaf. 2. Of the species— <ol style="list-style-type: none"> a. Reproduction of plants—seeds; flowers. b. Ecology of the species <table style="border: none; margin-left: 20px;"> <tr> <td style="vertical-align: middle; padding-right: 5px;">{</td> <td style="vertical-align: middle;"> <ol style="list-style-type: none"> Adaptation of structure. Adaptation of habit. </td> </tr> </table> 	{	<ol style="list-style-type: none"> Adaptation of structure. Adaptation of habit.
{	<ol style="list-style-type: none"> Adaptation of structure. Adaptation of habit. 		
- IV. Cryptogams

{	<ol style="list-style-type: none"> 1. As in I.—a and b; noting significant facts. 2. Microscopic Forms— <table style="border: none; margin-left: 20px;"> <tr> <td style="vertical-align: middle; padding-right: 5px;">{</td> <td style="vertical-align: middle;"> <ol style="list-style-type: none"> Bacteria — useful and harmful. Especially—Pathogenic bacteria and Economic bacteria. </td> </tr> </table> 	{	<ol style="list-style-type: none"> Bacteria — useful and harmful. Especially—Pathogenic bacteria and Economic bacteria.
{	<ol style="list-style-type: none"> Bacteria — useful and harmful. Especially—Pathogenic bacteria and Economic bacteria. 		
- V. Evolutionary History of Plants.
- VI. Plant Propagation
 - a. School gardens.
 - b. Elementary agriculture.
 - c. Elementary forestry.

ZOOLOGY.

Third Year:

Principles:

1. Study *things*, not books. (Use books as accessories, not as sources of information; as guides to indicate what you are to see for yourself.)

2. Study things in natural environment. May learn much by study of the thing in school room, but most important information acquired only by observing animal in relation to its natural surroundings.

Aims:

1. To understand relation of living thing to its environment, particularly as respects Man as part of that environment.

2. To acquire knowledge of *structures* so far as necessary to understand functions.

3. To classify as an aid to memory of thing itself, and to correlate with other concepts.

Materials:

Materials for nature study (natural objects), always everywhere about us. Can not get away from them if we would. Use material near at hand in preference to the more remote.

- | | | |
|---------------|---|--|
| I. Anthropods | { | a. Insects Differential locust (grass-hopper).
b. Two-striped locust. |
|---------------|---|--|

1. Study external structure and life history.

2. Relation of	{	form size structure habits	}	to environment.
----------------	---	-------------------------------------	---	-----------------

II. Internal structure—materials:	{	large female locust. caterpillar (tomato worm).
-----------------------------------	---	--

Method—dissection	{	shallow pan of water. loaded cork or wax in bottom. scissors, forceps, pins.
-------------------	---	--

Study organs of	{	respiration. circulation. digestion. reproduction. Nervous system.
-----------------	---	--

III. Study Insects, Orthoptera, Coleoptera, Odonata, with special reference to mouth parts, form, function, relation to environment.

IV. Sucking Insects { Lepidoptera (butterflies, moths).
 { Diptera (flies, mosquitoes, gnats).
 { Hemiptera (bugs, cicada, plant lice).

V. Insects equipped for both biting and sucking:

a. Hymenoptera { bees.
 { wasps.
 { ants.
 { ichneumon flies.
 b. Anthropods.
 Arachnida (spiders).
 Myriapods (centipedes).

VI. Hunting spider; centipede. Compare with insects.

VII. { Crayfish
 { freshwater shrimp

Compare and contrast with previous types. Trace relation of structure to environment.

VIII. Mollusks { clam.
 { freshwater mussel. } Relation of
 { pond snail. } structure,
 { land snail. } habits,
 { environment.

Note: { locomotion.
 { respiration.
 { hard shell.

IX-X. Birds { size.
 { form.
 { color.
 { difference between male and female.

Nest { size.
 { form. } Eggs { size.
 { material. } { form.
 { structure. } { color.
 { } { number.

Brooding habits { whether both parents or
 { female alone.

Food { of parent birds. } How fed { By both parents or by
 { of young birds. } { one and how often.

Name and ecological relations.

Lessons IX and X assigned at opening session to give time for observation.

Note: Select specimens that may be observed during several days.

XI. Simplest animals—Protozoa { amœba
 { vorticella
 { paramecium
 { stentor

Note all facts regarding following functions:
 What can you say of the "Work of a single cell?"

{ locomotion.
 { prehension.
 { digestion.
 { secretion.
 { excretion.
 { respiration.
 { circulation.
 { growth.
 { reproduction.
 { reaction to stimuli.
 { irritability.
 { choice of food.
 { "nervous."
 { phenomena.

XII. Fixed Plant-Like Animals { sponges
 { porifera

Study { freshwater sponge (found in many ponds.)
 { Sponge of commerce (skeleton).
 { Sections under microscope, noting inflowing and
 { out-flowing currents of water in living sponge.

XIII. Fixed Plant-Like Forms having mouth and tentacles

Coelenterata { freshwater hydra (alive)
 { marine hydroids
 { jelly fish
 { Corals
 { Sea anemone
 { (prepared specimens).

Note beginning of { nervous system } peripheral
 { sense-organs } and central

XIV. Planarians, or Wanderers

Study { a. keen-eyed wanderer
 { b. tape worm

In a note { locomotion.
 { mouth (location).
 { digestive system (structure).

In b. note { absence of eyes.
 { of sense-organs.
 { of mouth and digestive system.
 { parasitic habits.

XV. Segmented Animals—Annelids—earthworm.

XVI. The Lancelot (vertebrate without backbone or skull)

Fish { perch.
 { carp.
 { trout.
 { minnow.

- XVII. An Amphibian (frog).
 XVIII. Reptile (lizard).

XIX. Bird { pigeon.
 { crow.

XX. Mammal { rabbit.
 { gopher.

AMERICAN AND ENGLISH AUTHORS.

Third Year:

Values of "Literary History."
 Where to meet and how to know an author.
 Irving, Poe, Hawthorne, Lowell, Longfellow.
 "Half hours with great authors."
 "Little Journeys."—Elbert Hubbard.
 "Talks in a Library with Laurence Hutton."
 "Essays in Criticism."—Matthew Arnold.
 Macaulay's and Carlyle's Biographical Essays.
 The Mark Twain Banquet.—Harper's Weekly.

The above suggestions for work in the English department are directed to the end of tutorial perspective rather than that of immediate school room uses. The cultural side of the teacher's life must largely find its expression here. The state course of study furnishes most of the aids an average teacher needs for her class room work.

GEOGRAPHY.

Third Year:

The following form may be applied to any continent with the use of any ordinary text-book:

Position:

Latitude and longitude; in what zones.
 Surrounding waters and lands.
 Boundary line, where drawn by nature, and where by survey or treaty.
 As to ocean currents.
 How situated for commerce.
 How situated for change of seasons.

Form:

Regular or irregular coast line.
 Names of indentions and projections.
 Comparative size and area.
 Map drawing, showing sub-divisions.
 Adjacent islands, their size, shape, situation, and all intervening waters, such as sounds, straits, channels, etc.

Structure:

1. Surface—

- Mountains, chains and peaks.
- Trend of mountain chains.
- Principal and secondary systems.
- Volcanoes.
- Water sheds, plateaus and low plains.

2. Drainage—

- Inland water, salt and fresh.
- Rivers, their source, direction and mouth.
- Deltas.
- Where short and where long rivers, and why.
- Navigable rivers to what point.
- River systems.
- Where no drainage is found, and why.
- Places adapted to agriculture, mining and commerce.

Meteorology:

1. Climate—

- Extremes in moisture and temperature, where found.
- Isothermal lines, giving reasons for variations.

2. Precipitation—

- Perpetual snow and periodical snow lines.
- Deserts, arid plains.
- Greatest rainfall, where.

3. Causes—

- Internal—of deserts and wet lands.
- External—observe ocean currents, periodic winds, latitude, etc.

Life:

1. Flora—

- Places of scant and abundant vegetation.
- Forests, where located and kinds of.
- Plains, with what covered.
- Where the different cereals and vegetables are produced.
- Fruits, kinds and where each abounds.

2. Fauna—

- Wild animals, for what hunted.
- Birds and fishes.
- Domestic animals.
- The different races of men, where found.

Inhabitants:

1. Political divisions—

- Their capitals, seaports and principal cities.
- Kind of government, customs and occupation of people.
- Industries, exports and imports.
- Products, mineral, agricultural and manufactured.

2. Civilization—

- Advancement, education, religion, arts and sciences.

3. Statistics—
 - Area, land and inland waters.
 - Height of mountains.
 - Length of rivers.
 - Population, etc.
4. Literary—
 - Historic facts of interest.
 - Writing of geographical names, pronunciation, etc.
 - Grand Division, Country or State.
 - State.
1. Position and extent.
2. Boundaries.
3. Political divisions.
4. Outline or coast.
5. Surface: (a) Highlands, primary and secondary; (b) Low lands, primary and secondary; (c) Mountain peaks and volcanoes.
6. Drainage, rivers and lakes.
7. Climate.
8. Soil.
9. Animal life (except man).
10. Natural resources: Vegetable and mineral.
11. Industries.
12. Commerce: (a) Domestic; (b) Foreign, imports, exports.
13. Cities.
14. People: (a) Race and characteristics; (b) Government; (c) Religion; (d) Occupations.
15. Comparisons.
16. Points of interest.
17. Historical places.

ELEMENTARY AGRICULTURE.

Third Year:

1. Window Gardening:
 - (a) Mixing and fertilizing the soil and notes on methods of arrangement.
 - (b) Practical work in filling window box or pots.
2. Plants:
 - (a) Plant foods, hot-beds, plant pollination, seed selection and collection.
 - (b) Study of plant enemies and the remedies for them.
3. Soil Studies:
 - (a) Formation, composition, fertility of soil.
 - (b) Study of soil moisture, temperature, atmosphere, drainage, irrigation and tillage.
 - (c) Soil bacteria and the inoculation for leguminous plants, so that crops can get the nitrogen from the air.
 - (d) Crop rotation.

4. Plant Propagation:
 - (a) By cuttings, by seed, by grafting, and by rooting cuttings of both herbaceous and shrubby plants.
 - (b) How to test seeds.
 - (c) How and when to prune.
 - (d) Digging and storing stocks and root grafting.
5. Insects and Fungi:
 - (a) Insects and when to spray; methods of applying fungicide and insecticides.
6. School Gardening:
 - (a) History and development of the movement.
 - (b) Methods of conducting school gardening.
 - (c) Plans.

ARITHMETIC.

Third Year:

Applications:

The principal subjects of the previous years reviewed briefly and discussed in their larger relations to the whole subject of Arithmetic and to methods of teaching.

PHYSICS.

Third Year:

1. Matter:
 - a. General Properties.
 - b. Special Properties.
2. Motion of Force:
 - a. Laws of Motion.
 - b. Composition of Motions.
 - c. Composition of Forces.
3. Attraction:
 - a. Molecular.
 - b. Gravitation.
4. Elements of Machines:
 - a. Simple Machines.
 - b. Law of Mechanics.
5. Pressure of Liquids and Gases:
 - a. Hydrostatics.
 - b. Hydrodynamics.
 - c. Pneumatics.
6. Sound:
 - a. Production.
 - b. Transmission.
 - c. Refraction.
 - d. Reflection.
7. Light:
 - a. Production and Propagation of Light.
 - b. Reflection.
 - c. Refraction.

8. Heat:
 - a. Production.
 - b. Physical Effects.
 - c. Communication.
9. Electricity:
 - a. Frictional.
 - b. Voltaic.
 - c. Transformation of Electric Energy.
10. Magnetism.

CHEMISTRY.

Third Year:

1. a. Explanation and definition of molecule and atom; chemical change compared with physical change.
- b. Table of elements, their weights and symbols.
- c. Compounds: Method of naming and arrangements of symbols.
- d. Introduce the equation.
2. a. Study of Oxygen, Nitrogen and the composition of the air.
- b. Further application of equations to illustrate chemical reactions.
- c. Introduce the subjects of Valency.
3. a. Nitrogen, its properties; composition of water. Analysis and synthesis of water.
- b. Solutions.
- c. Crystallization.
4. a. Carbon, its properties and forms.
- b. Coal deposits, graphite and diamond.
- c. Combustion and flame as illustrated in lamp and candle flame.
5. a. Three great classes of compounds: Acids, Bases and Salts.
- b. Preparation and use of three principal Acids.
6. a. Preparation, properties and uses of the four principal alkalis.
7. a. Series of Nitrogen Acids.
- b. Production, properties and uses of Carbon Dioxide.
- c. Properties of Carbon Monoxide.
8. a. Source, use, properties of Chlorine, Bromine, Iodine and Fluorine.
9. a. Study of Sulphur and Phosphorus.
10. a. General Review of the Previous Lessons.

NORMAL INSTITUTES.—PROGRAM.

SUGGESTED PROGRAM FOR NORMAL INSTITUTE.

FIRST YEAR.		MIN.	SECOND YEAR.		THIRD YEAR.
8:30	9:00 Music.	30	Music.		Music.
9:05	10:00 Psychology.	55	Applied Psychology.		History of Education.
10:05	11:00 Arithmetic.	55	Arithmetic.		Arithmetic.
11:05	12:00 Physiography, Drawing.	55	Physiology.		Botany, Drawing.
12:00	1:30 NOON.	90			
1:30	2:25 History.	55	History after Revolution.		Geography, Elementary Agriculture.
2:30	3:10 Language.	40	English Classics.	{ Primary } Language. Hand Work.	{ Primary } Am. & Eng. Authors. Story Telling. Nature Study.
3:15	3:45 Reading.	30	Drawing.		
3:50	4:30 Civil Gov't, School Law.	40	School Law and State Government.		Science (Elective).

NORMAL INSTITUTES.

COMMITTEE.

J. M. Madrid.....	County Superintendent
Katherine L. Craig.....	State Superintendent Public Instruction
Z. X. Snyder.....	President State Normal
L. H. Harrison.....	County Superintendent
J. L. Griffin.....	County Superintendent
D. R. Hatch.....	Principal Hyde Park School
D. W. Working.....	County Superintendent

NORMAL INSTITUTE CERTIFICATES ISSUED UNDER OLD RULES, 1905.

Benson, Ruth	Lintz, Tressa L.
Browne, Mrs. M. J.	Longyear, B. O.
Bell, Mrs. Gertrude S.	Miles, Mrs. Cornelia
Burkhard, Luella J.	McChesney, Sussanah
Condit, Philip	Moles, O. S.
Cooper, Charlotte E.	Morrison, Lizzie G.
Diefrich, John	Miller, M. F.
Deamer, Eugenia H.	McDonald, Cora M.
Dow, Simon S.	Mather, J. Bruce
Deeg, Daniel M.	Oliphant, W. A.
Eagleton, M. E.	Parsons, Fred G.
Ellison, J. W.	Phillips, H. S.
Force, Anna L.	Potter, Milton C.
Gaus, Charlotte W.	Roberts, Dr. Frank H. H.
Gould, George W.	Shuck, M. E.
Goldsborough, Anna C.	Saxton, Mrs. H. Scot
Grenfell, Mrs. Helen L.	Schmidt, Jacob
Hoenshel, A. D.	Selleck, Mrs. E. E.
Hess, George L.	Trueblood, Mildred
Hyde, F. A.	Treat, J. P.
Hollingshead, C. A.	Tupper, Homer
Jones, Eleanor M.	Thompson, J. W.
Kirby, C. Valentine	Tobey, Frances
Kesner, Edgar	Woodsmall, Helen
Kenton, Nuna	Walsh, Anna
Kromer, Fanny F.	Westberg, Emma
Learned, E. E.	Woodson, Marie L.
Lindley, Carrie	Winship, Dr. A. E.

NORMAL INSTITUTE CERTIFICATES ISSUED UNDER NEW RULES, 1906.

Austin, Fred	Kenton, Nuna
Bell, Mrs. Gertrude S.	Libby, Dr. M. E.
Bell, Dr. Sanford	Lowry, W. H.
Burkhard, J. Luella	Leake, Mrs. Emma G.
Barnes, Lula J.	Littlefield, M. Florence

NORMAL INSTITUTES.

Condit, Philip M.
 Carson, Mary G.
 Chadsey, Dr. Chas. E.
 Deeg, D. M.
 Daniels, J. F.
 Edwards, Essie
 Flansburg, Fonetta
 Fynn, A. J.
 Hollingshead, C. A.
 Hess, George L.
 Hyde, Martha
 Johnson, Earle A.
 Keating, J. F.
 Kirby, C. Valentine
 Keeley, H. A.

McMullan, Mand A.
 Miles, Cornelia
 Miles, Emily
 Miller, M. F.
 Oliphant, W. A.
 Phillips, Dr. D. E.
 Parsons, F. S.
 Potter, Milton C.
 Roberts, Dr. Frank H. H.
 Straight, Ella M.
 Treat, J. P.
 Thompson, F. F.
 Westberg, Emma
 Walsh, Anna
 Zuck, J. Q.

NORMAL INSTITUTE REPORTS, 1905.

DISTRICT 1.

This district, which includes the counties of Phillips, Sedgwick, Washington, Logan, Yuma and Morgan, held its first session at Akron, July 10, 1905. C. V. Parker, of Julesburg, conductor. Enrollment, 47.

The criticism "that the attitude of the teachers in the institute is that of passivity instead of self-activity" could not be passed upon this institute, as the noticeable feature was the enthusiasm of the instructors and teachers, which was communicated to the citizens.

A reception was tendered the teachers. Teachers answered roll call at every session, all except four being present the ten days.

The executive committee feel that much good was accomplished, both for the teachers and the town, in educational advancement.

The second session of district 1, was held at Sterling, July 31st. C. V. Parker, conductor. Enrollment, 51. Session closed on the 10th of August with the unanimous conclusion that the institute work had been satisfactory and progressive.

Lecturers—Chancellor Buchtel and Katherine L. Craig, state superintendent of public instruction.

Total receipts.....	\$439.01
Total disbursements.....	340.88
	\$ 98.13
Balance	102
Total enrollment.....	102

DISTRICT 2.

Normal institute district 2, includes the counties of Weld, Larimer and Boulder. The meeting was held July 1st. M. F.

NORMAL INSTITUTES.

Miller, instructor. The attendance was 160, the largest that was ever held in the district. Average attendance, 127. The spirit of the work, the interest of the members, their eagerness to get all that was offered, was most marked, I think never excelled. All noticed this and commented most favorably upon it. The plans of the instructors, while there was no attempt to unify the work, seemed in a marked degree to reinforce that of the others. The verdict of the most thoughtful and experienced members present was "that it was a big success."

Lecturers—Dr. B. O. Aylesworth, President State Agricultural College; Hon. Katherine L. Craig, State Superintendent of Public Instruction; President Z. X. Snyder, State Normal School; Dr. Sanford Bell, State University, and Mary E. Gill, County Superintendent Larimer county.

Total receipts.....	\$763.28
Total disbursements.....	630.60
	132.68
Balance	132.68

DISTRICT 3.

The executive committee of the third normal institute district, which comprises the counties of Adams, Arapahoe and Denver, can not but feel that the institute held in June, 1905, was fortunate in its strong corps of instructors and lecturers and its intelligent and earnest teachers.

The teaching process, and not the acquirement of knowledge of subject-matter was the prime object of this institute. Every instructor worked in harmony with this idea. Each member of the institute was furnished with a card for the purpose of keeping a personal record of attendance, the committee being more than satisfied with the result of this experiment.

Lecturers—State Superintendent Katherine L. Craig, President Z. X. Snyder, Chancellor Henry A. Buchtel, President Barton O. Aylesworth, Professor Sanford Bell, Mr. W. G. M. Stone, Mr. J. W. Van DeVenter, Mrs. Mila Tupper Maynard and Professor John V. Crone.

Total receipts.....	\$1,091.02
Total disbursements.....	888.79

Balance	\$ 202.23
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DISTRICT 4.

This district comprises the counties of Gilpin, Jefferson and Clear Creek. The enrollment, 120, was the largest in the history of the district. The young teachers especially seemed to derive great benefit from the work. There never was a time in the country when there was a larger professional zeal or larger determination to place the calling upon a higher plane in every way. Dr. Frank H. H. Roberts was conductor.

NORMAL INSTITUTES.

Lecturers—State Superintendent Katherine L. Craig, Chancellor H. A. Buchtel, University of Denver; President Z. X. Snyder, State Normal School; Francis E. Matheny, Superintendent Schools, Casper, Wyo., and others.

Total receipts.....\$590.08

Total disbursements..... 355.53

Balance\$234.55

DISTRICT 5.

Normal institute district 5, which includes the counties of El Paso, Elbert, Teller and Douglas, reports very efficient work done in the institute, which convened at Colorado Springs, July 31st. Fortunately the valuable service of Dr. Winship, of Boston, was available as special instructor and his work was an inspiration to every teachers. In spirit, intensity of sustained interest, and in accomplishment, that institute has rarely been surpassed.

Lecturers—Katherine L. Craig, Superintendent Public Instruction, and Dr. Winship.

Enrollment 178

Total receipts.....\$1,019.86

Total disbursements 674.75

Balance\$ 345.11

DISTRICT 6.

The report from this district is that the institute was well attended and one of the best ever held in the district, the keynote of the work being to bring about better teaching. This district includes the counties of Kit Carson, Lincoln and Cheyenne. A. D. Hoenshel was conductor. The session was held at Hngo.

Lecturers—Hon. Katherine L. Craig, State Superintendent of Public Instruction; President B. O. Aylesworth, LL. D., State Agricultural College; President Z. X. Snyder, Ph. D., State Normal, and President James H. Baker, LL. D., University of Colorado.

Total enrollment..... 41

Total receipts.....\$411.26

Total disbursements..... 291.00

Balance\$120.26

DISTRICT 7.

Seventh normal institute district includes the counties of Custer, Fremont and Pueblo. Conductors, F. H. Clark and J. F. Keating. The object of those in charge was to make the institute as helpful to the teachers as possible. The real work that was accomplished and the enthusiasm of the teachers was often commented upon. It was considered one of the most successful sessions ever held in the seventh district.

NORMAL INSTITUTES.

Lecturer—Katherine L. Craig, Superintendent of Public Instruction.

Total receipts.....	\$559.08
Total disbursements.....	475.00

Balance	\$ 84.08
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DISTRICT 8.

The counties of Otero, Prowers, Bent, Kiowa and Baca are included in district 8. The institute was held at Lamar, June 5th to 16th. Dr. D. E. Phillips, conductor. A strong corps of instructors and lecturers and an enrollment of 92 wide-awake educators could not fail to make the session profitable in the best sense.

The teachers felt that the institute is one of the most efficient means of keeping in touch with the leaders in educational thought.

Lecturers—Katherine L. Craig, Superintendent of Public Instruction, and Dr. Frank H. H. Roberts.

Total receipts.....	\$484.08
Total disbursements.....	420.15

Balance	\$ 64.93
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DISTRICT 9.

The Teachers' normal institute for the ninth normal district, comprising Las Animas and Huerfano counties, met at Trinidad, July 24th, for a four weeks' session. The program previously arranged by the committee was carried out without a single interruption. The plan of having a lecture given each day of the session proved a great success, not only being of value to the teachers themselves, but to the public as well.

The attendance was the largest ever held in the district, the total enrollment being 112. The following is taken from the resolutions passed by the teachers at the close of the institute:

“Resolved, That this has been the most successful normal institute ever held in the ninth district.

“Resolved, That we give the teachers' meetings and reading circles our prompt and punctual attention.

“Resolved, That we believe the work of the different institutes of the state will be greatly systematized and strengthened by having a uniform course of study. We, therefore, recommend to the county superintendents' association to take this matter up and have a course of study in time for institute session of next year.”

Lecturers—J. J. Hendricks, Constitution Law; S. W. DeBusk, Agriculture and Horticulture; Judge J. G. Northcutt, The Judicial Branch of Our Government; L. K. Smith, English and American Literature; Rev. B. F. Lawler, The Teaching Spirit

NORMAL INSTITUTES.

and How Developed; A. W. Archibald, Early History of This Valley; Rev. L. Krenz, S. J., Ph. D., Some Fundamental Principles of Pedagogy; Senator Casimiro Barela, Legislative Processes; Superintendent J. P. Treat, Some Points in the Local Geology; Rev. C. O. Kimball, Ph. D., Teachers' Atmosphere; E. Chacon, Relations Existing Between the American and Mexican Governments; Miss Katherine L. Craig, State Superintendent, Modern Education; Superintendent F. A. Hyde, A Trip to the Holy Land; Professor E. L. Enloe, Educational Values; Dr. Z. X. Snyder, Education; Dr. John Grass, Patriotism and Good Citizenship; Dr. B. O. Aylesworth and Dr. W. F. Thomas.

Total receipts.....	\$705.07
Total disbursements.....	530.90
	<hr/>
Balance	\$174.17

DISTRICT 10.

The normal institute, district 10, was held in Monte Vista, July 31st to August 12th. This district includes the counties of Mineral, Saguache, Rio Grande, Conejos and Costilla. A beginning was made in grading the work of the institute, classes being provided for the experienced and advanced workers as well as the entering apprentice. Judgment shown in selecting and presenting the essential things in education was noteworthy. The county superintendents each conducted a class. Without this assistance, the institute could not have been graded. The interest shown by all is best attested by the fact that there was practically no absence nor tardiness. The session was considered by both instructors and teachers to have been a complete success.

Total receipts.....	\$424.08
Total disbursements.....	364.55
	<hr/>
Balance	\$ 59.53

DISTRICT 11.

This district includes the counties of La Plata, Montezuma, Archuleta, Dolores and San Juan.

The eleventh normal district institute followed the usual custom of alternating between Mancos and Durango, commencing Aug. 21st and continuing to September 1st. Teachers manifest a great interest in the institute, as was shown by the enrollment of fifty-eight. The per cent. of attendance exceeded all former sessions.

The daily attendance of a large number of patrons and school officers was very encouraging. That the meeting has had good results is obvious in the schools of this district as they have progressed to date.

Lecturers—Dr. Z. X. Snyder, President of the State Normal School; Superintendent M. F. Miller, and Katherine L. Craig, State Superintendent of Public Instruction.

NORMAL INSTITUTES.

Total receipts.....	\$425.27
Total disbursements.....	349.65
Balance	\$ 75.62

DISTRICT 12.

The counties included in this district are Mesa, Montrose, Ouray, San Miguel, Hinsdale, Delta and Gunnison. Seven county superintendents were present at the institute which was held at Montrose from July 31st to August 12th. Some steps were taken toward a course of study for the institute of next year.

All felt that the institute had done much to awaken professional interest and enthusiasm, and to direct the teachers' educational thinking into valuable lines.

Total receipts.....	\$766.88
Total disbursements.....	481.10
Balance	\$285.78

DISTRICT 13.

The thirteenth normal institute district comprises the counties of Chaffee, Lake, Park Pitkin, Eagle, Summit, Garfield, Routt, Grand and Rio Blanco. The institute was held at Glenwood Springs, August 1st, continuing two weeks. Dr. D. E. Phillips, conductor. The enrollment was 88. The feeling prevails that the normal institute has been a great aid to the educational work of this district.

Lecturers—President Z. X. Snyder of the State Normal School and Dr. Sanford Bell, Boulder University.

Total receipts.....	\$574.42
Total disbursements.....	518.00
Balance	\$ 56.42

1906.

DISTRICT 1.

Held at Wray, June 4 to 15, inclusive, and Julesburg, June 18 to 30, inclusive. Conductor, Philip M. Condit. Instructors, Emma Westberg, D. W. Deeg and J. Q. Zuck. Enrollment, 73. Lecturers, Prof. De Long, state university; Dr. Z. X. Snyder, president of the Colorado state normal, Greeley, Colorado; Miss Katherine L. Craig, state superintendent of public instruction; Dr. Sanford Bell, state university, and Dr. Thomas, agricultural college.

Total receipts.....	\$437.18
Disbursements	403.57
Balance	\$ 33.61

NORMAL INSTITUTES.

Remarks: This institute was a pronounced success in every way. The working spirit of the teachers was fostered by the skill and ability of the management and instruction. Most hearty support was given by the citizens of Wray. The conductor, at the outset, emphasized the fact that the teacher to succeed must be deeply in earnest and must know and follow the fundamental principles of education.

DISTRICT 2.

Held at Greeley, July 30 to Aug. 10. Conductor, M. F. Miller. Instructors, J. F. Keating, Mrs. Gertrude S. Bell and Mary G. Carson. Enrollment, 184. Lecturers, James H. Baker, president state university; Z. X. Snyder, president state normal school; Dr. W. R. Thomas, state agricultural college; Dr. D. E. Phillips, Denver university; Prof. Fred Dick and Prof. Reed.

Total receipts	\$552.00
Disbursements	619.05
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Balance	\$269.49

Remarks: Touched the *real* high-water mark in the district in attendance, interest and helpfulness.

DISTRICT 3.

Held at Denver, June 18 to July 6. Instructors, Charles E. Chadsey, Frank H. H. Roberts, M. F. Libby, Bella B. Sibley, Cornelia Miles, Maud A. McMullan and Earle A. Johnson. Enrollment, 340. Lecturers, Chancellor E. Benjamin Andrews, Chancellor Henry A. Buchtel, President James H. Baker, President Z. X. Snyder, Prof. Paul H. Hanus, Prof. W. R. Thomas, Judge Ben. B. Lindsey, State Superintendent Katherine L. Craig and Major Aaron Gove.

Total receipts	\$1,356.09
Disbursements	1,332.05
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Balance	\$ 24.04

Remarks: The committee in charge were highly gratified by the excellence of the instruction and by the large and regular attendance.

DISTRICT 4.

Held at Golden, June 4 to 15, inclusive. Conductor, Frank H. H. Roberts. Instructors, Milton C. Potter, Mary G. Carson, C. Valentine Kirby and Cecilia Ray Berry. Enrollment, 125. Lecturers, Katherine L. Craig, state superintendent of public instruction; Frank H. Clark, of Denver; Z. X. Snyder, president state normal school; Victor C. Alderson, president Colorado state school of mines; Sanford Bell, Boulder university, and Fred L. Paddleford, superintendent industrial school for boys.

NORMAL INSTITUTES.

Total receipts	\$777.41
Disbursements	589.75
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Balance	\$187.66

Remarks: A number of visiting speakers addressed the institute during the session, all of which aided in making the institute the best ever held in this district.

DISTRICT 5.

Held at Colorado Springs, July 30 to August 10. Conductor, Dr. A. E. Winship. Instructors, Annie Walsh, B. O. Longyear, C. V. Kirby and Miss Flansbeck. Enrollment, 195. Lecturers, Maj. Aaron Gove, Denver; Dr. Winship, Boston; and Supt. Miller, Ft. Collins.

Total receipts	\$1,154.58
Disbursements	760.00
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Balance	\$ 394.58

Remarks: The constant fire of questions in class had a refreshing effect.

DISTRICT 6.

Held at Cheyenne Wells, July 30 to August 10, inclusive. Conductor, Milton C. Potter. Instructors, M. Florence Littlefield and Elizabeth Kendel. Enrollment, 51. Lecturers, Katherine L. Craig, superintendent of public instruction, and Dr. Phillips, Denver university.

Total receipts	\$401.37
Disbursements	362.00
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Balance	\$ 39.37

Remarks: Most enthusiastic session, nearly every teacher in the district attending.

DISTRICT 7.

Held at Canon City, July 30 to August 11. Conductor, Dr. Sanford Bell. Instructors, F. F. Thompson, J. F. Daniels and Miss Straight. Lecturers, Dr. Bell, Dr. Snyder and Mr. Daniels.

Remarks: The eighteenth annual session of the seventh district teachers' normal institute was among the best in the history of the district.

In the point of enrollment it exceeded any session held within the last eight years.

The personnel of the institute was such that it was deemed who were older in experience and who were interested more in the professional side of the work; and those less experienced or with no experience whatever, and who were interested more in the academic side.

The institute course of study was not followed very closely.

NORMAL INSTITUTES.

DISTRICT 8.

Held at La Junta, June 4 to 15. Conductor, Dr. D. E. Phillips. Instructors, Mrs. Gertrude Bell, Mrs. Bella B. Sibley and Superintendent Geo. L. Hess. Enrollment, 127. Lecturers, Katherine L. Craig, superintendent of public instruction, and Dr. Sanford Bell, state university.

Total receipts\$610.79
Disbursements 572.15

Balance\$ 38.64

Remarks: The attendance exceeded any previous record by 25 per cent. The object was "professional inspiration," rather than cramming for examination, though some review work was done for the purpose of presenting better methods and suggesting new sources of information.

DISTRICT 9.

Held at Trinidad, July 23 to August 17. Conductor, J. P. Treat. Instructors, W. H. Lowry, H. A. Keeley, Mrs. Emma G. Leake and Luella Burkhard. Enrollment, 137. Lecturers, Dr. Thomas, Prof. Abbott, Theodore Smith, B. F. Lawler and Dr. Burkhard.

Balance from 1905\$ 89.17
Receipts 614.86
Disbursements 588.60

Balance\$115.43

Remarks: This district had the distinction of holding the only four weeks' session ever held in the state, and considered one of the best.

DISTRICT 10.

Held at Del Norte, July 30 to Aug. 10, inclusive. Conductor, Dr. Frank H. H. Roberts. Instructors, W. A. Oliphant and Nuna Kenton. Enrollment, 68. Lecturers, Dr. Frank H. H. Roberts, Denver university; Katherine L. Craig, state superintendent of public instruction; Prof. C. W. Harlan and Dr. Thomas, state agricultural college.

Total receipts\$271.86
Disbursements 366.15

To balance\$ 94.29

Remarks: Conejos county has been unable to pay for three years, which has put us somewhat behind; however, I think we shall be able to get the amount due this fall.

DISTRICT 11.

Held at Durango, Aug. 20 to 31. Conductor, Dr. A. J. Fynn. Instructors, Essie Edwards and T. S. Parsons. Enrollment, 86.

NORMAL INSTITUTES.

Lecturers, Dr. Thomas, of agricultural college, Fort Collins; Katherine L. Craig, state superintendent of public instruction; Miss Ammons, agricultural college, Fort Collins.

Total receipts\$360.48
Disbursements 337.57

Balance\$ 22.91

Remarks: The session was especially characterized by constant attendance and unflagging interest. The topics presented by the instructors were those to which the leading educators of the day are turning their attention; and the methods up for discussion were those that apply particularly to the demands of modern civilization.

A noticeable thing about the institute was the large number of young teachers from the East who have recently come to cast their fortunes with the rest of the excellent educators in southwest Colorado. It seemed as if almost every other teacher was one recently from the other side of the Mississippi. The life of the institute was greatly intensified by these bright, ambitious instructors.

DISTRICT 12.

Held at Gunnison, July 30 to Aug. 10, inclusive. Conductor, Dr. Will Grant Chambers. Instructor, Lulu B. Barnes, Richard Ernesti and George L. Hess. Enrollment, 74. Lecturers, Katherine L. Craig, state superintendent of public instruction; Dr. Will Grant Chambers, state normal school; W. R. Thomas, state agricultural college, and George L. Hess, superintendent La Junta schools.

Total receipts\$613.28
Disbursements 522.25

Balance\$ 91.03

Remarks: Proved most successful, with manifest interest throughout the entire session.

DISTRICT 13.

Held at Glenwood Springs, July 16 to 28. Conductor, Dr. D. E. Phillips. Instructors, Fred Austin, Mrs. Sanford Bell, Emily Miles and Martha Hyde. Enrollment, 95. Lecturers, Katherine L. Craig, state superintendent of public instruction, and Dr. Sanford Bell, state university.

Total receipts\$540.71
Disbursements 520.00

Balance\$ 20.71

Remarks: More earnestness and enthusiasm were shown than at any previous meeting.

NORMAL INSTITUTES.—PUBLICATIONS.

NORMAL INSTITUTE FUND.

Amount not apportioned.....	\$ 31.11
August, 1904, receipts from county examination fees.....	1,110.42
December, 1904, receipts from county examination fees.....	834.80
March, 1905, receipts from county examination fees.....	728.77
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Total	\$2,705.10
Amount apportioned to each normal institute district.....	\$ 208.08
August, 1905, receipts from county examination fees.....	\$1,170.82
December, 1905, receipts from county examination fees.....	797.67
March, 1906, receipts from county examination fees.....	681.69
	<hr/>
Total	\$2,650.18
Amount apportioned to each normal institute district.....	\$ 208.86

PUBLICATIONS, 1905-1906

BOOKS.

	Number
Annotated School Laws.....	5,478
Teachers' Daily Registers.....	7,500
County Superintendents' Record Books.....	100
Washington and Lincoln Anniversaries.....	8,500
Arbor Day Books.....	7,800
Flag Day Books.....	2,000
Rules of State Board of Examiners Governing State Diplomas.....	1,000
Normal Institute Course of Study.....	450
Orders on County Treasurer—large size.....	500
Orders on County Treasurer—small size.....	1,500
Examination Fee Receipt Books.....	50

PUBLICATIONS.

BLANKS.

Printed Lists of County Superintendents.....	4,000
Annual Reports of County Superintendents to State Superintendent.....	320
Annual Report of County Treasurer to County Superintendent.....	600
Annual Report of County Treasurer to District Secretary.....	8,000
Annual Report of District Secretary to County Superintendent.....	5,000
Principals' or Teachers' Summary for the Year.....	8,000
Teachers' Term Reports.....	9,000
Teachers' Monthly Reports.....	40,000
Teachers' Contracts.....	2,000
Certificates of Promotion.....	14,000
Eighth Grade Diplomas.....	4,000
Directions to Applicants.....	12,500
Report of County Examination.....	3,000
Statement of Standing.....	4,500
Statement of Applicant.....	6,000
Columbia Mailing Envelopes.....	4,500
Census Blanks.....	4,000
Arbor and Bird Day Reports from County Superintendents to State Superintendent.....	300
Notice of Annual Election of School Directors.....	10,000
District Secretaries' Election Reports.....	5,000
Oath of Office Blanks.....	4,000
Tax Levy Reports.....	2,000
Oath and Bond.....	4,000

PAMPHLETS.

Lists of Third Grade Certificates Issued.....	415
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EXAMINATION QUESTIONS.

County Examination Questions, March, 1905-1906.....	5,500 sets
County Examination Questions, August, 1905-1906.....	5,000 sets
County Examination Questions, December, 1905-1906.....	2,500 sets
State Examination Questions.....	100 sets
State Kindergarten Questions.....	100 sets

OFFICIAL VISITS AND MEETINGS ATTENDED BY THE STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

1905.

Feb.	11	Addressed Teachers' Association.....	Brighton
Feb.	14	Visited State Normal School.....	Greeley
Feb.	20	Visited schools and addressed pupils.....	Ft. Logan
Feb.	28	Attended State Superintendents' Meeting.....	
		.....	Milwaukee, Wis.
Mar.	1-2	Attended State Superintendents' Meeting.....	
		.....	Milwaukee, Wis.
Mar.	23	Delivered an evening address to patrons of the school	Dillon
Mar.	24	Visited schools and addressed pupils and patrons of the school.....	Breckenridge
Mar.	30	Attended Superintendents' and Principals' Meeting	Denver
Apr.	11	Addressed students at State University....	Boulder
Apr.	14	Addressed County Teachers' Association.....	
		.....	Ft. Collins
Apr.	20	Delivered an evening address to the patrons of the school.....	Elizabeth
Apr.	28	Acted as judge in declamation contest.....	
		.....	Idaho Springs
Apr.	29	Addressed County Teachers' Association.....	
		.....	Idaho Springs
May	6	Attended Colorado Library Association....	Denver
May	9-11	Attended County Superintendents' Association	Boulder
May	22-26	Conducted examinations at State Normal School	Greeley
June	3	Delivered an evening address to graduating class	Holyoke
June	9	Addressed Normal Institute.....	Golden
June	12	Delivered an evening address to graduating class	Brighton
June	15	Addressed Normal Institute.....	Lamar
June	15	Delivered an evening address to the patrons of the school	Lamar
June	22	Addressed Normal Institute.....	Denver
July	3-7	Attended N. E. A.....	Asbury Park, N. J.
July	10-13	Attended American Institute of Instruction..	
		.....	Portland, Me.
July	27	Addressed University Summer School....	Boulder
Aug.	3	Addressed Normal Institute.....	Pueblo
Aug.	3	Addressed Normal Institute.....	Colorado Springs
Aug.	7	Addressed Normal Institute.....	Hugo

OFFICIAL VISITS AND MEETINGS.

Aug.	8	Delivered an evening address to Normal Institute and patrons of the school.....	Sterling
Aug.	9	Addressed Normal Institute.....	Ft. Collins
Aug.	15	Addressed Normal Institute.....	Trinidad
Aug.	28	Visited State Industrial School for Boys....	Golden
Sept.	29	Attended Colorado Library Association....	Denver
Oct.	2	Attended laying of corner stone of Guggenheim Hall	Golden
Oct.	21	Attended business meeting in regard to division of school district No. 21, Jefferson Co....	Golden
Oct.	28	Addressed Teachers' Association.....	Golden
Nov.	4	Responded to introduction at Denver Teachers' Association	Denver
Nov.	6	Attended the meeting of the executive committee of the State Teachers' Association.....	Denver
Nov.	23	Delivered an evening address to the patrons of the school.....	Leadville
Nov.	24	Addressed High School students.....	Leadville
Dec.	1	Delivered an evening address to the teachers and patrons of the school.....	Grand Junction
Dec.	2	Attended Teachers' Association....	Grand Junction
Dec.	26-29	Attended the State Teachers' Association...	Denver

1906.

Jan.	24	Visited schools.....	Montclair and Aurora
Jan.	26	Visited schools and addressed teachers....	Trinidad
Feb.	1	Visited school, district No. 95.....	Adams Co.
Feb.	19	Addressed Geo. G. Meade Relief Corps.....	Denver
Feb.	26-28	Attended State Superintendents' Association	Louisville, Ky.
Mar.	2	Visited schools.....	St. Louis, Mo.
Mar.	13	Attended meeting concerning the division of district No. 14, Jefferson Co.....	Golden
Mar.	29	Attended Superintendents' and Principals' Meeting	Denver
Mar.	30	A. M. Attended Reading Circle Meeting....	Denver
Mar.	30	P. M. Attended Educational Council Meeting	Denver
Mar.	31	A. M. Attended Educational Council Meeting	Denver
Mar.	31	Attended Colorado Library Association....	Denver
Apr.	10	Attended Normal Institute Committee Meeting	Denver
Apr.	14	Attended Normal Institute Committee Meeting	Denver
Apr.	18	Attended Normal Institute Committee Meeting	Denver
Apr.	20	Attended Normal Institute Committee Meeting	Denver

OFFICIAL VISITS AND MEETINGS.

Apr.	21	Addressed Teachers' Association.....	Florence
Apr.	23	Visited schools	Golden
Apr.	28	Attended Teachers' Association.....	Idaho Springs
May	8	Addressed students of State University....	Boulder
May	10	Visited Evans School.....	Denver
May	14-18	Conducted State Normal School examinations	Greeley
May	19	Attended Teachers' Association.....	Maple Grove
May	29	Visited institution for Deaf and Blind.....	Colorado Springs
June	6	Attended commencement exercises at State Uni- versity	Boulder
June	7	Attended commencement exercises at State Nor- mal School.....	Greeley
June	13	Addressed Normal Institute.....	La Junta
June	19-21	Attended County Superintendents' Meeting...	Cripple Creek
July	5	Addressed Normal Institute.....	Denver
July	25	Addressed Normal Institute.....	Glenwood Spgs
Aug.	3	Evening Address, Normal Institute.....	Gunnison
Aug.	6	Evening Address, Normal Institute.....	Del Norte
Aug.	9	Evening Address, Normal Institute.....	Cheyenne Wells
Aug.	24	Attended meeting concerning the formation of a new district.....	Brighton
Aug.	27	Addressed Normal Institute.....	Durango
Sept.	24	Visited Sherman School.....	Denver
Sept.	25	Visited East Denver High School.....	Denver
Sept.	29	Attended Colorado Library Association.....	Colorado Springs
Oct.	1-4	Attended Meeting of Federation of Women's Clubs; Visited school and state institu- tion	Pueblo
Oct.	16	Addressed schools	Burlington
Oct.	17	Attended dedication of Guggenheim Hall...	Golden
Oct.	18	Visited schools	Ft. Lupton
Oct.	22	Addressed teachers and patrons.....	Meeker
Oct.	24	Addressed schools	Rifle
Nov.	14	Attended meeting County Superintendent's Executive Committee	Denver
Nov.	28	Addressed high school.....	Arvada
Nov.	30	Addressed teachers and patrons.....	Pagosa Spgs.
Dec.	8	Addressed teachers' association.....	Central City
Dec.	26	Response to welcome State Teachers' Associa- tion	Denver
Dec.	27	Addressed Library Association.....	Denver
Dec.	27	Addressed County Superintendents' Section, State Teachers' Association.....	Denver

OFFICIAL VISITS AND MEETINGS.

WOMAN'S CLUB MEETINGS.

1905

Sept.	27	Addressed Colorado Federation of Women's Clubs	Denver
Nov.	7	Addressed North Side Woman's Club.	Denver
Dec.	9	Addressed Woman's Club.	Denver

1906

Jan.	19	Addressed Woman's Republican Club.	Denver
Mar.	10	Addressed Woman's Club.	Denver
May	7	Addressed West Side Woman's Club.	Denver
Oct.	29	Addressed West Side Woman's Club.	Denver
Dec.	7	Addressed Woman's Club.	Littleton

MOTHERS' MEETINGS.

1905

Mar.	24	Addressed meeting.	Breckenridge
Sept.	19	Addressed meeting	Denver

1906

Mar.	23	Addressed meeting. Hawthorne school, Arapahoe Co.	
Apr.	6	Attended meeting	Denver
Apr.	13	Addressed meeting	Lakewood
Apr.	23	Addressed meeting	Golden

LIBRARY MEETINGS.

1905.

May	6	Attended Colorado Library Association.	Denver
Sept.	29	Attended Colorado Library Association.	Denver

1906.

Mar.	31	Attended Colorado Library Association.	Denver
Sept.	29	Attended Colorado Library Association.	Colo. Spgs

NORMAL SCHOOL TRUSTEE MEETINGS.

1905 and 1906.

January 25, 1905.	Denver
June 8, 1905.	Greeley
October 13, 1905.	Greeley
January 11, 1906.	Greeley
April 24, 1906.	Denver
July 13, 1906 (special meeting).	Denver
October 9, 1906.	Greeley

STATE BOARD OF EDUCATION MEETINGS.

1905.

January 16.	In the State Superintendent's Office
February 4.	In the State Superintendent's Office

OFFICIAL VISITS AND MEETINGS.

April 24.....In the State Superintendent's Office
 November 1.....In the State Superintendent's Office
 November 8.....In the State Superintendent's Office
 November 15.....In the State Superintendent's Office
 November 24.....In the State Superintendent's Office

1906.

May 6.....In the State Superintendent's Office
 August 14.....In the State Superintendent's Office
 October 5.....In the State Superintendent's Office

STATE LAND BOARD MEETINGS.

1905.

January 11-18-26.	July 11-19-26.
February 1-8.	August 10-16-30-31.
March 22-27-29.	September 2-13-22-28.
April 6-20-27.	October 11-18-25.
May 3-31.	November 1-2-8-15-22.
June 14-19-28.	December 4-13-20-29.

1906.

January 10-11-17-31.	July 17-18.
February 7-14-21.	August 1-9-15-22-29.
March 14-15-16-26-28.	September 19.
April 11-18.	October 4.
May 2-9-24-31.	November 9-14-21-22-28.
June 12-13-26-30.	December 5-12-19.

STATE BOARD OF EXAMINERS' MEETINGS.

1905.

January 7.....In the State Superintendent's Office
 April 17.....In the State Superintendent's Office
 October 31.....In the State Superintendent's Office

1906.

April 26.....In the State Superintendent's Office

DEPUTY'S OFFICIAL VISITS.

1905

May	9-11	Attended County Superintendents' Association Boulder
June	22	Attended Normal Institute..... Denver
June	16	Attended Colorado Library Association... Denver
Aug.	28	Visited State Industrial School for Boys... Golden
Sept.	1	Addressed Arapahoe County Teachers Associa- tion Littleton
Sept.	29	Attended Colorado Library Association... Denver
Oct.	2	Attended laying of corner stone, Guggenheim Hall Golden
Oct.	21	Addressed Adams County Teachers' Associa- tion Brighton

LIBRARY BUILDING, STATE UNIVERSITY.



OFFICIAL VISITS.—STATE SCHOOLS.

Nov.	4	Attended Denver Teachers' Association.....	Denver
Dec.	1	Attended Mesa County Teachers' Association	Grand Junction
Dec.	27	Attended State Teachers' Association.....	Denver
Dec.	29	Attended Colorado Library Association.....	Denver
1906			
Mar.	3	Addressed fifth grade teachers sectional meet- ing	Denver
Mar.	31	Attended Colorado Library Association...	Denver
Feb.	24	Addressed Jefferson County Teachers' Associa- tion	Golden
May	10	Visited Evans School.....	Denver
June	8	Addressed eighth grade graduating class..	Ft. Logan
Oct.	27	Addressed Jefferson County Teachers' Associa- tion	Golden
Nov.	28	Addressed eighth grade.....	Wheat Ridge

STATE SCHOOLS

STATE UNIVERSITY.

Hon. Katherine L. Craig, Superintendent of Public Instruction:
The departments of instruction in the University of Colorado are comprehended under the following divisions:

1. College of liberal arts, courses leading to the degree B. A. 2. College of commerce, course leading to the bachelor's degree. 3. Graduate school, courses leading to the degrees M. A. and Ph. D., also M. S., C. E., E. E., M. E. 4. College of engineering, civil engineering, leading to the degree B. S. (C. E.); electrical engineering, leading to the degree B. S. (E. E.); mechanical engineering, leading to the degree B. S. (M. E.); chemical engineering, leading to the degree B. S. (Ch. E.). 5. School of medicine, a four-year course leading to the degree M. D. 6. School of law, a three-year course leading to the degree LL. B. 7. Summer school. 8. Colorado State Preparatory School. (Separate organization, grounds and building. Conducted by the university.)

The following comprise the faculty of the University of Colorado:

College of Liberal Arts—James H. Baker, president; Fred B. R. Hellems, dean, professor of Latin; Mary Rippon, professor of the German language and literature; J. Raymond Brackett, secretary of the graduate faculty, professor of comparative and English literature; Ira M. DeLong, professor of mathematics; Charles C. Ayer, professor of romance languages; William Duane, professor of physics; George Norlin, professor of Greek; Francis Ramaley, professor of biology; Melancthon F. Libby,

professor of philosophy; John B. Phillips, professor of economics and sociology; John B. Ekeley, professor of chemistry; Russell D. George, professor of geology; Sanford Bell, professor of education; Joseph H. Bair, professor of psychology; George C. Taylor, professor of English; Theodore D. A. Cockerell, professor of systematic zoology; Milo G. Derham, assistant professor of Latin; James F. Willard, assistant professor of history; Martha G. McCaulley, dean of women; Fordyce P. Cleaves, instructor in oratory; George M. Chadwick, instructor in music; Gideon S. Dodds, instructor in biology; Clarence I. Lewis, instructor in English; and seventeen assistants.

College of Engineering—Milo S. Ketchum, dean, professor of civil engineering; Herbert S. Evans, professor of electrical engineering; John A. Hunter, professor of mechanical engineering; Saul Epstein, assistant professor of engineering mathematics; Howard C. Ford, instructor in civil engineering; David R. Jenkins, instructor in electrical engineering; Jacob H. Wallace, instructor in engineering drawing; George R. Moore, superintendent of shops; and seven assistants.

School of Medicine—Luman M. Giffin, dean, professor of the principles of surgery and clinical surgery; Martin E. Miles, secretary, professor of anatomy and lecturer on neurology; Oscar P. Johnstone, professor of pathology; Dessie B. Robertson, professor of bacteriology; and twenty-nine lecturers and assistants.

School of Law—John Campbell, dean, professor of law of private and municipal corporations; John D. Fleming, secretary, professor of law and judge of the practice court; Albert A. Reed, professor of law; William H. Pease, professor of law; and twenty-three lecturers and assistants.

Summer School—Eighteen instructors.

Library—Alfred E. Whitaker, librarian, and three assistants.

Physical Training—Frank R. Castleman, director, and two assistants.

Preparatory School—Henry White Callahan, head master, and seventeen instructors.

In connection with the university hospital, the buildings and grounds, and offices of administration there are forty-eight employes.

One hundred and sixty-nine students were in attendance at the university during the academic year 1891-2, of which number one hundred and three were enrolled in the preparatory school. During the academic year 1905-6, seven hundred and forty-three students were enrolled in the university proper, and five hundred and four in the preparatory school, a total of twelve hundred and forty-seven. The total attendance for the present year will reach thirteen hundred and seventy-five. In 1905 there were seventy-nine students enrolled in the summer school; in 1906 ninety-eight students were enrolled.

During the biennial period two hundred and ten degrees were conferred, as follows: college of liberal arts, 105; graduate school, 23; college of engineering, 28; school of medicine, 22; school of law, 27; honorary degrees, 5. The preparatory school graduated ninety students during the period.

The register of the graduates now shows the following figures: college of liberal arts, 428; graduate school, 82; college of engineering, 91; school of medicine, 150; school of law, 140; honorary degrees, 17; a total of 908. In addition the graduates of the preparatory school number 552.

The attendance in the graduate school has increased 67 per cent. over that of the preceding biennial period; the increase in the number of degrees conferred is 44 per cent.

Important changes have been made in the arts curriculum. The underlying idea is to facilitate intensive work; incidentally our requirements are made more nearly identical with those of the majority of the other state universities.

By an arrangement of electives, announced in the fall of 1905, it is now possible for a student to receive the two degrees, B. A. and M. D., in six years. This is in accord with the usage of several leading universities.

There have been two sessions of the summer school since the last report. In 1905 the attendance was 79; in 1906 it increased to 98. The faculty was made up of members of our regular staff and instructors from other standard institutions. Among the special lecturers giving courses were Professors Albert B. Hart and Paul H. Hanus of Harvard University.

To meet the growing demand for a more tangible preparation for the larger phases of business activity, an intelligent grouping of courses around a nucleus of legal and economic subjects has been worked out and on this basis a college of commerce has been organized.

The department of education is undergoing a reorganization and expansion consistent with the general growth of the university and adequate to the demands made upon it for teachers by the educational conditions in the state. It is natural and fit that school officials should look to the university for their high-school teachers. It is only at a reputable college that the scholastic attainments now demanded of high-school teachers can be met. The normal schools can not meet them without duplicating the college at an immense expense, or offering merely pretentious work. For making secondary teachers it is wisdom and economy to add pedagogy to a college rather than add a college to pedagogy.

Although there is no statute specifically recognizing the diploma of graduation from our college of liberal arts as a teacher's license, it has been the custom of practically all of the superintendents in the first-class school districts of the state since 1899 so to treat it. The state school law does not allow

such recognition in second and third-class school districts. In at least seventeen states, the diplomas of graduation from any good college are accepted as teachers' certificates. In almost all of these cases the certificates are good as licenses to teach in any of the schools of the state, secondary or elementary.

The board of regents of the university of Colorado will hereafter issue a special certificate to all students in the college of liberal arts to take the prescribed work in education. This certificate will merely mean that its holder has done the amount of pedagogical work thought to be an adequate basis for efficient teaching. As the amount of work now recommended at least equals that required by any other state university whose diploma is a legal license to teach, we may reasonably expect that Colorado will favorably consider the claims of her university graduates.

During the past two years the college of engineering has made very satisfactory progress. The number of students has increased from 173 in 1904-05 to a registration at this date of 204, and a probable registration for the college year 1906-07 of 220. The number of instructors has been increased and additions have been made to the laboratories, so that better instruction is possible. The courses in the different departments have been slightly modified to bring them in line with those of the best technical colleges, and the standards of instruction have been improved.

Last year the medical department showed an increased attendance of twenty-five per cent. over the previous year. However, the increased attendance is not the only gratifying feature—many of the matriculants in the medical department have done work in college which especially fits them for the study of medicine. Of the first-year class over fifty per cent. are taking the combined course which gives two degrees—B. A. and M. D.—in six years. This arrangement is being adopted by many of the leading universities and it is giving entire satisfaction. No doubt two years of college preparation will soon be required.

The course in law is based upon the case system, but remains a conservative combination of such system with text-book work and lectures. Such course, while national in its aim and scope, is yet of special value to students from Colorado and to all those who expect to practice in the arid and mining states. More students each year appear to be coming from the upper classes of the liberal arts college of the university, or of other colleges, and many bear B. A. degrees. The average age of those entering during the two years preceding this report has been about twenty years and two months. This year it will perhaps be still higher. The law library has been reorganized and hereafter will be under the constant supervision of a skilled librarian.

The time has come when the continuance of the state preparatory school must be considered. It is well known that for

many years the school board of Boulder has united with the regents in support of the school. The city has paid two-thirds of the expenses, and the university one-third. The city has furnished the building, and the university has paid one-third of a fair rental of the building as part of its share of the expenses. The union effort has made a far better school than either the university or the city alone could have maintained, and the relation of the two interests has been most harmonious and helpful. But there is no longer a strong reason for maintaining a preparatory school as a department of the university, and the size of the town now makes it possible to conduct a first-class high school independently. Knowing these conditions, last June the regents asked the school board to report their views to the regents in September. At the September meeting the two boards met for a discussion of the whole matter and informally agreed that the time was ripe for the university to drop the preparatory school and for the town to maintain an independent high school. Accordingly the regents recommend that a law be passed by the next general assembly to the effect that the regents be no longer required to maintain a preparatory department.

During the past two years, through the general efforts of the university faculties and the special visits of the inspector of high schools, the relations between the university and the high schools of the state have become more intimate and sympathetic. The attitude of co-operation on the part of superintendents, high-school principals and high-school teachers throughout the state is very gratifying. The sixteen units of study which were adopted by the university and high school conference held in Boulder, December 12, 1903, have been generally accepted by the high schools as the basis of their courses of study.

The chemistry building, including all laboratory fixtures, is now in process of completion at a cost of \$30,545. The west wing, erected several years ago, with laboratory fixtures, cost about \$10,000.

The annual expenditure of the university for the past two years, aside from new buildings and grounds purchased, has averaged \$152,737.90. The running expenses at present are about \$165,000 per year, an increase due to the larger attendance and greater demands. The total income of the university from all sources is \$165,421.22 per year. It is evident no margin is left for growth or for the very large expenditure for buildings which must be made yearly for many years to come. The pressing need for room and facilities led the regents to make a somewhat extended canvass of the state for a building fund, but as yet with no complete success of any proposition presented, although certain promises have been made contingent upon the realization of a certain amount. The state yet owes the university \$45,000, \$5,000 of which dates back to the Governor Thomas emergency loan, and \$40,000 of which constitutes the

Governor Peabody emergency loan authorized to cover the loss of \$40,000 appropriated by the fourteenth general assembly, but never paid. This unpaid debt of the state to the university leaves the university with a large deficit and a large expense for interest. The low valuation of the taxable property of the state keeps the income from the two-fifths mill at a minimum and no efficient valuation law has been favorably considered by the general assembly, although several plans have been proposed. Many believe that all the state's interests demand a larger income for the state's use. When we see state universities with grounds valued at two millions, buildings at two and a half millions, equipment at nearly a million, income at about a million, and a rate of one full mill, we must believe that the University of Colorado is not receiving the support due even relatively when the size and age of the institution are considered in comparison with the older and larger universities.

When the legislature doubled the mill-rate, it was the general expectation that this measure would provide for the support and growth of the university for several years. It should, therefore, be further noted here why the university is again coming to the legislature for large appropriations. At the time of the increase of the mill-rate everybody thought the state valuation of property for taxable purposes would advance materially from year to year, whereas it has remained nearly stationary in the face of a great development of the wealth of the state. And again, the growth of the university has exceeded the expectations not only of the legislature, but of those directly connected with its work.

The thirteenth general assembly voted a special appropriation with the understanding that \$40,000 thereof should be devoted to a library building; the fourteenth general assembly increased the mill-rate to two-fifths, with the proviso that \$100,000 should be spent on buildings the first three years. This bill was signed April 1, 1903. Consequently up to December, 1906, the university was required to put \$140,000 into buildings, \$40,000 of which should be for a library building. At the time the second bill became a law \$16,366.34 had been expended on a library building which ultimately cost about \$80,000. Since the signing of the second bill, up to October 1, 1906, \$111,013.92 has been expended for buildings (not including \$12,271.29 for repairs), and \$19,448 in addition is contracted on the chemistry building, which amount will doubtless be paid before December 1, 1906.

GILGENHEIM HALL, STATE SCHOOL, OF MINES, GOLDEN.



ACCREDITED SCHOOLS.

The following schools are accredited:

Denver High School, East Side.
Denver High School, West Side.
Colorado Springs High School.
Greeley High School.
Pueblo High School, District No. 1.
Central High School (Pueblo).
Denver High School, North Side.
Georgetown High School.
Canon City High School.
Durango High School.
Aspen High School.
Fort Collins High School.
Golden High School.
Grand Junction High School.
Trinidad Public High School.
Cheyenne (Wyo.) High School.
Denver Manual Training High School.
Union High School No. 1, Otero County (La Junta).
Central City High School.
Idaho Springs High School.
Longmont High School.
Fort Morgan High School.
Cripple Creek High School.
Leadville High School.
Victor High School.
Monte Vista High School.
Salida High School.
Las Animas High School.
Lamar High School.
Florence High School.
South Canon City High School.
Saguache County High School (Saguache).
Logan County High School (Sterling).
Loveland High School.
Douglas County High School (Castle Rock).
Wheat Ridge High School (Alcott).
Delta High School.
Eaton High School.
Rocky Ford High School.
Telluride High School.
Manitou High School.
Littleton High School.
Montrose High School.

Gunnison High School.

Fruita High School.

Respectfully submitted,

WILLIAM H. BRYANT,
FRANK E. KENDRICK,
OSCAR J. PFEIFFER,
WILLIAM J. KING,
HAROLD D. THOMPSON,
THOMAS D. BAIRD,

Board of Regents.

JAMES H. BAKER,

President.

EDWIN J. INGRAM,

Secretary.

STATE SCHOOL OF MINES.

Miss Katherine L. Craig, State Superintendent of Public Instruction, Denver, Colorado:

Dear Madam—I have the honor to present the following report of the Colorado School of Mines for the biennial period ending November 30, 1906:

The faculty of the school consists of the following: Victor Clifton Alderson, Sc. D., President; Paul Meyer, Ph. D., Professor Emeritus of mathematics; Horace Bushnell Patton, Ph. D., professor of geology and mineralogy; Herman Fleck, Nat. Sc. D., professor of chemistry; Frank Weiss Traphagen, Ph. D., F. C. S., professor of metallurgy; Lewis Emanuel Young, E. M., professor of mining; Charles Roland Burger, A. B., professor of mathematics; Edson Ray Wolcott, B. S., professor of physics; William Franklin Allison, B. S., C. E., professor of civil engineering; William Jonathan Hazard, E. E., assistant professor of electrical engineering; William George Haldane, B. S., assistant professor of metallurgy; John Joseph Browne, B. A., assistant professor of mathematics (on leave of absence for 1906-7); Arthur J. Hoskins, E. E., assistant professor of mining; Frank Howard Cronin, B. S., assistant professor of mechanical engineering; Charles Darwin Test, E. M., E., A. C., instructor in analytical chemistry; Gardon Montague Butler, E. M., instructor in mineralogy and geology; John Christian Bailar, B. S., instructor in qualitative analysis; Charles Edwin Smith, Ph. B., A. M., instructor in geology and mineralogy; Alwyn Charles Smith, B. S., M. S., E. E., instructor in mathematics.

STATE SCHOOLS.—MINES.

The present enrollment is 294, distributed by classes as follows:

Senior class	36
Junior class	66
Sophomore class	74
Freshman class	118
—	
Total	294

The geographical distribution shows that the school has an international reputation and draws its students from widely different regions.

GEOGRAPHICAL DISTRIBUTION.

Colorado	169	Virginia	2
Illinois	25	Tennessee	2
California	10	Missouri	2
Pennsylvania	9	Minnesota	2
New Jersey	7	Idaho	2
Ohio	6	Connecticut	1
New York	6	Oklahoma	1
Massachusetts	5	Florida	1
Nebraska	5	New Mexico	1
Iowa	4	Washington	1
Arizona	3	Wyoming	1
Montana	3	Kansas	1
Oregon	3	Michigan	1
Wisconsin	3	District of Columbia	1
Texas	3	England	4
Utah	2	Mexico	2
Indiana	2	Belgium	1
Maryland	2	Porto Rico	1

Of the 294 students enrolled, 18, or 6 per cent., are college graduates; 59, or 26 per cent., have received more than a high school education before entering the school. In 1905 the graduates numbered 48; in 1906 they numbered 41.

That the graduates are in demand is attested by the fact many of the senior class of last May secured situations previous to graduation day, and within a short time thereafter all were located in remunerative positions. By resolution of the board of trustees, the tuition for non-residents of Colorado, now fixed at \$100.00 per year, will, after September, 1908, be increased to \$150.00 per year.

New Buildings—During the present biennial period the power, light and heating plant has been completed. It is a brick structure 83x122 feet, divided into a boiler room and an engine room.

The equipment consists of Babcock and Wilcox water tube boilers, superheater, economizer, De Laval steam turbine, generators, switchboard and other accessories. The building will serve the double purpose of a power plant and a laboratory for the students in electricity, steam engineering, hydraulics and mining. New laboratories for practical work in mining, especially in rock drilling, and in electro-metallurgy have been recently installed.

Simon Guggenheim Hall—This building, erected and equipped at a cost of \$80,000.00, is the gift of Mr. Simon Guggenheim. It is 57x164 feet. The first floor is devoted to the needs of the department of geology and mineralogy. The second floor contains the library and administration offices. The third floor contains the assembly hall and lecture rooms. The corner stone was laid October 3rd, 1905, by the Grand Lodge of Colorado, A. F. and A. M. Dedication exercises were held October 17th, 1906, in the presence of a large and distinguished audience.

The growth of the school during the biennial period just closing has been most satisfactory from any point of view; the number of students; the quality of work done; the maintenance of high ideals of scholarship; the improved moral tone; the enhanced material equipment of buildings, grounds and laboratories, or the greater respect in which the school is held by the mining profession.

Respectfully submitted,
VICTOR C. ALDERSON,
President.

STATE AGRICULTURAL COLLEGE.

Katherine L. Craig, State Superintendent of Public Instruction,
Denver, Colorado:

Dear Madam—The state agricultural college is more and more fulfilling the purpose of the Morrill Act, of 1862, and the Hatch Act, of 1888, i. e., in industrial education and experimentation along the lines of scientific agriculture. Maintained by both federal and state grants and appropriations, its prime object is to prepare self-supporting and loyal citizens and to secure a continuous development of the resources of the state.

It has been the purpose during recent years to materially raise the standard of the college and to confine its work to agriculture and the mechanic arts, as provided by both national and state legislation. It is a pleasure to note that while departments not entirely germane to the work of the institution and

PAVILION, AGRICULTURAL COLLEGE, FORT COLLINS.



including an enrollment of more than one hundred students, have been abolished, there has nevertheless been a steady gain in the total enrollment during the past three years. The enrollment in all departments for the year ending June, 1905, was 380; that for the year ending June, 1906, 435; while the enrollment for the present year in all departments will reach, if not exceed, 500.

From an institution of high-school grade, plus two years of college work, it is now one of college rank, equal to any in the West. Its students come from every section of the state, instead of being largely of local residence, as formerly. Many states are represented.

The departments of agronomy, animal husbandry, horticulture and domestic science have been greatly strengthened, both in the corps of instructors and in equipment. The courses in civil and mechanical engineering are not surpassed in the Rocky Mountain region.

Eighty acres of valuable irrigated land and nearly one thousand acres of grazing land have been recently acquired. Options are held upon 180 acres of the best cultivated land in the state, with the assurance that the sixteenth general assembly will provide means for its purchase. Herds of live stock, including all types of interest to Colorado, have either been received as the gifts of generous donors or have been purchased from the regular funds. Model barns, implement houses, up-to-date stock yards and a stock-judging pavilion are among the recent acquisitions.

Much interest attends the several short courses in agriculture, animal husbandry and horticulture. Thus is afforded opportunity for practical instruction, chiefly by demonstration, for those whose time and means prevent longer attendance. These courses not only give instruction to young men and women while they are present in the college, but have so related the students to the institution that an active co-operation between college and workers is carried on for years to come. Farmers' institutes are being held in all sections of the state in which the agricultural interests are paramount. Many thousands of farmers have been helped by them. Institute work in domestic science is offered at the same time. It is the purpose of the agricultural college to give direction to the greater development of country life. There never was a time in the history of the nation when so much serious thought was being given to rural conditions. Without question there is no state in the union, by reason of its superior soil, climate and scenery, in which farm life and work may be so attractive.

May the time not have arrived when the state may require agriculture to be taught in its rural schools? Wherever this has been attempted remarkable results have been obtained. It brings the teacher, the pupil and the country home into very

intimate relationship. The county high schools of Colorado are already introducing agricultural studies into the regular courses. The college holds institutes in these high schools, when requested. It gives demonstration work in agriculture, forestry, horticulture, animal husbandry and domestic science.

The great need of the state agricultural college is buildings. The civil engineering department and the experiment station are very inadequately and unsafely housed. State records, the results of years of labor and which are of inestimable value, are now at the mercy of fire. Moreover, without a new building the equipment so necessary for the training of expert irrigation engineers is handicapped. Since the reclamation act the demand for experts in irrigation engineering is so great that there is no hope of its being met without additional help from the state for this department.

The department of domestic science has already outgrown its small building and begs for room in other departments, already overcrowded. The college library has made a remarkable growth, particularly in books of agriculture and scientific research. It has grown from 15,000 to 35,000 volumes in the past five years. Many of these new volumes are donations from other states and generous individuals, and are chiefly scientific in character. It is not long until this magnificent collection must have a building of its own.

The department of agriculture is merely sojourning in a temporary building, awaiting state appropriation or private benevolence that it may have a building commensurate with the work of the department and the needs of scientific advancement in Colorado agriculture.

It is hoped that the sixteenth general assembly will find ways and means for supplying these much-needed buildings.

Great interest is had in dry farming. There should be scientific demonstration of this important subject at once. The United States government proposes to appropriate an equal sum with the State for jointly investigating the dry farming possibilities of the plains of Colorado. It is an opportunity too important to be passed without responsive action.

The college and the experiment station this year made a creditable exhibit at the state and county fairs, which will be helpful in suggesting important methods as well as in showing the scope of the work done by the students in the various departments.

The college congratulates itself that it is doing two things fairly well. It has come into vital contact with the farmers of the state in short courses, institutes and by visits of its experts, and is giving the young men and the young women who take up its courses of study thorough and rational instruction in

LIBRARY BUILDING, STATE NORMAL SCHOOL, GREENE, ILL.



those branches for which the institution was created by the government and is maintained by both federal and state aid. It intends to advance along these lines.

STATE NORMAL SCHOOL.

Hon. Katherine L. Craig, State Superintendent of Public Instruction, Denver, Colorado:

Dear Madam—I have the honor to submit the eighth biennial report of the state normal school of Colorado, for the period ending November 30, 1906.

I. HISTORY OF THE SCHOOL.

The Colorado State Normal School was established by an act of the Legislature in 1889. The first school year began October 9, 1890, and closed June 4, 1891.

At the beginning of the second year the school was reorganized somewhat, and the course extended to four years. This course admitted grammar school graduates to its freshman year and others to such classes as their ability and attainments would allow.

At a meeting of the board of trustees, June 2, 1897, a resolution was passed admitting only high school graduates or those who have an equivalent preparation, and practical teachers, to the regular course. This policy makes the institution a professional school in the strictest sense.

The school has been in operation sixteen years. In that time 4,000 different normal students have been in attendance. Many of these are teaching in the public schools of Colorado.

The school has graduated 965. These are engaged in the public school service of the state.

During the present school year, up to the present time, there are enrolled in the normal department 600 students and 500 in the training department. Most of the counties of the state are represented in the school.

II. NEEDS OF THE SCHOOL.

The school is at present maintained by an income which is derived from one-fifth of a mill on all the assessable property of the state. This fund does not increase as rapidly as the needs of the school increase in the way of equipment and more teaching force. The salaries of the teachers are too low, when compared with salaries of those engaged in other lines of activity. There should be some increase in the maintenance fund of the institution.

For building and physical development, the school has to depend entirely upon special appropriations, the most of which have never been realized owing to deficiency in the state treasury.

The school at present needs a large appropriation, in order that its buildings and accommodations may be adequate for its growth.

1. We need a training school building, which will accommodate 450 children, for a practice school. Training school children are now housed in the basement of the normal school building, which is in every way inadequate for their accommodation. This training school building will cost about seventy-five thousand dollars (\$75,000) for its construction, and about ten thousand dollars (\$10,000) for furnishing and equipment. There is also needed an assembly room. The assembly rooms that we have are entirely inadequate. Two chapels have to go on now at the same time in different rooms, and these two rooms are inadequate. A new assembly room will cost about forty thousand dollars (\$40,000).

The school is also in need of a manual training, domestic science and art building. These now have to be housed in the basement of the present building, where there is not sufficient light, insufficient ventilation and not enough room. This manual training building will cost about forty thousand dollars (\$40,000) to build and furnish it.

The institution is also in need of a gymnasium. The physical training of our young people is an admitted necessity. A new gymnasium building and equipment will cost forty thousand dollars (\$40,000).

We believe the normal school is the people's institution. Its influence is felt in every school house in the state, whether it be in the city, in the hamlet, on the plain, in the valley or on the mountain. For this reason, the state normal school is very close to the minds and hearts of the people and we feel that they will recognize these wants and be prompt in providing for them.

III. THE FUNCTION OF THE NORMAL SCHOOL.

The function of the normal school is to make teachers. To do this, it must keep abreast of the times. It must lead in public education. It must project the future. The modern conception of education embraces all of human life. This wide and deep and rich notion enlarges the function of an institution that aims to prepare teachers. This function embraces in its relations—the faculty, the child, those preparing to teach, the home, the state, society and the course of study.

1. *Relation to Faculty.*—The faculty is the school. Its power and influence consist in its faculty. The teachers should be picked men and women. They should be persons who have especially fitted themselves. Normal school work is unique. To be a teacher of teachers requires very special qualifications and preparation.

(a) Character stands paramount in the equipment of a teacher. Nothing can take its place.

(b) Ability to teach ranks next in the hierarchy of qualifications. This is ability to adapt self and subject to the pupil. It is ability to inspire to action. It means one whose nature blends with those being taught. It is a natural gift specially trained.

(c) Scholarship is the reserve power of every strong teacher. It commands respect. The scholarship of a normal school teacher should be first liberal, then special.

(d) Culture is essential. It gives tone to the entire personality; it is the development of the finer nature. It means good manners, good taste, refined thoughts, elegant expression, pure spirit.

(e) Professional ethics and spirit bind the faculty into one harmonious whole, without which there is a great lack of efficiency. A due recognition of the above should characterize all the members of the faculty. Due regard for each other in speech and manner should always exist.

2. *Relation to the Child.*—In the preparation of teachers the end in view is the education of the children of the state. The child is the supreme concern. The function of the normal school is to give such an interpretation of the child and its development in all directions as will best prepare it to enter fully, readily and righteously, into the environment.

3. *Relation to Those Preparing to Teach.*—(a) An individual who enters to take a course in the state normal school should have maturity of mind. This is absolutely necessary, inasmuch as the student who is studying subjects in their relation to the education of children has a more complex problem than the person who is studying the subject for the subject's sake.

(b) The individual who enters should have reasonably good health. The work of the normal school demands that the student should have good health. The work of the teacher requires it.

(c) One who is contemplating becoming a teacher should have a natural fitness to teach. The student can usually feel this; but when the authorities discover a lack of natural ability in a student to make a good teacher, the student should be informed.

(d) Common sense is a very superior qualification for the teacher.

(e) Clean character is fundamental. Clean thoughts, pure motives, high ideals, are essential.

(f) Intellectual ability is presupposed in the preparation of the teacher.

4. *Relation to the Home.*—A very close relation exists between the teacher and the home. The teacher and the parents should be acquainted. The teacher should be intimate enough to talk candidly and freely about the interests of the child. The function of the normal school toward the home is so to prepare the people who enter that they may intelligently study the nature and wants of the child in common with the parent.

5. *Relation to Society.*—Since the child must become an organic part of society, the teacher should have an intelligent view of the relation of a child's education to the needs of society. The needs of the child and society are reciprocal. The aim is to individualize and socialize the child.

6. *Relation to the State.*—The function of the normal school to the state is apparent. The state is interested in the education and general intelligence of all its people. To this end, she founds schools and maintains a public school system. The normal school becomes the very heart of this system. It prepares those who go out to have charge of the youth of the commonwealth.

The responsibility of no institution of learning is so great as that of a normal school. It has a great function. It exerts its influence on the mountain and on the plain; the mining district, the stock-growing region and the agricultural sections all feel its influence. It reaches profoundly into the lives and activities of the people. It is the people's school.

IV. NORMAL COURSE OF STUDY.

I. (a) Courses leading to degrees in the Colorado state normal school are of two kinds: (1) Normal; (2) Normal college.

(b) The normal course, leading to the degree Pd. B., is intended to qualify teachers for work in elementary schools, and the normal college course is intended to qualify teachers for work in high schools.

(c) A normal course is usually completed by a high school graduate, or a student with equivalent preparation, in two years; and a normal college course in three years.

(d) A preparatory course of one year is provided for those who are not high school graduates, but are of sufficient maturity to prepare for a regular course in one year. The course is planned primarily for teachers who have not had high school advantages.

II. (a) The regular school year consists of three terms, aggregating thirty-eight weeks. In addition to this, there is a summer term, in which work on the regular courses may be taken. As far as possible, the work of each term in any subject is complete in itself.

(b) Students are permitted to enter at the beginning of any term, but are advised that it is much to their advantage to enter at the beginning of the fall term.

(c) During the summer term the amount of work given in any subject and the credit allowed for it are the same as in any other term. The necessary amount of work in the subject is accomplished by a proper increase in the number of recitations per week. The number of subjects taken by a student is proportionately decreased.

III. (a) One recitation per week for a term shall count as a term hour.

(b) Sixty term hours for the junior year and sixty for the senior year, in addition to physical training work, which is required of all students, constitute a regular year's work in a normal course. Ordinarily, this consists of four subjects and five recitations per week in pedagogy throughout the senior year.

(c) Forty-eight term hours, in addition to physical training work, constitute a regular year's work in a normal college course. Ordinarily, this consists of four subjects, with four recitations per week, in each of three terms. Five recitations per week in work planned primarily for a normal course counts as four recitations per week in a normal college course. In a normal college course, also, three periods of laboratory work, or other work in which outside preparation is not necessary, counts as one recitation.

(d) By special permission, a student in either a normal or a normal college course is allowed to elect one additional subject.

IV. A graduate of a normal course whose academic qualifications are satisfactory is allowed to complete a normal college course in one year.

V. The following is an outline of the required work:

PREPARATORY YEAR.

	Number of Terms	Recitations Per Week
Algebra	3	5
English	3	5
History	1	5
Physics	1½	5
Biology	1½	5
Geometry	3	5
Physical Education.....	3	5

STATE SCHOOLS.—NORMAL.

REGULAR NORMAL COURSE.

Junior Year.

	Number of Terms	Recitations Per Week
Psychology	2	5
Pedagogy	1	5
English	2	5
Reading	1	5
Biology, Physics in the Grades, or Nature Study	1	5*
*Three extra periods of laboratory work per week are required.		
Music	1	5
Mathematics	1	5
Art	2	5
Sloyd or Domestic Economy.....	1	5
Physical Education	3	2

Senior Year.

	Number of Terms	Recitations Per Week
Education	3	5
Seminar	3	1
Teaching	3	5
English	2	5
Reading	1	5
History	1	5
Geography	1	5
Music	1	5
Physical Education	3	2

NORMAL COLLEGE COURSE.

First Year.

	Number of Terms	Recitations Per Week
English	2	5 (4)*
†Electives	10	4
Physical Education	3	2

STATE SCHOOLS.—NORMAL.

Second Year.

Psychology	2	5 (4)
Pedagogy	1	5 (4)
English	2	5 (4)
†Electives	7	4
Physical Education	3	2

*Numbers in parenthesis designate Term Hours.

‡Electives in each year must be approved by the proper faculty committee.

Third Year.

	Number of Terms	Recitations Per Week
Education	3	5 (4)
Seminar	3	1
Teaching	3	5 (4)
‡Electives	6	4

‡Electives in each year must be approved by the proper faculty committee.

V. GROWTH OF THE SCHOOL.

The growth of the school is well indicated by the size of the graduating classes from the beginning up to June 7, 1906:

GRADUATING CLASSES.

1891.....	12
1892.....	16
1893.....	23
1894.....	35
1895.....	32
1896.....	31
1897.....	44
1898.....	58
1899.....	70
1900.....	70
1901.....	69
1902.....	74
1903.....	82
1904.....	87
1905.....	107
1906.....	155

965

‡Electives in each year must be approved by the proper faculty committee.

STATE SCHOOLS.—INDUSTRIAL—FOR BOYS.

I wish to take this opportunity to thank the state superintendent of public instruction, the educational people of the state, the legislature and the people for their hearty support and their uniform interest in the institution.

Respectfully submitted,
Z. X. SNYDER,
President of School.

STATE INDUSTRIAL SCHOOL FOR BOYS.

Hon. Katherine L. Craig, Superintendent of Public Instruction:

Madam—Complying with the law creating the board of control of the state industrial school for boys, we respectfully submit this, the thirteenth biennial report of the board. This report is for the two years, beginning December 1, 1904, and ending November 30, 1906. It is not accurate for the reason that the term does not end until November 30, and this report is made November 19, per your request. The movement of population, distribution of expenditures and other data are taken from the books as shown to-day, and estimate made for same for the balance of the term.

MOVEMENT OF POPULATION.

Number of inmates November 30, 1904.....	216
Received during term.....	323
<hr/>	
Total	539

RECEIVED DURING TERM.

Discharged and sentence expired.....	45
Paroled	153
Pardoned (including Wyoming boys).....	40
Died	1
Escaped	1
Returned to court.....	1
Released by writ.....	3
<hr/>	
	244
<hr/>	
Number remaining November 30, 1906.....	295

SUMMARY.

There were in the school November 30, 1904.....	216
There are in the school November 30, 1906.....	295
The greatest number was in November, 1906.....	295
The smallest number was on January 15, 1905.....	209
Average number per day during term.....	255



ADMINISTRATION BUILDING, STATE INDUSTRIAL SCHOOL, FOR BOYS.

MONEY EXPENDED.

Appropriation—The fifteenth general assembly appropriated for the support and maintenance of the institution, and for what improvements the board could make, the sum of \$112,000.00, and the cash receipts of the school.

Cash—The cash receipts amount to \$13,300.00, but as \$1,947.82 of this was for coal, the cash account sold to the maintenance fund, and was merely a transfer of the money from one fund to another, it should not be included in the total amount expended. Deducting this amount, we have \$11,352.18 cash received for boarders, sale of live stock, etc. The total amount expended was \$123,352.18.

RECEIPTS.

Appropriation, maintenance	\$112,000.00
Cash receipts	11,352.18

Total amount expended.....	\$123,352.18

EXPENDITURES.

Support, maintenance and current expenses.....	\$106,086.85
Buildings and other improvements.....	17,265.33

	\$123,352.18

THINGS ACCOMPLISHED.

Through careful handling of the funds many improvements were inaugurated and carried out, among them being—

Building Completed—The finishing of the dining room-kitchen-bakery-chapel building.

Dynamo—Purchase of a dynamo and engine.

Paving of the ground about the new building.

Putting paved floor in old kitchen and bakery, and transforming them into blacksmith and carpenter shops.

Steady progress upon the big well and reservoir.

Placing eighteen additional benches in the woodworking department of manual training.

New sewing machines placed in tailor shop and some machines added to shoe shop equipment.

Enlargement of print shop and added equipment for same.

More land has been brought under cultivation.

A large number of fruit trees have been set out.

A greatly increased number of boys have been given an opportunity to have some kind of manual training.

Formation of new company and having all colored boys in it.

Employing a teacher of floriculture.

Erection of a greenhouse.

Continued improvement of live stock department.

Addition of a business course in which typewriting, book-keeping and stenography are taught and securing a competent teacher for same.

Area of lawns greatly increased.

Besides many other things of minor importance which are mentioned in the superintendent's report, where also will be found an extended report of the improvements mentioned above.

APPROPRIATIONS NEEDED.

For the next biennial term we will ask the legislature and governor for appropriations as follows:

Maintenance	\$125,000.00
Three cottages, \$13,000.00 each.....	39,000.00
School building	20,000.00
Addition to standpipe.....	2,200.00
Foundry	1,000.00
Manual training machinery.....	1,000.00
Cylinder press	1,500.00
Land	11,350.00

\$199,050.00

MORE ROOM NEEDED.

More room is a positive necessity. Three new cottages will enable us to do better work in segregating the smaller boys in a better manner.

School Building—A school building will assist in properly caring for the classes now being taught and others being contemplated. The 8th, 9th and 10th grades are at present compelled to receive instruction evenings in the printing office and in small rooms in the basement of the administration building.

Stand-pipe—The big well under process of construction, with but $\frac{3}{5}$ of its area furnishing water, produces 160,000 gallons every 24 hours. When it is completed it will have a capacity of 650,000 gallons, and with this immense amount of water our steel tank should be enlarged, so that better pressure could be had about the grounds and buildings. It will require \$2,200 to extend its height to 75 feet.

Cylinder Press—We desire to add a cylinder press to the equipment of the print shop, and to add a milling machine to the machine shop.

INTERIOR CHAPEL, INDUSTRIAL SCHOOL, FOR BOYS.



Foundry—A small foundry should be put in operation, so that the pupils in the blacksmith and machine shops might learn the method of casting and become familiar with the process of melting and changing the character of iron in its various stages.

MORE LAND.

There is some land near the school that may be purchased, part of it at a bargain, and the remainder at a reasonable price per acre. In one tract of 240 acres, perhaps 100 acres will make good farming land when water is conveyed to it, and all of it is splendid pasture land. Its close proximity to the school, it adjoining the school on the south, makes it especially desirable land for the school to own. Part of it will soon be needed for building sites for new structures, it being the only available land for this purpose near the campus. Of the other land there is a tract of twenty-five acres, part of which is now included in our corrals and pig pens, and another part of which may be irrigated and which is level and will make a valuable addition to our garden tract.

HEALTH.

The school has been blessed with a large measure of good health. We had a few cases of typhoid fever last year, and one boy died from its effects, but this year we have escaped without the least symptom of the dread malady.

DISCIPLINE.

There have been no serious cases of breach of discipline at this school during the past term in the way of riotous conduct or willful disobedience. The boys are beginning to look upon the school more as a school than heretofore, and have come to a realization of the opportunities placed before them to become better scholars and better equipped in every way to go forth and take their places in a busy world.

ACKNOWLEDGMENTS.

In conclusion, we wish to acknowledge the careful and painstaking work done by every officer and employe from the superintendent down, realizing that they are the ones who bring success from the plans we place in operation through their co-operation, and we wish to thank the governor, the members of the legislature who have visited the school, and others who have helped in many ways, and we especially urge upon all citizens of the state to visit the school as often as possible, and by their

STATE SCHOOLS.—INDUSTRIAL—FOR BOYS.

presence and interest stimulate all to renewed efforts. In behalf of those whom we are trying to teach habits of industry, honesty and self-reliance.

Respectfully submitted,
 THOMAS J. DOWNEN,
 President.
 JOHN R. SCHERMERHORN,
 Secretary.
 JOSEPH DENNIS, JR.,
 Member.

COMPARATIVE COST PER CAPITA LAST FIVE TERMS.

A table showing the average population, cost per capita per term, and the amount appropriated for each term during the past ten years, follows:

Term Ending	Amount Appropriated	Used for Improvements	Average Population	Cost Per Capita for Term
Nov. 30, 1898.....	\$ 54,795.08	.....	117	\$468.33
Nov. 30, 1900.....	70,000.00	\$10,000.00	144	416.66
Nov. 30, 1902.....	90,000.00	9,105.64	187	432.59
Nov. 30, 1904.....	112,000.00	10,241.47	211	458.57
Nov. 30, 1906.....	112,000.00	16,352.18	255	375.08

The greatly increased cost per capita of the term ending November 30, 1904, over the two terms immediately previous thereto is accounted for by the fact that at that time great strides were made in furthering the work carried on for many years in transforming the institution from a place of detention into an industrial school. Competent instructors were employed for different industries, two new companies formed, additional teachers employed, much better and more appetizing food of a greater variety provided and a great amount of work introduced which can not give returns in direct money value, but which must make returns through better citizens who are fitted to make their ways industriously and honorably.

Increase in Population—Our present population is 295 and would have reached 350 before this time had we not been constantly devising ways and means whereby the boys might be sent out instead of devoting the time in teaching them something that would be good for them, but which might necessitate a stay with us of not less than three years. We have had to cut the time down under which it is possible for a boy to earn his parole until the minimum time is now about eight months, in order that we might still have room for the boys as they are sent in by the courts.

STATE INDUSTRIAL SCHOOL FOR GIRLS.

Miss Katherine L. Craig, Superintendent Public Instruction,
State House, Denver, Colo.:

Dear Madam—It is impossible for me to give a very promising report, as I have only been at the state industrial school for girls, at Morrison, Colo., since August 27th.

We have reorganized and classified the girls as much as possible, introducing new work, such as embroidery, model sewing, cooking, general sewing, physiology and hygiene and physical culture. Our classes in school average sixteen.

Sunday school for all of the girls is held every Sunday morning from 10:30 to 11:30, taught by superintendent. Religious services are conducted every Sunday afternoon at 3:30 by clergymen and ladies from Denver.

We aim to pay special attention to celebrating the different holidays by services that are appropriate, and by decorating the different houses and dining rooms and preparing an extra good dinner.

I find that the principal fault in these girls that I must correct is that of running away. The girls are beginning to be interested, and are really trying to be good and give a good record, that they may get an early parole.

My plan is to furnish just as much pleasant and instructive occupation as possible, so that the time may be passed in a profitable way as well as rapidly, thus giving very little time for planning mischief.

The average population since September 1st has been 47. Five commitments have been received since September 1, 1906. Seven girls have been paroled, five of whom are doing well.

Very truly yours,

MARION B. RUDGUS.

Superintendent.

PROGRAM.

MORNINGS.

Monday—

9:00 to 10:30—Exercises, by Superintendent.

10:50 to 11:45—Rest.

Tuesday—

9:00 to 10:30—Exercises, by Superintendent.

10:50 to 11:45—Physiology.

Wednesday—

9:00 to 10:30—Exercises, by Superintendent.

10:50 to 11:45—Rest.

Thursday—

9:00 to 10:30—Exercises, by Superintendent.

10:50 to 11:45—Physiology.

Friday—

9:00 to 10:30—Exercises, by Superintendent.

10:50 to 11:45—Rest.

STATE SCHOOLS.—INDUSTRIAL—FOR GIRLS.

Sewing—Every morning, by Assistant Superintendent—eight to ten girls—

9:00 to 11:45.

Dinner—

12:00 to 12:30.

Recreation—

12:30 to 1:15.

Silence and Rest—

1:15 to 2:15.

AFTERNOONS.

Monday—

2:30 to 4:10—Scholastic work, by Teacher.
Exercises, by Superintendent.

4:30 to 5:30—Physiology, by Nurse.

Tuesday—

2:30 to 3:50—Scholastic work, by Teacher.

4:10 —Exercises, by Superintendent.

Wednesday—

2:30 to 4:10—Scholastic work, by Teacher.
Exercises, by Superintendent.

4:30 to 5:30—Physiology, by Nurse.

Thursday—

2:30 to 3:50—Scholastic work, by Teacher.
Exercises, by Superintendent.

4:10 —Singing school, to practice hymns—Teacher.

Friday—

2:30 to 4:10—Scholastic work, by Teacher.
Exercises, by Superintendent.

4:30 to 5:30—Physiology, by Nurse.

3:00 to 3:45—Scholastic work, by Teacher.

Play for dancing class, taught by Assistant Superintendent.

3:45 to 4:30—Scholastic work, by Teacher.

Play for dancing class, taught by Assistant Superintendent.

4:45 to 5:30—Scholastic work, by Superintendent.

Basket ball.

Monday, Wednesday and Friday—

2:30 to 5:30—Sewing, by Assistant Superintendent, fourteen to sixteen girls.

Tuesday and Thursday—

2:30 to 4:30—Cooking, by Assistant Superintendent, nine girls.

Tuesday and Thursday—

2:30 to 5:30—Basketry and model sewing, by Superintendent, fourteen to sixteen girls.

Physical culture taught by Superintendent for twenty minutes both morning and afternoon.



ADMINISTRATION BUILDING, COLORADO SCHOOL FOR THE DEAF AND BLIND.

STATE SCHOOL FOR THE DEAF AND THE BLIND.

To the State Superintendent of Public Instruction:

In response to a request for a statement concerning the Colorado School for the Deaf and the Blind, to be sent in by November 15th for use in your biennial report, I beg leave to submit the following, reminding you that our fiscal year does not end until November 30th, and our own biennial report is not acted upon by our board of trustees until the meeting, December 6th.

The school was established in 1874, at Colorado Springs, then a mere village. The school began in a small frame building down town, with an attendance of seven pupils, the avowed purpose being to provide a place where those children handicapped by deafness might be educated and placed on an equal footing, as far as possible, with their hearing brothers and sisters, for whose schooling, at the public expense, provision had already been made.

From the day of its opening until the present time the institution has enjoyed the confidence and good will of the people of the state, and any deprivations it may have suffered have been well nigh unavoidable. Originally a school for the deaf alone, the blind department was added in 1883, a measure justified only on the ground of economy, as there is nothing in common between the two classes, and education in separate schools would be better for all concerned.

At the present time the plant consists of five large stone buildings, besides the hospital, domestic science cottage, boiler house and barn, all very fairly equipped and furnished, located on twenty-four acres of ground so situated that the view is superb and the drainage perfect. In addition the state owns a tract of 120 acres less than three-quarters of a mile away, now used as a dairy ranch. This land, already valuable, will at some time prove a treasure should the city continue to grow and it be found expedient to move the school further out. A conservative estimate of the buildings and grounds is \$300,000.

Purposes.—As has been said, the whole aim and purpose of the institution is the education of children who, by reason of defective hearing or sight, cannot do satisfactory work in the public schools. All such children of sound mind and free from such chronic disease as would prevent study are eligible to attend between the ages of six and twenty-one, and every effort is made to secure their attendance.

Course of Study.—The course of study for the blind, to whom the acquisition of language presents no serious difficulty, is practically that of the high schools of the state, while the deaf, with their limitations in the use of language, must be largely content with the curriculum of the grade schools. For those of the deaf who complete the prescribed course, there is the opportunity of attending Gallaudet college for the deaf at

Washington, D. C., the only institution of its kind in the world, where a five years' course is provided, entitling the student to a B. A. degree. The course of study in detail is given later.

In addition to the literary work, a thorough course in music is given to all the blind capable of profiting by it, not only to enlarge their capacity for self-entertainment and pleasure, but also as a means of earning something by teaching, many of the blind proving excellent teachers for sighted pupils.

Trades.—Those blind boys who seem fitted for it are taught piano tuning as a trade in which the sightless may compete successfully with the seeing, and all blind pupils, boys and girls, spend a part of each day in learning some sort of handiwork. For the boys, in addition to tuning, we have broom and mattress making, chair caning and hammock weaving; for the girls, sewing by hand and machine, knitting, darning, mending and cooking.

In the deaf department, the younger children have two hours a week in manual training and the older ones two and a half hours a day in the trade school, where carpentry, shoemaking, printing, painting, plain sewing, dress making and cooking are taught. We do not send out finished workmen, but the pupil has such a knowledge of the trade as will enable him to prosecute it further if he so desires, and the habits of industry formed are invaluable. We are glad to state that few of our graduates are dependent upon others for their support. The equipment for this department is not yet what we would have it, but we are steadily making improvements as our finances will admit.

Gymnasium.—Deaf children drag their feet in walking, and the blind hang their heads and droop their shoulders more or less. To counteract these tendencies, we have correction drills twice a week under a competent instructor, supplemented by short daily exercises under the direction of the teachers, resulting in marked improvement, where the peculiarity is not removed entirely.

Library.—Through the generosity of General William J. Palmer, the school has a library fund of \$10,000 bringing in a net income of about \$500. Point books for the blind are very expensive, and, as the school had practically none four years ago, it will take some time to accumulate anything like a library in that print without a special appropriation from the state.

Methods.—In teaching the deaf ours is known as the "Combined" school, using oral or manual methods to suit the individual child. Those who lose their hearing after the age of three or four usually have language enough and a sufficient remnant of speech to make fair talkers and lip readers, and a considerable number of the congenitally deaf may accomplish something along similar lines. Our rule is to place all new pupils in oral classes and keep them there until we know what the possibilities are, then treat each case accordingly. In the manual

classes instruction is given by writing and the use of the manual alphabet, signs being resorted to only when absolutely necessary. Educators of the deaf differ widely as to the percentage of children that can be taught profitably by the oral method, but all are agreed that an earnest attempt should be made to teach speech to all on first entering school.

Of the systems of print most in vogue for the blind, we use New York Point, the others being Braille and Line.

Boarding Department.—Our pupils come to us in September and leave in June, as in any other of the state schools, the only difference being that we furnish board and lodging in addition to tuition. Our buildings are steam heated and each pupil has his own bed, wardrobe, etc., the older pupils living two or three in a room, the younger in dormitories. Each pupil has his own individual locker in the wash room, where he keeps his towels, brush and comb, tooth brush, etc., and the proper care of the person is enforced upon all. The food stuffs are of the best quality and every effort is made to have them cooked and served in a wholesome and palatable form. All have the very best milk in unlimited quantities three times a day.

Medical Attendance.—Our oculist and aurist is in regular attendance twice a week and at other times, when necessary, treating all whom he thinks need it. The physician comes on call and handles such cases as occasion requires. We have a very nice little hospital in charge of a most excellent nurse, who gives her whole time to the ills of the children under the direction of the physicians in charge.

Terms of Admission.—Any child in the state, whose hearing or sight is impaired to such an extent as to prevent attendance upon the public schools, is entitled to admission here, provided said child be of sound mind and between the ages of six and twenty-one. Board and tuition are furnished free to all bona fide residents of the state, parents needing to provide only clothing and traveling expenses. The school session extends from the first Wednesday in September to the first Wednesday in June, and all pupils are expected to spend the vacations at home. Parents may visit their children at any time, but can not be entertained at the school.

Applications for admission should be sent to the Superintendent, School for the Deaf and Blind, Colorado Springs.

The official roster is given below, together with two or three tables giving attendance, etc.

Very respectfully,

W. K. ARGO,
Superintendent.

STATE SCHOOLS.—DEAF AND BLIND.

TABLE SHOWING THE ENROLLMENT FOR EACH SESSION, THE NUMBER OF NEW PUPILS ADMITTED EACH SESSION, AND THE TOTAL ENROLLMENT FROM THE ESTABLISHMENT OF THE SCHOOL TO THE PRESENT TIME, INCLUDING THE SESSION OF 1906-1907 TO NOVEMBER 15.

DEAF DEPARTMENT.

Session	Enrolled	New Pupils	Total Enrolled to Date
1874-1875.....	13	13	13
1875-1876.....	18	7	20
1876-1877.....	21	4	24
1877-1878.....	25	5	29
1878-1879.....	27	5	34
1879-1880.....	30	6	40
1880-1881.....	38	9	49
1881-1882.....	39	6	55
1882-1883.....	40	9	64
1883-1884.....	42	7	71
1884-1885.....	38	3	74
1885-1886.....	35	7	81
1886-1887.....	43	5	86
1887-1888.....	49	4	90
1888-1889.....	62	19	109
1889-1890.....	75	22	131
1890-1891.....	80	11	142
1891-1892.....	85	17	159
1892-1893.....	83	21	180
1893-1894.....	83	17	197
1894-1895.....	75	9	206
1895-1896.....	78	16	222
1896-1897.....	79	11	233
1897-1898.....	85	17	250
1898-1899.....	82	9	259
1899-1900.....	84	16	275
1900-1901.....	87	14	289
1901-1902.....	112	34	323
1902-1903.....	101	15	338
1903-1904.....	110	22	360
1904-1905.....	124	23	383
1905-1906.....	123	15	398
1906-1907 to Nov. 15, 1906.....	110	16	414

STATE SCHOOLS.—STATE LANDS.

BLIND DEPARTMENT.

Session	Enrolled	New Pupils	Total Enrolled to Date
1883-1884.....	10	10	10
1884-1885.....	10	2	12
1885-1886.....	19	11	23
1886-1887.....	20	3	26
1887-1888.....	18	1	27
1888-1889.....	28	10	37
1889-1890.....	33	8	45
1890-1891.....	42	13	58
1891-1892.....	48	11	69
1892-1893.....	47	8	77
1893-1894.....	52	12	89
1894-1895.....	53	7	96
1895-1896.....	50	6	102
1896-1897.....	55	8	110
1897-1898.....	56	9	119
1898-1899.....	44	6	125
1899-1900.....	47	9	134
1900-1901.....	52	15	149
1901-1902.....	58	12	161
1902-1903.....	53	4	165
1903-1904.....	48	8	173
1904-1905.....	50	5	178
1905-1906.....	33	6	184
1906-1907 to Nov. 15, 1906.....	41	11	195

Total enrollment to date, deaf and blind, 609.

STATE LANDS

STATEMENT.

The land department is a very important part of the state government, involving as it does the care of an estate of 3,759,534 acres of land, the proper administration of which would necessarily require the most careful and intelligent management.

The governor, superintendent of public instruction, secretary of state and attorney general constitute the state board of land commissioners, who have the direction, control and disposition of the public lands of the state, under such regulations as the law prescribes.

STATE LANDS.

Colorado includes 66,332,800 acres of land. This land is divided into townships six miles square, and these townships are divided into thirty-six sections one mile square, containing 640 acres each.

The Enabling Act which was enacted by the senate and house of representatives of the United States of America to enable the people of Colorado to form a constitution and state government, and for the admission of the state of Colorado, *provides*: that sections numbered 16 and 36 in every township within the state of Colorado, excepting where such sections had been sold or were found upon official survey to lie within the exterior boundary of governmental reservations, were granted to the state of Colorado for the support of public schools.

In case where sections 16 and 36 had been sold or otherwise disposed of by any act of congress, the right was given the state to select other lands in lieu thereof. Something over 800,000 acres in sections 16 and 36 in different parts of the state had previously been settled. This previous settlement consisted of mineral restrictions, private land claims or Indian and military reservations.

The state has exercised its right of selection to complete the amount of land included in the government's gift, and many of the most valuable school lands possessed by the state have been acquired through this right of selection of indemnity lands.

The counties containing the greatest area of school lands are Routt, Saguache, Larimer, Weld, Lincoln, Kiowa, Las Animas, Washington, Yuma and Eagle. These counties have the greatest amount of school land as the result of the selection of indemnity lands in lieu of lands granted the state and lost for cause.

The county containing the smallest amount of school land is Gilpin, having only 2,800 acres. Delta, Garfield, Mesa and Montrose counties have been formed from the Indian Reservations, therefore have no school lands. The law relating to the funds derived from the leasing of school lands or the sale thereof, is as follows:

"All purchase moneys arising from the sale of land, shall be paid by the state board to the treasurer, who shall receipt for the same, and the same shall be by him credited to the permanent fund to which the land sold belonged. All interest on purchase money, and all rents received from lands leased, shall be paid by the state board to the state treasurer, and by him credited to the income fund to which the land belonged."

As you will readily see, there are two classes of funds created by school and state lands. One is called the permanent fund. When the general government granted sections 16 and 36 in every township to Colorado for the support of the common schools, it stipulated, and Colorado agreed, that the money received from the

sale of such sections should forever remain intact, and that only the interest earned by such fund should be used for the purpose of the grant. This is called the permanent fund.

The second fund is called the income fund, and consists of interest earned by the permanent fund and rentals from leased lands, etc.

The income fund is apportioned by the state superintendent of public instruction to the various counties throughout the state in proportion to the school population as determined by the school census.

Thus we have a direct use of this fund from year to year for the benefit of our public schools.

The permanent school fund of Colorado consists (January 1, 1906) of a cash invested capital of \$1,408,322.50, the revenue of which, added to the rent on unsold school lands belonging to this fund amounts to \$220,896.44. The invested capital represents not more than one-twelfth of the prospective capital; 1,568,530.42 acres of unleased land or an estimated value of \$5,487,856.47, and 1,993,041.40 acres of leased land with an estimated value of \$9,965,207.00 make a total of \$15,453,063.47, to be added to the present capital. The total invested and estimated capital (\$1,408,322.50 + \$15,453,063.47) amounts to \$16,861,385.97.

The constitution of 1876 provided five possible sources of increasing the capital: (1) All estates escheating to the state; (2) All grants; (3) Gifts; or (4) Devises made to the state for educational purposes by the United States.

The law also provided that seventy-two sections of land should be set apart and reserved for the use and support of a state university.

STATE DEBT

STATEMENT.

The state inherited a debt of about \$50,000 from the territory, and started in business without money. The constitution was made during a very depressing period, and with very little elasticity as regards power of contracting debts, and it failed to provide for any cash resources with which the business of the state might be started, and the only way of operating the state machinery, was to anticipate an estimation revenue and draw warrants against it. The makers of the constitution did not foresee the enormous growth of the state, and the necessity for having extensive public buildings.

To answer the question, as to how the state debt occurred, I will state: First—A debt was inherited from the territory.

Second—Some years an over-estimate of the revenues of the state was made, resulting in the making of over-appropriations.

Third—In cases where the actual valuation agreed with the estimated valuation, there was a failure to collect the entire tax. There was always some shortage in this direction.

Fourth—From the accumulation of interest, which, by the way, is the largest of all items. As above stated, the state started business without funds and was obliged to issue warrants in anticipation of revenues, and to pay interest on all such warrants when they were redeemed. No legislature ever took this interest into account, or made an appropriation to cover it. The amount of interest paid by the state on warrants up to and including the years 1902 is about \$811,085.59.

For the years of 1889 and 1890 the seventh general assembly's appropriation of about \$550,000 had been made in excess of the estimated revenues for those two years, which caused the then auditor of state, through His Excellency, Governor Job A. Cooper, to request the supreme court of the state to define what appropriations should have the preference, etc. The supreme court ruled (see volume XIII, page 316, of the supreme court reports) that the expenditures must correspond with the income for each year, that the legislative, judicial and executive departments had the right of way, including penal institutions, etc., and that *each year's* revenue should pay that year's indebtedness. Up to and until this decision was rendered, the state treasurer had been calling all warrants in the order of their registration, and the credit of the state was thereby maintained; but when the above decision was rendered, the state treasurer then changed his former custom, and commenced paying the warrants of 1889 with the revenues of that year.

The result is, that from September, the warrants of 1887, nearly all the warrants of 1888 and the larger part of the warrants of 1889 remain unpaid. The reason why these warrants are outstanding and unpaid is that the money which, from a strict construction of our laws, should have been applied to the payment of those warrants, was used to pay those of previous years.

All of which is hereby respectfully submitted.

Yours truly,

LOUIS P. SCHWANBECK,

Expert Accountant.

STATE DEBT.

EXHIBIT "A," 1887.

Officers' salaries, including Supreme Court, district judges and district attorneys.....	\$ 54,138.03
Penitentiary	181.82
Industrial School	372.75
Insane Asylum	35.44
Land Commissioners	246.52
Fish Commissioners	823.32
Labor Bureau	456.21
Incidental printing	267.95
Military poll	566.40
<hr/>	
Total	\$ 57,088.49

1888.

Officers' salaries, including Supreme Court, district judges and district attorneys.....	\$122,367.81
Penitentiary	25,213.36
Industrial School	11,144.60
Insane Asylum	9,463.44
Land Commissioners	3,374.01
Fish Commissioners	1,525.01
Labor Bureau	1,931.85
Incidental printing	3,066.75
Legislative printing	1,429.31
<hr/>	
Total	\$179,516.14

STATE DEBT.

1889.

Officers' salaries, including Supreme Court, district judges and district attorneys.....	\$130,814.35
Penitentiary	15,480.20
Industrial School	2,717.26
Insane Asylum	26,716.25
Reformatory	148.00
Agricultural College	300.00
Land Commissioners	3,390.67
Fish Commissioners	4,134.68
Incidental printing	6,710.05
Legislative printing	7,213.53
Bureau of Immigration.....	4,551.65
Rent	220.00
Military encampment	3,628.96
Legislative expenses	904.00
Total	\$206,929.60

RECAPITULATION.

	Principal.	Interest.	Total.
Total warrants, 1887.....	\$ 57,062.47	\$ 58,338.75	\$115,401.22
Total warrants, 1888.....	179,516.14	176,285.34	355,801.48
Total warrants, 1889.....	206,929.60	188,521.32	395,450.92
Total warrants, 1894-95-97.....	12,040.76	6,557.87	18,598.63
Grand total	\$455,548.97	\$429,703.28	\$885,252.25

SCHOOL FUNDS.

The sum of \$488,633.44 of the school fund derived from the sale of school lands was invested in the so-called "excess warrants" of 1887, 1888 and 1889, which with interest would now amount to over \$1,000,000. The state has twice repudiated the indebtedness for which these warrants were issued, but as section 3 of article IX of our state constitution provides, that, "The public school fund of the state shall forever remain inviolate and intact * * *," and that "The state shall supply all losses thereof that *may in any manner occur.*" it appears to me that the legislature should take some steps in accordance with this constitutional provision, to make this loss good. Such result could be accomplished, say by an appropriation of a portion of such amount at each biennial session until the entire indebtedness was met.

SUMMARY OF STATISTICS FOR THE STATE

	1905.	1906.
Counties	59	59
Districts	1,546	1,569
School houses	1,999	2,010
Children of school age (6 and 21).....	184,444	187,836
Average daily attendance.....	91,996.61	104,980.25
Total enrollment	138,194	144,007
Teachers employed	4,392	4,600
Average monthly salaries of teachers—graded schools—		
Male	\$ 90.25	\$ 90.24
Female	61.94	62.10
Average monthly salaries of teachers—rural schools—		
Male	54.56	57.46
Female	48.41	49.57
Total teachers' wages.....	2,392,938.93	2,445,668.30
Cost of education per pupil (on enrollment).....	4.22	4.34
Cost of education per pupil (on average attendance).....	6.40	6.68
Value of school district property.....	8,808,205.00	9,513,458.15
Total expenditures	4,191,785.95	4,486,226.78

STATISTICS.—APPORTIONMENT.

APPORTIONMENT, 1905.

	January			July		
	Amount Apportioned	Amount Deducted for Blanks	Balance Certified to Auditor	Amount Apportioned	Amount Deducted for Blanks	Balance Certified to Auditor
Adams	\$ 1,284.85	\$ 12.58	\$ 1,272.27	\$ 767.35	\$ 33.38	\$ 733.97
Arapahoe	1,246.12	6.16	1,239.96	686.76	39.23	647.53
Archuleta	785.28	.46	784.82	405.58	26.73	378.85
Baca	216.29	2.95	213.34	116.07	11.31	104.76
Bent	845.00	1.75	843.25	480.91	25.79	455.12
Boulder	6,210.40	8.62	6,201.78	3,406.22	102.61	3,303.61
Chaffee.....	1,653.69	13.15	1,640.54	922.40	39.31	883.09
Cheyenne	143.66	.76	142.90	75.33	11.07	64.26
Clear Creek.....	1,521.33	4.38	1,516.95	797.14	23.58	773.56
Conejos	3,058.79	4.75	3,054.04	1,574.56	30.45	1,544.11
Costilla	1,318.75	5.68	1,313.07	685.45	26.69	658.76
Custer	666.64	1.61	665.03	331.12	18.44	312.68
Delta	2,332.43	13.28	2,319.15	1,353.38	34.29	1,319.09
Denver	36,436.77	11.68	36,425.09	20,316.45	337.92	19,978.53
Dolores	116.22	2.33	113.89	60.88	6.32	54.56
Douglas	723.94	.78	723.16	370.98	51.90	319.08
Eagle	602.07	3.63	598.44	331.12	25.07	306.05
Elbert	874.86	5.77	869.09	476.53	28.08	448.45
El Paso	8,466.16	8.92	8,457.24	4,470.09	76.93	4,393.16
Fremont	4,078.12	3.82	4,074.30	2,228.48	43.58	2,184.90
Garfield	1,708.57	3.01	1,705.56	968.83	56.47	912.36
Gilpin	1,418.02	1.15	1,416.87	734.50	29.42	705.08
Grand	241.31	1.32	239.99	130.52	43.46	87.06
Gunnison	1,101.65	2.40	1,099.25	634.64	55.89	578.75
Hinsdale	225.17	.76	224.41	106.87	13.84	93.03
Huerfano	2,851.38	2.54	2,848.84	1,558.79	27.92	1,530.87
Jefferson	2,806.18	10.62	2,795.56	1,582.88	136.39	1,446.49
Kiowa	142.85	2.56	140.29	71.39	15.52	55.87
Kit Carson	482.63	4.16	478.47	271.55	18.05	253.50
Lake	2,452.68	2.29	2,450.39	1,246.07	32.57	1,213.50
La Plata	2,346.15	15.55	2,330.60	1,226.80	68.59	1,158.21
Larimer	5,076.47	25.83	5,050.64	2,933.63	110.91	2,822.72
Las Animas.....	6,366.97	7.05	6,359.92	3,773.69	111.54	3,662.15

STATISTICS.—APPORTIONMENT.

APPORTIONMENT, 1905—Concluded.

	January			July		
	Amount Apportioned	Amount Deducted for Blanks	Balance Certified to Auditor	Amount Apportioned	Amount Deducted for Blanks	Balance Certified to Auditor
Lincoln	270.37	.29	270.08	155.05	10.34	144.71
Logan	894.23	2.66	891.57	472.15	20.70	451.45
Mesa	3,336.43	10.83	3,325.60	2,010.80	66.81	1,943.99
Mineral	263.91	.58	263.33	179.58	5.93	173.65
Montezuma	779.64	6.99	772.65	451.56	15.21	436.35
Montrose	1,375.25	5.87	1,369.38	912.76	48.11	864.65
Morgan	1,140.39	7.52	1,132.87	668.37	40.26	628.11
Otero	3,581.78	45.69	3,536.09	2,020.43	91.27	1,929.16
Ouray	849.04	2.78	846.26	427.04	12.56	414.48
Park	572.22	8.68	563.54	301.77	29.79	271.98
Phillips	430.98	.78	430.20	252.28	20.22	232.06
Pitkin	1,334.09	9.45	1,324.64	738.88	36.00	702.88
Prowers	1,440.62	6.13	1,434.49	855.83	27.93	827.90
Pueblo	11,932.53	8.50	11,924.03	6,571.11	123.98	6,447.13
Rio Blanco	483.43	2.48	480.95	257.97	10.11	247.86
Rio Grande	1,304.22	2.97	1,301.25	725.31	32.72	692.59
Routt	1,239.66	4.39	1,235.27	647.34	41.28	606.06
Saguache	1,056.45	2.50	1,053.95	557.12	32.29	524.83
San Juan	316.37	3.83	312.54	184.83	5.45	179.38
San Miguel	715.06	15.40	699.66	384.11	13.72	370.39
Sedgwick	330.90	3.41	327.49	153.30	24.86	128.44
Summit	376.90	2.36	374.54	187.90	8.60	179.30
Teller	3,986.92	6.78	3,980.14	2,257.82	47.66	2,210.16
Washington	468.10	5.82	462.28	293.01	31.31	261.70
Weld	5,327.47	12.77	5,314.70	3,026.93	101.05	2,925.88
Yuma	1,187.20	9.45	1,177.75	181.95	48.32	633.63
Normal School	411.61	....	411.61	311.85	1.87	309.98
Totals	\$145,207.17	\$381.21	\$144,825.96	\$80,784.01	\$2,661.60	\$78,122.41

STATISTICS.—APPORTIONMENT.

APPORTIONMENT, 1906.

	January			July		
	Amount Apportioned	Amount Deducted for Blanks	Balance Certified to Auditor	Amount Apportioned	for Blanks	Balance Certified to Auditor
Adams	\$ 1,231.59	\$ 46.31	\$ 1,185.28	\$ 1,138.12	\$ 57.27	\$ 1,080.85
Arapahoe	1,102.25	57.44	1,044.81	1,059.30	47.62	1,011.68
Archuleta	650.94	22.21	628.73	610.94	13.12	597.82
Baca	186.29	16.70	169.59	157.66	21.01	136.65
Bent	771.85	68.13	703.72	676.84	36.09	640.75
Boulder	5,466.95	162.34	5,304.61	5,024.89	79.96	4,944.93
Chaffee	1,480.44	20.63	1,459.81	1,273.01	81.22	1,191.79
Cheyenne	120.91	18.21	102.70	135.49	14.65	120.84
Clear Creek.....	1,279.39	30.50	1,248.89	1,077.77	35.59	1,042.18
Conejos	2,527.15	52.37	2,474.78	1,955.39	43.10	1,912.29
Costilla	1,100.14	61.26	1,038.88	921.34	20.67	900.67
Custer	531.44	20.92	510.52	437.27	22.01	415.26
Delta	2,172.16	46.92	2,125.24	1,903.04	42.56	1,860.48
Denver	32,607.66	115.39	32,492.27	28,856.01	320.72	28,535.29
Dolores	97.71	11.84	85.87	89.30	4.34	84.96
Douglas	595.41	31.23	564.18	519.80	37.98	481.82
Eagle	531.44	37.92	493.52	469.91	23.21	446.70
Elbert	764.82	37.78	727.04	705.79	42.97	662.82
El Paso	7,174.44	153.50	7,020.94	6,158.71	124.86	6,033.85
Fremont	3,576.68	115.26	3,461.42	3,141.56	56.59	3,084.97
Garfield	1,554.96	68.13	1,486.83	1,279.16	31.04	1,248.12
Gilpin	1,178.87	28.67	1,150.20	960.76	37.65	923.11
Grand	209.48	15.92	193.56	211.24	9.11	202.13
Gunnison	1,018.59	42.85	975.74	843.13	40.27	802.86
Hinsdale	171.52	5.12	166.40	129.95	7.84	122.11
Huerfano	2,501.85	55.11	2,446.74	2,167.87	44.47	2,123.40
Jefferson	2,540.51	67.49	2,473.02	2,306.44	64.47	2,241.97
Kiowa	114.58	35.03	79.55	123.79	18.64	105.15
Kit Carson	435.84	93.66	342.18	482.84	20.96	461.88
Lake	1,999.93	27.52	1,972.41	1,745.99	52.78	1,693.21
La Plata	1,969.00	54.33	1,914.67	1,794.03	69.59	1,724.44
Larimer	4,708.45	181.06	4,527.39	4,654.75	110.89	4,543.86

STATISTICS.—APPORTIONMENT.

APPORTIONMENT, 1906—Concluded.

	January			July		
	Amount Apportioned	Amount Deducted for Blanks	Balance Certified to Auditor	Amount Apportioned	Amount Deducted for Blanks	Balance Certified to Auditor
Las Animas	6,056.73	99.83	5,956.90	5,407.96	126.78	5,281.18
Lincoln	248.85	24.69	224.16	261.13	11.77	249.36
Logan	757.79	70.54	687.25	785.85	56.95	728.90
Mesa	3,227.30	106.07	3,121.23	2,993.13	59.64	2,933.49
Mineral	288.21	25.09	262.52	240.19	4.76	235.43
Montezuma	724.76	39.08	685.95	660.21	29.07	631.14
Montrose	1,464.98	31.70	1,433.28	1,334.59	88.63	1,245.96
Morgan	1,072.72	50.41	1,022.31	1,072.23	20.74	1,051.49
Otero	3,242.77	83.89	3,158.88	3,079.97	111.03	2,968.94
Ouray	685.39	42.23	643.16	641.12	23.67	617.45
Park	484.34	26.78	457.56	364.60	18.72	345.88
Phillips	404.91	49.86	355.05	396.01	51.10	344.91
Pitkin	1,185.90	29.97	1,155.93	1,037.13	35.82	1,001.31
Prowers	1,373.59	42.98	1,330.61	1,296.41	59.07	1,237.34
Pueblo	10,546.56	172.51	10,374.05	9,062.54	109.05	8,953.49
Río Blanco	414.05	19.22	394.83	336.88	18.09	318.79
Río Grande	1,164.11	44.74	1,119.37	1,093.79	31.39	1,062.40
Routt	1,038.98	55.48	983.50	926.27	36.82	889.45
Saguache	894.17	43.42	850.75	713.80	20.00	693.80
San Juan	296.65	18.54	278.11	284.53	15.24	269.29
San Miguel	616.50	36.30	580.20	543.20	11.87	531.33
Sedgwick	246.04	24.06	221.98	246.96	13.30	233.66
Summit	301.57	32.40	269.17	287.00	9.84	277.16
Teller	3,623.78	113.29	3,510.49	3,049.79	60.98	2,988.81
Washington	470.28	22.72	447.56	428.03	26.51	401.52
Weld	4,858.19	284.82	4,573.37	4,721.88	243.05	4,478.83
Yuma	1,094.51	106.90	987.61	1,042.05	33.80	1,008.25
Normal	500.51	56.84	443.67	363.36	2.01	361.35
Totals	\$129,657.38	\$3,556.71	\$126,100.67	\$115,682.70	\$2,962.95	\$112,719.75

STATISTICS.—CENSUS.

CENSUS, 1905.

COUNTIES	Between 6 and 21			Between 8 and 14		
	Male	Female	Total	Male	Female	Total
Adams	898	854	1,752	464	444	908
Arapahoe	827	741	1,568	374	354	728
Archuleta	482	445	927	260	253	513
Baca	149	118	267	62	68	130
Bent	570	529	1,099	267	284	551
Boulder	3,876	3,911	7,787	1,860	1,932	3,792
Chaffee	998	1,097	2,095	450	488	938
Cheyenne	96	76	172	57	35	92
Clear Creek	952	876	1,828	407	368	775
Conejos	1,806	1,789	3,595	838	888	1,726
Costilla	892	763	1,655	351	354	705
Custer	413	343	756	155	145	300
Denver	23,027	23,389	46,416	10,658	10,683	21,341
Delta	1,568	1,477	3,045	829	723	1,552
Dolores	78	66	144	40	40	80
Douglas	444	403	847	234	213	447
Eagle	409	360	769	202	177	379
Elbert	586	500	1,086	212	258	470
El Paso	4,938	5,253	10,191	2,339	2,467	4,806
Fremont	2,561	2,539	5,090	1,158	1,120	2,278
Garfield	1,037	1,052	2,089	576	577	1,153

STATISTICS.—CENSUS.

Gilpin	825	1,672	409	384	733
Gunnison	738	1,450	361	367	728
Grand	185	294	85	58	143
Hinsdale	115	243	60	54	114
Huerfano	1,717	3,696	1,002	918	1,920
Jefferson	1,761	3,645	824	805	1,629
Kiowa	79	156	39	45	84
Kit Carson	325	620	123	156	279
Lake	1,445	2,849	661	665	1,327
La Plata	1,376	2,803	709	740	1,449
Larimer	3,254	6,707	1,565	1,546	3,111
Las Animas	4,319	8,655	2,124	2,345	4,469
Lincoln	167	335	95	72	167
Logan	531	1,080	278	282	560
Mesa	2,255	4,526	1,157	1,103	2,329
Mineral	201	410	97	83	180
Montezuma	525	1,030	234	285	519
Montrose	998	2,084	573	569	1,142
Morgan	714	1,489	392	430	822
Otero	2,270	4,549	1,032	1,028	2,060
Ouray	448	978	277	251	528
Park	352	690	148	156	304
Phillips	285	577	128	122	250
Pitkin	865	1,692	424	459	883
Prowers	922	1,956	467	433	940

STATISTICS.—CENSUS.

CENSUS, 1905—Concluded.

COUNTIES	Between 6 and 21			Between 8 and 14		
	Male	Female	Total	Male	Female	Total
Pueblo	7,468	7,596	15,064	3,395	3,552	6,947
Rio Blanco	321	288	589	144	110	254
Rio Grande	796	864	1,660	174	176	350
Routt	781	697	1,478	352	328	680
Saguache	649	624	1,273	297	267	564
San Juan	187	235	422	107	126	233
San Miguel	459	419	878	201	193	394
Sedgwick	178	173	351	99	101	200
Summit	237	195	432	121	113	234
Teller	2,560	2,605	5,165	1,232	1,394	2,626
Washington	279	235	514	153	151	304
Weld	3,965	3,569	7,474	1,891	1,771	3,662
Yuma	823	732	1,555	432	400	832
Total	92,656	91,423	184,079	43,655	43,950	87,605

STATISTICS.—CENSUS.

CENSUS, 1906.

COUNTIES.	Between 6 and 21			Between 8 and 14		
	Male.	Female	Total	Male	Female	Total
Adams	986	864	1,850	482	445	928
Arapahoe	892	829	1,721	454	411	865
Archuleta	523	469	992	299	248	547
Baca	137	119	256	55	71	126
Bent	692	501	1,193	395	272	667
Boulder	4,063	4,102	8,165	1,768	1,802	3,570
Chaffee	1,011	1,054	2,065	472	505	977
Cheyenne	134	88	222	77	47	124
Clear Creek	906	852	1,758	407	343	750
Conejos	1,628	1,547	3,175	847	806	1,653
Costilla	765	757	1,524	387	424	811
Custer	373	337	710	141	129	270
Delta	1,570	1,520	3,090	741	738	1,479
Denver	23,049	23,835	46,884	11,534	11,384	22,918
Dolores	65	80	145	40	36	76
Douglas	456	389	845	260	213	473
Eagle	411	362	773	191	194	385
Elbert	611	546	1,157	331	233	564
El Paso	4,869	5,116	9,985	2,410	2,738	5,148
Fremont	2,573	2,531	5,104	1,091	1,089	2,180
Garfield	1,087	1,023	2,110	534	393	927

STATISTICS.—CENSUS.

CENSUS, 1906—Continued.

COUNTIES.	Between 6 and 21			Between 8 and 14		
	Male.	Female	Total	Male	Female	Total
Gilpin	797	762	1,559	384	367	751
Grand	200	181	387	118	118	236
Gunnison	684	685	1,369	310	315	625
Hinsdale	114	97	211	56	46	102
Huerfano	1,863	1,657	3,520	1,039	991	2,030
Jefferson	1,939	1,796	3,735	848	816	1,664
Kiowa	102	98	201	42	43	85
Kit Carson	394	390	784	193	185	378
Lake	1,400	1,436	2,836	666	667	1,333
La Plata	1,472	1,441	2,913	655	674	1,329
Larimer	3,915	3,651	7,566	1,864	1,814	3,678
Las Animas	4,487	4,294	8,781	2,078	2,196	4,274
Lincoln	178	180	358	104	104	208
Logan	648	630	1,278	306	319	625
Mesa	2,431	2,378	4,809	1,205	1,145	2,350
Mineral	200	191	391	102	82	184
Montezuma	539	533	1,072	241	252	493
Montrose	1,112	1,055	2,167	480	501	981
Morgan	926	819	1,745	569	476	1,046
Otero	2,695	2,500	5,195	1,196	1,165	2,361
Ouray	556	486	1,042	262	260	522

STATISTICS.—CENSUS.

Park	299	294	593	126	141	267
Phillips	332	311	643	146	148	294
Pitkin	845	843	1,688	416	429	845
Prowers ..	1,135	973	2,108	481	358	839
Pueblo	7,347	7,371	14,718	3,219	3,259	6,478
Rio Blanco	288	259	547	143	130	273
Rio Grande	915	862	1,777	418	420	838
Routt	767	737	1,504	397	358	755
Saguache	589	570	1,159	429	419	848
San Juan	213	249	462	89	134	223
San Miguel	456	428	884	229	206	435
Sedgwick	16	8	24	197	204	401
Summit	253	213	466	126	109	235
Teller	2,446	2,512	4,958	1,080	1,130	2,210
Washington	198	240	438	163	144	307
Weld	4,204	3,930	8,134	1,947	1,914	3,861
Yuma	881	799	1,680	423	408	831
Total	94,548	92,582	187,130	45,565	44,998	90,563

STATISTICS.—ENROLLMENT AND ATTENDANCE.

ENROLLMENT AND ATTENDANCE, 1905.

COUNTIES.	Enrolled in High Schools.		Enrolled in Rural Schools.		Enrolled in Public Schools.		Number Completing Eighth Grade.	Number Completing Full Four-year Course in High School.	Number Between 8 and 14 Enrolled in Public Schools.	Average Daily Attendance.	Number Enrolled in Private Schools.
	Enrolled in High Schools.	Enrolled in Graded Schools Below High Schools.	Enrolled in Rural Schools.	Whole Number							
				Male.	Female. Total.						
Adams	24	482	809	648	667	1,315	22	2	818	773	....
Arapahoe	60	910	312	658	624	1,282	42	....	809	831.4	....
Archuleta	....	363	227	310	280	590	15	....	377	406	2
Baca	....	....	218	118	100	218	4	....	120	125.7	....
Bent	61	380	413	443	411	854	42	6	476	612	....
Boulder	501	3,936	1,847	3,104	3,180	6,284	260	52	3,747	4,189	....
Chaffee	123	1,200	381	823	881	1,704	69	13	1,090	1,213	....
Cheyenne	6	89	62	75	82	157	4	....	65	96	....
Clear Creek	137	1,079	74	632	658	1,290	60	8	882	1,059	30
Conejos	30	1,239	804	1,115	958	2,073	47	2	1,365	1,395.1	20
Costilla	22	417	514	519	434	953	13	3	601	642.4.	25
Custer	....	150	379	268	261	529	8	....	322	358.7	....
Delta	196	1,309	962	1,204	1,263	2,467	75	13	1,557	1,602	....
Denver	2,852	26,965	*3,159	16,781	16,743	33,524	1,442	260	20,006	24,529	....

STATISTICS.—ENROLLMENT AND ATTENDANCE.

Dolores	89	35	64	60	124	1	...	74	92.5	...
Douglas	147	507	375	333	708	47	7	461	431	....
Eagle	352	273	332	262	625	28	....	324	427	....
Elbert	197	571	388	380	768	13	....	518	365.7	....
El Paso	6,443	1,012	3,957	4,223	8,180	205	56	5,070	5,938.75	....
Fremont	371	605	2,144	2,283	4,427	131	28	2,507	3,204	....
Garfield	1,025	664	854	903	1,757	58	....	869	1,135	....
Gilpin	928	117	526	571	1,087	25	6	620	823	127
Grand	124	82	110	96	206	2	....	123	143	11
Gunnison	553	564	565	607	1,172	33	6	683	798	....
Hinsdale	129	42	95	94	189	4	2	108	139	....
Huerfano	1,626	917	1,346	1,228	2,574	34	....	1,567	1,182.3	....
Jefferson	1,311	1,297	1,403	1,329	2,732	113	28	1,437	837.5	....
Kiowa .....	....	150	69	81	150	13	....	84	91.2	....
Kit Carson	188	304	223	269	492	3	....	299	238	....
Lake	1,352	253	867	942	1,809	80	26	1,093	1,367.52	....
La Plata	1,279	660	1,025	1,067	2,092	43	23	1,158	1,171.5	201
Larimer	3,027	2,233	2,786	2,806	5,592	165	....	3,261	3,473	....
Las Animas	4,035	2,017	3,157	3,079	6,236	108	16	3,620	3,605	300
Lincoln	154	123	126	151	277	7	....	143	136	....
Logan	347	625	502	563	1,065	17	12	562	636	....
Mesa	1,805	2,001	1,960	2,079	4,039	139	18	2,384	2,789	50
Mineral	215	76	152	130	291	11	....	191	197	....
Montezuma	252	496	380	403	733	20	....	519	487	....
Montrose	135	530	799	837	1,636	69	5	955	1,002.9	....

STATISTICS.—ENROLLMENT AND ATTENDANCE.

ENROLLMENT AND ATTENDANCE, 1905—Continued.

COUNTIES.	Enrolled in High Schools.	Enrolled in Graded Schools Below High Schools.	Enrolled in Rural Schools.	Whole Number			Number Completing Eighth Grade.	Number Completing Full Four-year Course in High School.	Number Between 8 and 14 Enrolled in Public Schools.	Average Daily Attendance.	Number Enrolled in Private Schools.
				Male.	Female.	Total.					
Morgan	131	658	596	684	611	1,295	73	16	703	851	....
Otero	291	2,836	983	2,025	2,085	4,110	183	21	2,225	2,570	....
Ouray	41	369	416	441	385	826	22	6	493	658.5	....
Park .....	....	188	271	230	229	459	36	....	112	312	....
Phillips	19	121	391	277	254	531	21	....	336	344.54	....
Pitkin	70	917	294	619	652	1,281	294	12	728	970	145
Prowers	69	881	588	766	772	1,538	54	3	829	922	....
Pueblo	683	6,461	1,336	3,801	4,679	8,480	207	86	5,094	6,077	1,250
Rio Blanco.....	29	211	143	199	184	383	11	....	226	254	....
Rio Grande.....	151	654	424	625	604	1,229	49	11	775	1,068.8	....
Routt	80	475	717	651	621	1,272	15	....	746	672	....
Saguache	69	282	531	403	479	882	38	8	547	636	....
San Juan.....	56	296	55	194	213	407	7	....	213	319.6	....
San Miguel.....	35	383	381	410	389	799	16	4	437	490	....

STATISTICS.—ENROLLMENT AND ATTENDANCE.

Sedgwick	39	108	177	154	170	324	14	2	200	197	....
Summit	17	213	154	199	185	384	9	...	204	248	...
Teller	353	3,120	337	1,882	1,928	3,810	164	33	2,775	2,975	146
Washington	23	110	343	238	238	476	16	....	357	370	....
Weld	317	3,248	2,274	3,013	2,826	5,839	217	40	2,596	2,756	....
Yuma	39	253	1,316	825	783	1,608	13	....	822	852	....
Totals	9,476	90,308	37,862	68,539	69,655	138,194	5,011	834	81,293	91,996.61	2,307

*Enrolled in Kindergartens.

548 Enrolled in Night Schools.

STATISTICS.—ENROLLMENT AND ATTENDANCE.

ENROLLMENT AND ATTENDANCE, 1906.

COUNTIES.	Enrolled in High Schools.		Enrolled in Graded Schools Below High Schools.		Enrolled in Rural Schools.		Whole Number			Number Completing Full Four-year Course in High School.	Number Between 8 and 14 Enrolled in Public Schools.	Average Daily Attendance.	Number Enrolled in Private Schools.
	Enrolled in High Schools.	Enrolled in Graded Schools Below High Schools.	Enrolled in Rural Schools.	Enrolled in Public Schools.		Number Completing Eighth Grade.	Number Completing Full Four-year Course in High School.	Number Between 8 and 14 Enrolled in Public Schools.	Average Daily Attendance.				
				Male.	Female. Total.								
Adams	26	566	871	770	693	1,463	48	6	952	892	...		
Arapahoe	67	1,023	359	724	725	1,449	55	9	945	930.51	...		
Archuleta .....	...	356	210	287	279	566	15	....	487	352	...
Baca .....	....	....	204	109	95	204	8	....	96	145.8	...
Bent	79	395	390	440	424	864	31	9	522	680	...		
Boulder	548	4,421	1,715	3,326	3,358	6,684	279	58	4,036	4,681	...		
Chaffee	146	1,179	413	842	896	1,738	61	14	1,048	1,247	...		
Cheyenne	9	92	66	94	73	167	1	...	99	90	...		
Clear Creek	160	1,050	47	682	575	1,257	68	12	853	936	...		
Conejos	24	1,238	914	1,128	1,048	2,176	52	4	1,348	1,442.8	...		
Costilla	20	183	813	546	470	1,016	5	....	617	640	122	
Custer .....	....	136	349	248	237	485	7	....	303	352	12
Delta	215	1,369	1,067	1,326	1,325	2,651	79	24	1,565	1,923	...		
Denver	3,244	27,596	3,063	17,267	17,094	34,361	1,512	345	20,216	25,080	...		

STATISTICS.—ENROLLMENT AND ATTENDANCE.

Dolores	73	37	62	48	110	4	....	76	24	....
Douglas	60	506	343	335	678	26	4	418	411	....
Eagle .....	....	310	283	275	558	23	....	326	416	....
Elbert .....	....	703	449	393	842	18	....	555	491.5	....
El Paso.....	833	1,012	1,018	4,342	8,360	296	60	5,332	5,978.75	103
Fremont	420	515	2,185	2,299	4,484	151	58	2,693	3,125	....
Garfield	112	916	845	965	1,750	55	12	963	1,064	....
Gilpin	56	889	542	529	1,071	27	8	654	822.8	104
Grand .....	....	171	119	107	226	6	....	135	117	....
Gunnison	58	611	544	573	1,117	47	8	669	767	....
Hinsdale	23	102	86	80	166	6	3	71	114	....
Huerfano	34	1,663	1,344	1,257	2,691	34	....	1,622	1,331	....
Jefferson	216	1,324	1,385	1,387	2,772	128	37	1,670	1,965	....
Kiowa .....	....	152	72	80	152	14	....	91	116.99	....
Kit Carson.....	....	206	279	285	564	13	....	459	329.42	....
Lake	245	1,351	874	1,043	1,877	85	20	996	1,493.53	....
La Plata.....	157	1,198	983	1,025	2,008	58	17	1,156	1,256	211
Larimer	390	2,317	3,155	3,012	6,167	167	31	3,640	3,897	....
Las Animas.....	213	4,404	3,171	3,195	6,366	85	30	3,993	3,824	300
Lincoln .....	....	156	166	158	324	....	....	293	218	....
Logan	84	411	750	764	1,514	8	....	614	594.60	....
Mesa	311	2,207	2,102	2,217	4,319	159	19	2,529	3,047	75
Mineral	8	314	171	161	332	8	....	170	203.86	....
Montezuma	12	434	396	422	818	24	....	505	526	....
Montrose	8	966	942	908	1,850	73	10	1,154	1,130	....

STATISTICS.—ENROLLMENT AND ATTENDANCE.

ENROLLMENT AND ATTENDANCE, 1906—Continued.

COUNTIES.	Enrolled in High Schools.	Enrolled in Graded Schools Below High Schools.	Enrolled in Rural Schools.	Whole Number			Number Completing Fifth Grade.	Number Completing Full Four-year Course in High School.	Number Between 8 and 14 Enrolled in Public Schools.	Average Daily Attendance.	Number Enrolled in Private Schools.
				Enrolled in Public Schools.		Total.					
				Male.	Female.						
Morgan	139	812	546	827	670	1,497	29	16	796	925	...
Otero	291	3,612	856	2,350	2,429	4,759	139	48	2,378	2,747	...
Ouray	48	396	393	440	397	837	24	5	591	567.86	...
Park	.....	173	235	213	195	408	13	.....	152	138	.....
Phillips	30	129	449	301	307	608	10	7	343	375.35	.....
Pitkin	94	991	261	622	634	1,256	58	11	855	988.3	155
Prowers	110	978	740	941	887	1,828	62	3	1,066	972	900
Pueblo	704	6,679	1,399	4,254	4,519	8,773	340	98	5,382	6,267	.....
Rio Blanco	38	220	158	222	194	416	10	1	205	265.9	.....
Rio Grande	154	649	472	649	626	1,275	48	22	640	893.72	.....
Routt	63	465	632	607	558	1,165	24	2	740	746.56	.....
Saguache	52	202	579	430	403	833	26	9	488	578	6
San Juan	49	301	60	200	210	410	12	1	215	380	.....
San Miguel	39	453	294	400	385	786	17	5	507	523	.....

STATISTICS.—ENROLLMENT AND ATTENDANCE.

Sedgwick	41	100	166	131	176	307	18	12	245	160	145
Summit	14	205	163	193	189	382	14	242	242	259	145
Teller	330	3,106	305	1,790	1,951	3,741	120	26	2,192	2,816	145
Washington .....	.....	136	414	267	283	550	21	.....	239	456	.....
Weld	361	3,891	2,183	3,352	3,083	6,435	205	25	4,004	4,948	.....
Yuma	52	247	1,335	820	814	1,634	21	3	1,354	7,468	.....
Totals	10,309	94,648	38,509	72,044	71,963	144,007	4,950	1,334	86,324	104,980.25	2,133

*Kindergarten.

Night Schools, 458.

STATISTICS.—EXAMINATION OF TEACHERS.

EXAMINATION OF TEACHERS, 1905.

COUNTIES.	First Grade.			Second Grade.			Third Grade.		
	Male.	Fem.	Total.	Male.	Fem.	Total.	Male.	Fem.	Total.
Adams .....	...	11	11	...	11	11	...	4	4
Arapahoe	1	13	14	3	28	31	...	12	12
Archuleta	2	2	4	...	3	3	...	2	2
Baca	1	2	3	...	...	...	...	...	...
Bent	1	4	5	...	6	6	1	1	2
Boulder	5	13	18	5	41	46	...	15	15
Chaffee	3	8	11	...	9	9	1	4	5
Cheyenne .....	...	1	1	...	1	1	...	2	2
Clear Creek...	...	6	6	...	6	6	...	3	3
Conejos	5	4	9	1	3	4	2	8	10
Costilla	3	3	6	2	6	8	9	6	15
Custer .....	...	2	2	...	9	9	...	5	5
Delta	5	5	10	3	9	12	1	1	2
Denver	6	15	21	5	30	35	2	28	30
Dolores .....	...	...	...	...	...	...	...	...	...
Douglas	2	9	11	...	11	11	1	6	7
Eagle	1	3	4	...	4	4	...	3	3
Elbert	2	3	5	1	30	31	...	8	8
El Paso	6	13	19	...	27	27	...	16	16
Fremont	5	13	18	...	13	13	1	10	11
Garfield	3	5	8	2	4	6	...	1	1
Gilpin	1	4	5	...	6	6	...	4	4
Grand	1	...	1	...	2	2	...	1	1
Gunnison	1	7	8	2	11	13	...	6	6
Hinsdale .....	...	2	2	...	5	5	...	...	...
Huerfano	3	3	6	1	5	6	2	6	8
Jefferson	4	14	18	2	30	32	...	7	7
Kiowa .....	...	2	2	...	6	6	...	6	6
Kit Carson....	1	4	5	2	14	16	2	9	11
Lake	1	4	5	2	4	6	...	1	1
La Plata	2	8	10	3	10	13	...	8	8
Larimer	2	12	14	3	19	22	...	11	11
Las Animas ...	7	14	21	12	27	39	...	13	13
Lincoln .....	...	...	...	2	13	15	...	1	1
Logan	3	7	10	4	18	22	2	2	4
Mesa	9	12	21	1	19	20	1	8	9
Mineral .....	...	...	...	...	3	3	...	...	...

STATISTICS.—EXAMINATION OF TEACHERS.

EXAMINATION OF TEACHERS, 1905—Concluded.

COUNTIES.	First Grade.			Second Grade.			Thlrd Grade.		
	Male.	Fem.	Total.	Male.	Fem.	Total.	Male.	Fem.	Total.
Montezuma ...	2	3	5	...	6	6	...	9	9
Montrose .....	...	4	4	...	5	5	1	1	2
Morgan	2	6	8	1	13	14	...	3	3
Otero	1	8	9	3	28	31	1	9	10
Ouray .....	...	5	5	1	4	5	...	2	2
Park .....	...	8	8	1	15	16	...	1	1
Phillips .....	...	4	4	...	17	17	...	5	5
Pitkin .....	...	4	4	2	9	11	...	4	4
Prowers	1	10	11	2	14	16	2	5	7
Pueblo	4	11	15	1	18	19	...	9	9
Rlo Blanco ...	...	4	4	...	3	3	...	...	...
Rio Grande ...	3	4	7	2	7	9	...	13	13
Routt	3	3	6	2	11	13	1	4	5
Saguache	5	7	12	2	8	10	...	2	2
San Juan	2	4	6	...	3	3	...	2	2
San Miguel ...	1	4	5	1	13	14	...	1	1
Sedgwick .....	...	3	3	...	7	7	...	5	5
Summit .....	...	1	1	1	1	2	...	2	2
Teller	1	6	7	...	11	11	...	6	6
Washington	2	2	...	18	18	...	2	2
Weld	18	18	4	35	39	2	15	17
Yuma	2	4	6	2	22	24	1	15	16
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Totals	113	351	464	81	711	792	33	333	366

STATISTICS.—EXAMINATION OF TEACHERS.

EXAMINATION OF TEACHERS, 1906.

COUNTIES.	First Grade.			Second Grade.			Third Grade.		
	Male.	Fem.	Total.	Male.	Fem.	Total.	Male.	Fem.	Total.
Adams .....	...	5	5	2	17	19	1	10	11
Arapahoe	1	5	6	1	20	21	1	9	10
Archuleta .....	...	3	3	...	7	7	..	1	1
Baca .....	...	1	1	1	...	1	1	...	1
Bent	1	4	5	1	8	9	..	...	...
Boulder	4	5	9	7	54	61	1	8	9
Chaffee .....	...	2	2	...	13	13	..	7	7
Cheyenne .....	...	1	1	1	8	9	..	3	3
Clear Creek ... ..	...	1	1	...	3	3	..	2	2
Conejos.....	...	2	2	1	8	9	8	6	14
Costilla	2	2	4	6	4	10	6	2	8
Custer	1	3	4	...	6	6	..	3	3
Delta	6	11	17	7	9	16	3	3	6
Denver	1	12	13	9	29	38	1	18	19
Dolores .....	...	1	1	1	...	1	..	...	...
Douglas .....	...	2	2	...	22	22	..	1	1
Eagle	1	1	2	...	7	7	..	2	2
Elbert	1	5	6	1	37	38	..	11	11
El Paso	1	9	10	...	34	34	..	12	12
Fremont	1	10	11	...	15	15	..	4	4
Garfield	2	13	15	4	19	23	..	7	7
Gilpin	1	9	10	...	8	8	..	7	7
Grand .....	...	4	4	...	4	4	..	1	1
Gunnison	1	4	5	...	14	14	..	7	7
Hinsdale .....	...	3	3	...	...	...	..	1	1
Huerfano	2	8	10	...	8	8	1	7	8
Jefferson	2	7	9	5	35	40	..	18	18
Kiowa .....	...	2	2	...	7	7	1	2	3
Kit Carson ... ..	...	...	...	...	...	...	..	...	...
Lake .....	...	4	4	...	7	7	..	5	5
La Plata	4	7	11	...	19	19	..	1	1
Larimer	1	14	15	5	25	30	..	16	16
Las Animas ..	5	11	16	10	20	30	8	5	13
Lincoln .....	...	4	4	1	16	17	..	10	10
Logan	1	6	7	3	11	14	..	5	5
Mesa	5	13	18	4	15	19	2	6	8
Mineral	1	1	2	...	1	1	..	1	1

STATISTICS.—EXAMINATION OF TEACHERS.

EXAMINATION OF TEACHERS, 1906—Concluded.

COUNTIES.	First Grade.			Second Grade.			Third Grade.		
	Male.	Fem.	Total.	Male.	Fem.	Total.	Male.	Fem.	Total.
Montezuma ...	1	2	3	1	7	8	..	6	6
Montrose ...	1	11	12	...	...	...	..	6	6
Morgan	1	3	4	2	16	18	..	1	1
Otero	2	12	14	3	20	23	..	5	5
Ouray .....	...	5	5	...	1	1	1	2	3
Park .....	...	7	7	1	15	16	..	1	1
Phillips ...	1	5	6	2	10	12	..	4	4
Pitkin	1	2	3	1	11	12	..	6	6
Prowers ...	5	7	12	5	13	18	1	4	5
Pueblo .....	...	11	11	2	23	25	..	8	8
Rio Blanco...	2	...	2	2	3	5	..	1	1
Rio Grande ...	4	8	12	1	15	16	..	6	6
Routt	2	6	8	4	12	16	..	8	8
Saguache ...	...	3	3	...	9	9	..	1	1
San Juan .....	...	2	2	1	4	5	..	...	...
San Miguel...	1	2	3	...	3	3	..	1	1
Sedgwick ...	1	3	4	2	5	7	..	5	5
Summit	2	3	5	1	2	3	..	3	3
Teller	1	6	7	...	11	11	..	6	6
Washington ...	2	10	12	...	12	12	3	3	6
Weld	9	20	29	10	37	47	3	13	16
Yuma	1	7	8	3	25	28	..	12	12
—	—	—	—	—	—	—	—	—	—
Totals	82	330	412	110	764	874	42	275	317

STATISTICS.—HIGH SCHOOLS.—DISTRICTS.

HIGH SCHOOLS. DISTRICTS.
1906.

	District.	County.	Union	Total.	First Class Districts.	Second Class Districts.	Third Class Districts.	Total.
Adams	1	..	..	1	..	..	31	31
Arapahoe	1	..	..	1	..	1	25	26
Archuleta .....	..	..	..	..	..	1	8	9
Baca .....	..	..	..	..	..	..	13	13
Bent .....	..	1	..	1	..	1	17	18
Boulder	4	..	..	4	2	2	60	64
Chaffee	2	..	..	2	1	1	25	27
Cheyenne	1	..	..	1	..	..	6	6
Clear Creek	3	..	..	3	1	1	9	11
Conejos	1	..	..	1	..	3	24	27
Costilla	1	..	..	1	..	..	25	25
Custer .....	..	..	..	..	..	..	21	21
Delta	3	..	..	3	..	3	18	21
Denver	4	..	..	4	1	..	..	1
Dolores .....	..	..	..	..	..	..	3	3
Douglas .....	..	1	..	1	..	..	35	35
Eagle .....	..	..	..	..	..	..	22	22
Elbert .....	..	..	..	..	..	..	40	40
El Paso	3	..	..	3	2	1	48	51
Fremont	3	..	..	3	2	2	30	34
Garfield	6	..	..	6	..	1	37	38
Gilpin	1	..	..	1	..	1	12	13
Grand .....	..	..	..	..	..	..	12	12
Gunnison .....	..	1	..	1	..	1	29	30
Hinsdale	1	..	..	1	..	..	5	5
Huerfano	1	..	1	2	..	1	35	36
Jefferson	3	..	..	3	..	3	45	48
Kiowa .....	..	..	..	..	..	..	14	14
Kit Carson .....	..	..	..	..	..	..	37	37
Lake	1	..	1	2	1	..	8	9
La Plata	2	..	..	2	1	..	23	24
Larimer	3	..	..	3	2	..	54	56
Las Animas	1	..	..	1	1	3	68	72
Lincoln .....	..	..	..	..	..	..	10	10

STATISTICS.—HIGH SCHOOLS.—DISTRICTS.

HIGH SCHOOLS. DISTRICTS.
1906.

	District.	County.	Union.	Total.	First Class Districts.	Second Class Districts.	Third Class Districts.	Total.
Logan	1	..	..	1	..	1	34	35
Mesa	3	..	1	4	1	1	31	33
Mineral	..	..	..	..	..	..	4	4
Montezuma	1	..	..	1	..	1	14	15
Montrose	..	1	..	1	1	..	21	22
Morgan	1	..	1	2	..	1	11	12
Otero	6	..	1	7	2	1	24	27
Ouray	..	1	..	1	..	1	12	13
Park	..	..	..	..	..	..	24	24
Phillips	..	1	..	1	..	..	30	30
Pitkin	1	..	..	1	1	..	14	15
Prowers	..	..	3	3	..	1	31	32
Pueblo	2	..	..	2	2	..	52	54
Rio Blanco	..	1	..	1	..	..	10	10
Rio Grande	2	..	..	2	..	2	23	25
Routt	4	..	..	4	..	..	37	37
Saguache	..	1	..	1	..	1	30	31
San Juan	1	..	..	1	..	1	..	1
San Miguel	1	..	..	1	..	1	9	10
Sedgwick	..	1	..	1	..	..	24	24
Summit	..	..	..	..	..	..	12	12
Teller	2	..	..	2	1	11	12	24
Washington	..	..	..	..	..	..	41	41
Weld	2	..	..	2	1	2	85	88
Yuma	1	..	..	1	..	..	61	61
—	—	—	—	—	—	—	—	—
Totals	73	10	8	91	23	51	1,495	1,569

STATISTICS.—PER CAPITA EXPENSES.

PER CAPITA EXPENSES, LIBRARIES AND SCHOOL HOUSES, 1905.

COUNTIES.	Number of days of School During Year in		Average Cost per Month		Number of Libraries.	Number of Volumes in Libraries.		Number of Sod, Adobe or Log, Frame, or Stone.	SCHOOL HOUSES.		Number of School-rooms both Owned and Rented.	Valuation (in dollars).
	Graded Schools.	Rural Schools.	for Each Pupil by Enrollment.	for Each Pupil by Average Attendance.		Number of days of School During Year in	Number of Brick		Total.			
Adams	134	171	\$ 6.00	\$ 9.00	18	1,351	...	26	12	38	48	\$ 71,500.00
Arapahoe	188.3	152	6.62	10.11	13	771	...	6	11	27	49	70,335.00
Archuleta	153.7	115.2	3.06	4.75	1	.....	3	9	1	13	18	21,450.00
Baca .....	...	108	3.32	4.92	..	.....	...	10	3	13	13	6,403.00
Bent	180	150	3.20	4.94	8	940	...	16	5	21	34	40,900.00
Boulder	176	152	2.30	3.45	48	6,979	5	38	33	76	171	290,374.00
Chaffee	175	132	5.73	9.90	17	1,901	6	18	10	34	63	64,002.00
Cheyenne	164.5	158	4.94	5.12	5	371	1	6	1	8	13	7,650.00
Clear Creek	180	143	8.42	9.81	9	2,831	4	5	7	16	40	85,520.00
Conejos	175	102.6	1.76	2.80	3	786	17	7	6	30	51	27,330.00
Costilla	147	108	2.11	3.13	5	389	13	14	...	27	41	15,325.00
Custer	163	102	3.25	4.51	7	716	6	13	4	23	29	10,995.00
Delta	165	135	2.09	3.21	18	3,043	10	19	7	36	66	23,387.00
Denver	190	...	3.36	4.60	1	43,000	..	1	63	64	547	3,635,965.71
Dolores	180	138.5	2.66	3.45	2	350	1	2	1	4	7	8,500.00

STATISTICS.—PER CAPITA EXPENSES.

Douglas	180	145	4.30	4.69	5	680	1	31	4	36	41	30,995.00
Eagle	175	146	6.14	9.34	19	2,587	11	15	1	27	35	28,313.00
Elbert	169	111.6	4.15	7.33	2	188	7	41	4	52	56	23,265.00
El Paso	180	150	4.40	7.22	16	16,985	3	62	18	83	225	775,425.00
Fremont	176	139	3.13	6.60	3	1,243	7	22	25	54	123	227,850.00
Garfield	173.3	123	3.20	5.15	25	3,696	6	21	9	36	59	38,772.00
Gilpin	192.5	117	5.51	9.71	9	4,962	2	11	3	16	22	70,260.00
Grand	128	96.5	2.85	4.20	3	131	6	3	...	9	12	4,125.00
Gunnison	179.5	131	5.01	7.60	17	1,873	12	21	4	37	50	50,315.00
Hinsdale	174	148	7.52	10.02	1	370	2	1	2	5	9	18,900.00
Huerfano	170	105	3.13	6.37	4	1,625	16	14	3	33	60	48,125.00
Jefferson	180	143.4	3.80	6.66	21	3,947	4	32	18	54	83	104,493.00
Kiowa .....	...	143.4	10.88	16.44	...	.....	...	14	...	14	14	33,310.00
Kit Carson	155.5	130.1	7.04	10.26	30	700	10	23	2	35	41	22,670.00
Lake	186	165.6	5.82	11.43	7	528	2	13	3	18	53	132,000.00
La Plata	165	133	2.76	4.86	7	1,822	5	24	7	36	64	116,647.00
Larimer	180	150	3.11	5.76	29	4,573	7	45	20	72	112	197,325.00
Las Animas	177	124	2.38	4.12	5	589	41	25	14	80	139	210,535.00
Lincoln	180	136.5	4.21	4.93	6	487	4	14	1	19	20	26,650.00
Logan	180	136.5	6.23	9.62	15	.....	...	38	3	41	53	43,629.00
Mesa	180	148	2.23	3.44	27	5,564	4	33	7	44	102	138,775.00
Mineral	166.7	126	3.06	4.74	2	544	1	2	...	3	7	3,750.00
Montezuma	170	160	2.51	3.49	5	790	6	16	2	24	24	19,485.00
Montrose	169.5	103.3	2.63	3.75	16	3,149	3	17	4	24	44	51,960.50
Morgan	181.5	173.7	2.33	3.96	6	1,089	...	24	3	27	44	75,100.00

PER CAPITA EXPENSES, LIBRARIES AND SCHOOL HOUSES, 1905—Continued.

STATISTICS.—PER CAPITA EXPENSES.

COUNTIES.	SCHOOL HOUSES.											Valuation (in dollars).
	Number of Days of Graded Schools.	Number of Days of Rural Schools.	Average Cost per Month for Each Pupil by Enrollment.	Average Cost per Month for Each Pupil by Average Attendance.	Number of Libraries.	Number of Volumes in Libraries.	Number of Sod, Adobe or Log.	Number of Frame.	Number of Brick or Stone.	Total.	Number of School-rooms both Owned and Rented.	
Otero	180	156	2.99	5.14	21	4,158	2	20	15	37	104	167,950.00
Ouray	180	182	3.30	5.15	8	1,079	1	16	2	19	29	37,950.00
Park	178.3	140.9	7.00	9.43	14	1,746	4	24	1	29	32	20,340.00
Phillips	180	140.7	4.51	6.83	18	910	3	8	28	39	35	19,080.00
Pitkin	180	152	5.62	10.13	12	2,991	4	12	4	20	46	98,919.48
Provers	168	132.3	3.76	5.44	13	1,142	...	16	4	30	49	54,930.00
Pueblo	190	140	8.00	9.40	20	5,182	6	49	33	88	247	699,750.00
Río Blanco	180	135	4.35	5.36	3	.....	8	...	2	10	16	.....
Río Grande	180	131.6	3.41	4.90	10	1,643	4	17	5	26	44	50,625.00
Routt	160.5	148.8	3.01	4.83	7	870	35	9	1	45	59	24,936.00
Saguache	180	141	4.00	5.75	14	3,346	10	25	3	38	53	18,020.00
San Juan	180	180	3.06	3.90	1	400	...	7	...	7	24	13,000.00
San Miguel	180	171	3.55	5.31	10	2,467	1	12	1	14	26	89,069.00
Sedgwick	180	100	2.05	3.00	3	375	4	21	1	26	30	20,562.00
Summit	180	101.6	4.86	7.81	5	847	5	6	...	11	16	12,775.00

STATISTICS.—PER CAPITA EXPENSES.

Teller	176	126.2	6.19	7.93	9	3,578	5	27	4	36	120	325,061.04
Washington	180	116.4	5.40	7.86	7	350	1	42	1	44	51	20,108.71
Weld	178.9	124.6	4.13	8.75	55	5,887	...	73	28	101	178	273,051.60
Yuma	180	134	3.76	5.38	3	850	16	54	...	70	74	28,565.00
Average	175.01	136.31	\$ 4.22	\$ 6.40	668	158,832	335	1,200	464	1,999	3,915	\$8,808,265.00

STATISTICS.—PER CAPITA EXPENSES.

PER CAPITA EXPENSES, LIBRARIES AND SCHOOL HOUSES, 1906.

COUNTIES.	SCHOOL HOUSES.										Valuation (in dollars).	
	Number of days of School During Year in Graded Schools.	Number of days of School During Year in Rural Schools.	Average Cost per Month for Each Pupil by Enrollment.	Average Cost per Month for Each Pupil by Average Attendance.	Number of Libraries.	Number of Volumes in Libraries.	Number of Sod. Adobe or Log. Frames.	Number of Brick or Stone.	Number of School-rooms both Owned and Rented.	Total.		
Adams	182.50	170	\$ 3.37	\$ 5.94	2	1,573	...	19	18	37	55	\$ 88,650.00
Arapahoe	187	154	4.83	8.83	14	1,013	...	16	11	27	50	77,000.00
Archuleta	150	120	3.47	5.89	1	.....	3	9	1	13	17	20,975.00
Baca .....	.....	110	4.06	5.57	1	2	...	10	3	13	13	6,103.00
Bent	189	150.85	2.88	4.70	11	1,361	...	15	6	21	34	41,350.00
Boulder	179	151.70	3.66	6.18	50	7,000	4	33	40	77	188	367,179.00
Chaffee	180	148	6.13	10.00	16	1,971	5	16	12	33	60	55,326.00
Cheyenne	180	170	5.86	12.08	4	298	1	6	...	7	7	7,235.00
Clear Creek	180	139.80	8.12	9.30	9	2,306	4	5	7	16	40	84,740.00
Conejos	168	110.13	1.35	2.79	4	1,114	19	7	6	32	52	28,573.50
Costilla	180	129	2.18	3.50	4	350	16	16	...	32	43	15,306.00
Custer	160	100	3.55	5.07	7	683	5	12	4	21	27	11,170.00
Delta	175	140	2.12	3.02	14	3,265	10	21	7	38	66	69,944.00
Denver	199	.....	3.42	4.69	1	45,000	...	1	64	65	561	3,926,896.54
Dolores	180	150	3.71	6.45	3	350	1	2	1	4	7	19,400.00

STATISTICS.—PER CAPITA EXPENSES.

Douglas	147	4.80	7.12	14	945	1	24	9	34	41	29,650.00
Eagle	158	4.12	6.95	19	2,379	10	16	1	27	33	27,664.00
Elbert	145	5.66	7.04	2	170	3	45	3	51	55	26,500.00
El Paso	150	4.40	7.20	33	14,015	3	64	18	85	221	780,530.00
Fremont	140.84	5.09	7.53	14	2,140	8	26	21	55	128	232,025.00
Garfield	141.80	3.60	5.92	23	5,731	8	24	7	39	60	60,835.00
Gilpin	130	7.45	12.70	10	4,966	3	8	5	16	38	87,160.00
Grand	92	3.28	5.37	4	111	10	3	...	13	15	6,000.00
Gunnison	136	7.65	9.53	20	2,134	11	22	4	37	50	52,359.00
Hinsdale	124.50	5.40	8.19	1	128	2	1	2	5	8	19,130.00
Huerfano	103	2.46	4.97	2	1,070	21	13	3	37	57	52,420.00
Jefferson	147	3.60	6.27	21	3,626	5	32	19	56	93	135,700.00
Kit Carson	155	11.10	13.00	...	.....	...	14	...	14	14	10,660.00
Lake	105	6.36	9.43	30	690	7	24	4	35	35	27,302.77
La Plata	186.75	9.00	14.95	6	5,467	1	13	3	17	35	131,800.00
Larimer	137	3.63	6.94	12	2,539	2	25	7	34	67	116,372.00
Las Animas	153	3.22	5.50	32	5,450	7	41	22	70	139	229,575.00
Lincoln	117	2.17	3.77	3	280	32	28	15	75	137	222,705.00
Logan	134	3.37	4.17	3	402	...	17	...	17	23	19,200.00
Mesa	133.60	3.56	5.12	10	1,131	1	37	3	41	49	43,629.00
Mineral	140	2.24	3.61	27	9,322	3	33	7	43	114	148,550.00
Montezuma	112	2.81	5.57	3	631	1	2	...	3	8	6,750.00
Montrose	146.66	2.56	4.36	6	834	4	17	2	23	32	19,185.00
Morgan	126.71	2.43	4.32	17	3,440	3	18	5	26	45	68,450.00
	154.80	2.26	5.84	10	805	...	26	3	29	37	39,300.00

STATISTICS.—PER CAPITA EXPENSES.

PER CAPITA EXPENSES, LIBRARIES AND SCHOOL HOUSES, 1906—Continued.

COUNTIES.	SCHOOL HOUSES.										Valuation (in dollars).	
	Number of Days of Graded Schools.	Number of Days of Rural Schools.	Average Cost per Month for Each Pupil by Enrollment.	Average Cost per Month for Each Pupil by Average Attendance.	Number of Libraries.	Number of Volumes in Libraries.	Number of Sod, Adobe or Log.	Number of Frame.	Number of Brick or Stone.	Total.		Number of School-rooms both Owned and Rented.
Otero	175	162	2.78	6.47	23	3,696	5	18	17	40	108	108,950.00
Ouray	189	189	4.17	6.89	10	1,400	1	16	2	19	36	47,400.00
Park	176.66	147	6.43	9.23	14	1,850	4	23	1	28	31	20,740.00
Phillips	174.50	142	4.30	7.09	22	1,329	1	29	1	31	31	20,550.00
Pitkin	180	156	4.82	7.53	11	2,984	4	12	4	20	41	99,984.34
Prowers	170	140	4.52	5.94	18	1,385	...	17	16	33	61	57,300.00
Pueblo	190	135	4.92	7.28	35	7,588	8	49	34	91	261	704,300.00
Rio Blanco	160	130	3.25	5.00	3	.....	8	2	2	12	18	20,000.00
Rio Grande	180	132	3.62	6.57	14	2,435	4	18	5	27	46	47,215.00
Routt	158.25	114.85	2.79	5.35	8	1,147	35	9	1	45	59	29,395.00
Saguache	138.50	131.50	3.52	5.88	4	3,200	8	24	3	35	42	28,240.00
San Juan	180	180	3.49	3.76	1	425	...	7	...	7	17	23,400.00
San Miguel	177.50	199.44	3.86	5.45	7	3,315	1	12	1	14	14	89,069.00
Sedgwick	180	115	6.88	8.62	6	388	2	22	1	25	29	132,175.00
Summit	180	113	5.46	7.83	6	914	5	6	...	11	15	13,350.00

STATISTICS.—PER CAPITA EXPENSES.

Teller	175	144.66	4.52	6.86	10	8,377	7	24	4	35	124	345,880.00
Washington	180	111.18	9.53	10.28	4	300	...	45	1	46	50	20,675.00
Weld	178	165	3.45	5.83	62	7,363	...	77	29	106	139	274,681.00
Yuma	180	114	2.80	3.01	6	850	12	51	1	67	76	30,896.00
Total	174.70	136.46	\$ 4.34	\$ 6.68	727	183,469	319	1,225	466	2,010	3,906	\$9,513,458.15

STATISTICS.—RECEIPTS.

RECEIPTS, 1905.

Received during the year ending June 30, 1905.

	Amount on hand July 1, 1904, held by county and district treasurers	From general fund by apportionment	From special tax	From all other sources including library and temporary loans	Total receipts
Adams	\$ 27,874.15	\$ 12,629.23	\$ 34,979.47	\$ 18,186.50	\$ 93,669.35
Arapahoe	20,123.12	12,112.75	29,750.05	34,662.39	96,648.31
Archuleta	6,297.80	8,074.02	4,749.77	3,731.95	22,853.54
Baca	3,416.90	2,236.35	1,776.36	1,001.09	8,430.70
Bent	8,804.49	10,046.62	12,430.04	5,829.63	37,110.78
Boulder	24,364.95	35,122.39	92,991.15	19,160.42	171,638.91
Chaffee	22,632.07	8,506.39	35,253.13	5,061.41	71,513.00
Cheyenne	1,053.07	2,969.15	2,422.94	.....	6,445.16
Clear Creek	9,359.97	7,419.84	31,154.86	1,347.47	49,282.14
Conejos	11,549.95	8,551.68	19,157.26	25,322.79	64,581.68
Costilla	9,495.03	5,327.17	7,323.99	.....	22,146.19
Custer	3,626.71	2,378.88	5,948.07	1,039.92	12,993.58
Delta	3,446.38	11,794.80	36,448.58	5,611.41	57,301.17
Denver	179,179.40	279,966.74	921,281.49	14,234.34	1,394,661.97
Dolores	1,535.22	1,187.05	4,094.23	21.78	6,838.28
Douglas	14,624.16	10,194.66	7,549.66	* 1,283.61	33,652.09
Eagle	8,963.83	4,214.90	14,172.52	1,026.89	28,377.64
Elbert	6,833.23	9,950.40	8,950.05	1,302.42	27,086.10
El Paso	39,595.37	130,776.23	121,009.27	35,586.17	326,967.04

STATISTICS.—RECEIPTS.

Fremont	38,553.06	20,497.97	89,482.01	2,188.99	150,722.03
Garfield	15,648.87	9,719.51	31,163.36	4,965.46	61,497.20
Gilpin	8,527.87	7,601.70	26,885.79	1,708.36	41,123.72
Grand	1,013.40	2,255.53	823.46	217.21	4,340.13
Gunnison	12,039.69	10,729.46	16,921.80	3,944.55	43,635.50
Hinsdale	1,860.83	1,243.21	5,284.81	1,180.92	9,569.77
Huerfano	10,335.85	11,018.54	25,343.89	3,907.47	51,256.75
Jefferson	17,504.63	28,480.00	27,833.17	6,042.28	79,880.08
Kiowa	4,847.71	1,759.44	3,880.92	1,251.18	11,739.25
Kit Carson	12,202.19	5,363.18	10,763.35	95.01	29,422.73
Lake	35,951.71	32,618.88	48,285.12	1.49	116,857.20
La Plata	16,986.05	12,359.00	11,154.01	3,104.15	73,603.21
Larimer	18,071.52	31,460.00	57,594.30	5,284.16	112,400.98
Las Animas	27,171.12	35,061.68	64,657.99	18,193.72	145,054.51
Lincolt	7,705.96	4,073.16	12,414.60	447.73	24,641.45
Logan	11,024.79	8,833.86	16,167.44	1,028.43	37,654.52
Mesa	23,067.25	16,576.88	55,829.24	31,435.21	126,908.58
Mineral	2,688.39	2,631.67	6,675.63	1,694.17	13,599.86
Montezuma	4,685.88	6,975.69	11,855.12	.....	22,516.69
Montrose	8,310.11	6,391.99	19,491.23	1,812.36	36,905.69
Morgan	5,986.20	13,759.04	20,679.86	1,308.50	41,733.99
Otero	15,527.90	23,114.82	69,610.07	12,066.23	120,919.03
Ouray	8,254.08	6,461.31	15,298.27	3,512.62	33,506.28
Park	8,708.42	6,663.07	8,716.31	533.61	24,624.41
Phillips	9,104.48	5,381.44	7,631.81	1,060.50	23,178.23

STATISTICS.—RECEIPTS.

RECEIPTS, 1905—Concluded.

Received during the year ending June 30, 1905.

	Amount on hand July 1, 1904, held by county and district treasurers	From general fund by apportionment	From special tax	From all other sources including funds raised for library and temporary loans	Total receipts
Pitkin	13,029.33	10,360.30	21,183.18	3,880.22	48,453.03
Prowers	13,087.65	10,403.45	18,325.00	2,643.79	44,459.98
Pueblo	25,888.27	65,093.24	277,221.09	125,289.57	494,092.17
Rio Blanco.....	2,321.86	3,803.84	5,203.18	626.40	11,955.28
Rio Grande	5,291.82	8,507.83	16,803.19	3,763.04	34,365.88
Routt	7,424.96	6,425.00	12,003.17	642.81	26,495.94
Saguache	11,512.09	6,421.85	16,741.62	2,473.44	37,149.00
San Juan.....	4,188.28	474.36	5,030.86	6,658.52	16,352.02
San Miguel.....	9,647.63	10,559.51	26,932.18	8,856.58	55,995.90
Sedgwick	2,999.85	4,104.00	6,063.48	919.02	14,086.35
Summit	3,772.57	3,878.15	6,891.69	4,530.00	19,072.41
Teller	20,151.55	28,399.28	189,450.35	12,396.99	250,398.17
Washington	6,634.82	3,651.12	8,642.70	1,276.57	18,942.97
Weld	25,813.45	51,776.10	92,500.69	23,940.65	194,030.89
Yuma	8,082.20	6,136.00	16,041.18	398.15	30,657.53
Totals	\$889,070.59	\$1,095,487.32	\$2,804,960.60	\$478,938.04	\$5,268,466.55

STATISTICS.—DISBURSEMENTS.

DISBURSEMENTS, 1905.

Paid during the year ending June 30, 1905.

COUNTIES	For teachers' salaries	For fuel, rent, insurance and all current expenses	For sites, buildings, furniture, improvements	For library purposes	Redemption of bonds	For interest on bonds
	\$	\$	\$	\$	\$	\$
Adams	22,080.96	7,566.78	4,077.87	14.00	21,616.51	825.26
Arapahoe	21,452.15	12,248.12	20,504.83	83.15	.....	.....
Archuleta	7,857.15	4,040.17	158.61	.....	2,152.35	.....
Baca	2,390.00	914.17	440.26	.....	316.50	144.21
Bent	15,716.62	5,334.08	2,371.71	47.50	1,285.91	1,106.94
Boulder	83,472.98	22,046.43	34,842.08	261.25	4,785.20	5,616.98
Chaffee	30,577.55	7,248.16	6,056.02	309.35	3,104.80	2,138.57
Cheyenne	3,775.00	1,538.95	.....	.....	.....	.....
Clear Creek	26,020.00	8,237.52	2,716.81	200.00	.....	800.00
Conejos	18,447.25	4,443.79	1,166.70	.....	10,252.00	1,131.00
Costilla	9,838.25	1,531.29	485.15	.....	700.00	144.35
Custer	6,315.15	649.76	966.02	392.80	785.00	101.55
Delta	29,790.07	8,832.06	8,576.71	9.00	500.00	2,279.40
•Denver	641,142.80	213,326.33	255,305.77	.....	9,500.00	28,659.00
Dolores	2,765.00	919.96	.....	.....	300.00	735.00
Douglas	13,511.55	3,215.39	823.39	47.50	.....	510.00
Eagle	15,179.23	3,844.77	398.96	343.16	.....	366.84
Elbert	12,759.95	4,501.57	607.82	.....	806.58	268.04
El Paso	171,749.68	47,258.97	20,202.74	643.11	10,250.00	19,866.30

*Plus \$36,140.58 for other forms of indebtedness.

STATISTICS.—DISBURSEMENTS.

DISBURSEMENTS, 1905—Continued.

Paid during the year ending June 30, 1905.

COUNTIES	For teachers' salaries	For fuel, rent, insurance and all current expenses	For sites, buildings, furniture, improvements	For library purposes	Redemption of bonds	For interest on bonds
Fremont	82,652.75	14,193.12	7,924.34	182.44	2,157.70	4,576.51
Garfield	28,883.58	9,199.14	4,703.57	906.30	2,500.00	2,285.82
Gilpin	23,093.40	6,129.55	1,028.51	10.00	.....	675.00
Grand	2,490.85	550.72	8.46	.....	.....	.....
Gunnison	19,704.23	4,481.27	2,854.33	227.71	2,770.00	1,648.46
Hinsdale	4,468.80	1,512.43	583.43	.....	1,000.00	585.88
Huerfano	21,540.00	11,392.20	2,249.05	.....	2,200.00	509.65
Jefferson	40,688.75	10,443.89	3,480.07	.....	3,223.87	1,065.99
Kiowa	4,335.60	1,527.34	652.79	1.40	.....	200.00
Kit Carson	11,471.95	2,946.05	1,604.40	6.80	75.47	381.14
Lake	41,690.49	16,151.75	919.97	70.82	8,000.00	2,225.83
La Plata	34,399.50	9,224.90	11,219.65	21.00	.....	2,108.61
Larimer	60,964.52	23,925.88	2,800.00	1,706.50	1,740.16	4,523.34
Las Animas	62,404.96	16,944.61	18,081.60	271.45	3,461.17	7,930.02
Lincoln	8,868.68	7,675.06	2,503.00	.....	.....	.....
Logan	15,878.70	5,696.97	1,259.74	17.50	.....	980.70
Mesa	51,876.99	14,073.08	26,727.06	1,263.08	364.99	4,880.25
Mineral	4,640.25	1,934.21	.....	174.50	.....	1,150.00
Montezuma	11,252.15	3,308.69	1,326.84	.....	.....	.....
Montrose	18,035.55	4,857.07	1,656.23	18.00	.....	1,558.50

STATISTICS.—DISBURSEMENTS.

Morgan	13,851.61	12,043.31	10,778.48	42.79	47.74	7,928.09
Otero	55,233.75	19,601.86	10,015.92	48.63	3,976.68	897.73
Ouray	15,520.70	4,912.49	2,092.90	217.23	2,410.00	169.02
Park	12,087.00	2,358.00	1,455.73	255.35	1,205.00	1,517.37
Phillips	8,744.80	3,208.82	1,045.19	52.63	2,000.00	1,559.55
Pitkin	24,219.60	8,457.24	1,638.95	15.00	754.00	16,497.89
Prowers	16,637.12	6,271.27	3,545.00	45.95	60,573.73	120.00
Pueblo	193,665.91	61,319.61	25,004.59	.....	.....	816.26
Rio Blanco	7,112.50	1,123.48	.....	.....	.....	541.00
Rio Grande	18,719.26	3,154.20	1,750.50	.....	1,900.00	581.07
Routt	13,624.20	3,765.55	1,184.40	.....	.....	.....
Saguache	19,026.33	2,817.11	1,819.77	544.50	.....	.....
San Juan	8,723.95	2,648.87	.....	.....	.....	.....
San Miguel	22,571.48	7,265.01	11,459.75	.....	2,250.00	2,540.75
Sedgwick	6,769.50	1,713.43	757.20	.....	.....	135.00
Summit	7,714.04	2,171.24	838.97	26.32	37.02	185.45
Teller	125,556.32	40,419.84	9,498.45	.....	2,500.00	2,242.63
Washington	9,696.30	2,460.00	211.47	47.50	.....	352.80
Weld	90,929.24	26,979.82	29,446.64	67.32	240.00	4,775.06
Yuma	16,665.14	4,708.00	1,308.88	47.50	565.10	66.00
Totals	\$2,370,810.80	\$741,806.48	\$563,900.88	\$8,639.79	\$172,257.48	\$148,815.55

STATISTICS.—DISBURSEMENTS.

DISBURSEMENTS, 1905—Continued.

COUNTIES.	For Temporary Loans and Interest Thereon.	For Interest on Registered Warrants.	For Abatement and County Treasurers' Collection Fees.	Total Paid Out During Year.	Balance in Hands of County (and District) Treasurer to the Credit of District, June 30, 1905.	Amount District Warrants Registered and Unpaid June 30, 1905.	Warrants not Registered, and other Forms of Indebtedness.
Adams	\$ 731.63	\$ 133.14	\$ 2,649.43	\$ 60,252.85	\$ 33,355.77	\$ 33,925.27	\$ 309.24
Arapahoe	721.54	289.51	667.83	55,967.00	40,681.22	6,265.39	.....
Archuleta .....	.....	.....	.....	14,208.28	8,645.26	.....	.....
Baca	300.00	118.13	61.85	4,683.12	3,745.58	872.78	226.60
Bent	97.58	380.50	33.63	26,434.47	10,676.31	5,813.50	53.95
Boulder	357.97	1,536.60	1,197.39	154,116.88	17,522.03	32,840.36	1,478.40
Chaffee	490.75	36.19	353.50	50,344.93	21,168.07	5,424.35	495.79
Cheyenne .....	.....	19.93	.....	5,333.88	1,111.28	100.00	250.00
Clear Creek	279.81	.....	362.80	39,616.94	9,665.20	.....	.....
Conejos	869.20	1,488.48	449.88	38,253.30	26,325.38	11,945.38	.....
Costilla .....	.....	6.77	75.03	12,730.84	9,415.35	441.50	.....
Custer	202.00	321.65	67.87	9,791.80	3,201.78	5,475.09	.....
Delta	317.68	1,388.14	23.73	61,716.79	5,884.38	22,705.54	4,603.75
Denver .....	.....	.....	11,487.55	1,195,562.03	199,099.94	.....	.....
Dolores .....	.....	113.90	.....	4,773.86	2,064.42	1,713.85	2,100.00
Douglas	2,018.26	18.69	97.50	20,242.23	13,409.81	821.61	.....

STATISTICS.—DISBURSEMENTS.

Eagle	55.92	91.66	103.72	20,379.26	7,998.38	799.38	292.72
Elbert .....	.....	169.68	.....	19,104.64	7,931.46	4,762.96	.....
El Paso	5,051.18	3,196.68	685.47	278,904.12	48,062.91	20,708.56	.....
Fremont	1,790.76	7,284.56	862.28	121,634.46	29,087.57	121,023.74	2,000.00
Garfield	454.06	439.68	338.04	49,760.19	11,737.01	12,801.28	619.65
Glphin	2,316.95	2.43	179.89	32,435.73	11,687.99	.....	.....
Grand .....	.....	286.13	.....	3,336.16	1,043.97	775.45	.....
Gunnison	186.83	97.89	237.81	32,208.53	11,426.97	6,900.45	125.00
Hinsdale .....	.....	135.14	59.77	8,295.15	1,274.62	932.05	.....
Huerfano	2.68	872.48	21.10	38,787.16	12,469.59	4,320.77	330.00
Jefferson	259.17	188.53	337.48	59,687.75	20,192.33	1,248.40	806.93
Kiowa .....	.....	21.94	.....	6,738.47	5,000.78	287.10	8.05
Kit Carson .....	.....	29.26	1.50	16,516.57	12,967.16	417.45	38.70
Lake .....	.....	.....	508.21	69,567.07	47,290.13	.....	304.01
La Plata	800.02	1,393.51	785.75	59,952.04	13,351.17	34,874.18	25.00
Larimer .....	.....	2,490.21	39.13	98,189.74	14,220.24	44,793.66	700.07
Las Animas	171.40	516.76	1,805.71	111,587.68	33,466.83	5,805.91	742.75
Lincoln	758.01	425.36	564.89	20,795.60	3,845.85	3,839.85	.....
Logan	1,637.49	93.54	.....	25,544.64	11,509.88	1,826.00	172.18
Mesa	4,183.80	398.94	1,023.95	104,711.05	22,197.53	3,078.97	470.05
Mineral .....	.....	1,494.55	98.25	9,491.76	4,108.10	11,450.74	.....
Montezuma .....	.....	124.25	137.85	16,149.78	7,366.91	1,107.15	161.70
Montrose .....	.....	19.22	123.73	25,608.30	10,337.39	8,566.57	73.77
Morgan .....	.....	1,106.85	.....	37,870.76	3,862.84	12,114.01	700.81
Otero	4,599.60	1,554.34	638.92	103,618.36	17,300.67	13,612.99	2,630.57

STATISTICS.—DISBURSEMENTS.

DISBURSEMENTS, 1905—Continued.

COUNTIES.	For Temporary Loans and Interest Thereon.	For Interest on Registered Warrants.	For Abatement and County Treasurers' Collection Fees.	Total Paid Out During Year.	Balance in Hands of County (and District) Treasurer to the Credit of District, June 30, 1905.	Amount District Warrants Registered and Unpaid June 30, 1905.	Warrants not Registered, and Forms of Indebtedness.
Ouray .....	.....	170.34	187.03	26,408.57	7,097.71	638.00	.....
Park .....	.....	.....	84.18	16,584.91	8,039.50	2,230.69	.....
Phillips .....	.....	303.80	13.50	14,946.08	8,232.15	1,647.67	92.00
Pitkin	186.83	45.76	273.96	37,794.54	10,658.49	2,192.35	.....
Prowers	633.95	885.43	20.48	30,324.80	14,135.18	16,039.79	97.70
Pueblo	342.58	9,887.78	6,573.76	373,851.80	120,240.37	113,545.27	.....
Rio Blanco .....	.....	155.84	68.80	8,580.62	3,374.66	8,861.52	.....
Rio Grande	1,295.35	521.38	196.28	28,353.23	6,012.65	12,987.34	.....
Routt .....	.....	360.01	164.74	19,639.90	6,856.04	16,231.33	303.25
Saguache	89.92	285.47	145.88	25,310.05	11,838.95	3,538.55	55.75
San Juan .....	.....	.....	.....	11,372.82	4,979.20	.....	.....
San Miguel	10.00	1,432.36	2.34	47,531.72	8,464.18	15,505.48	110.00
Sedgwick .....	.....	50.03	210.67	9,635.83	1,150.52	730.15	.....
Summit	4,147.97	99.03	69.16	15,283.20	3,783.21	1,211.50	.....
Teller .....	.....	3,197.02	22,950.01	212,365.27	38,032.90	49,581.07	1,352.17
Washington .....	.....	30.18	121.94	12,950.19	5,392.78	.....	.....

STATISTICS.—DISBURSEMENTS.

Weld	7,264.78	1,744.51	776.41	162,223.78	31,807.11	20,513.65	5,026.42
Yuma	15.32	65.14	245.51	23,626.59	7,030.94	1,556.26	.....
Totals	\$43,635.99	\$47,420.28	\$58,268.09	\$1,191,785.95	\$1,075,670.59	\$111,692.86	\$26,655.98

STATISTICS.—RECEIPTS.

RECEIPTS, 1906.

Received during the year ending June 30, 1906.

COUNTIES.	Amount on hand July 1, 1905, held by county and District treasurers.	From general fund by appropriation.	From special tax.	From all other sources including funds raised for libraries and temporary loans.	Total Receipts.
Adams	\$ 34,192.18	\$ 16,891.90	\$ 22,662.67	\$ 4,807.44	\$ 78,554.19
Arapahoe	40,674.09	11,906.84	33,852.05	748.59	87,181.57
Archuleta	6,297.30	8,074.02	4,749.77	3,731.95	22,853.54
Baca	3,773.15	2,268.32	2,122.80	269.75	8,434.02
Bent	10,895.42	8,295.55	14,689.09	2,746.30	36,626.36
Boulder	17,522.03	36,598.90	110,736.52	78,568.19	243,425.64
Chaffee	21,168.82	9,152.10	35,661.31	5,069.07	71,074.30
Cheyenne	1,101.28	3,211.03	3,326.45	.....	7,638.76
Clear Creek.....,	9,668.20	7,878.68	32,497.18	1,107.71	51,152.77
Conejos	26,788.79	10,180.40	35,222.81	3,411.39	75,583.39
Costilla	9,415.35	4,460.25	7,948.45	90.20	21,914.25
Custer	3,188.11	2,499.43	5,997.65	950.96	12,636.15
Delta	6,031.36	11,903.15	42,950.19	3,329.18	64,213.88
Denver	160,905.64	296,184.25	838,665.99	9,667.89	1,305,423.77
Dolores	2,064.42	1,238.01	3,341.85	941.71	7,585.99
Douglas	14,924.84	10,693.00	7,017.00	1,508.26	34,143.10
Eagle	7,252.26	4,356.64	15,059.28	980.22	27,648.40
Elbert	8,107.50	7,991.33	9,422.81	53.24	25,574.88
El Paso.....	50,625.15	128,722.63	120,827.96	36,215.99	336,391.73

STATISTICS.—RECEIPTS.

Fremont	29,029.77	18,547.50	87,506.42	36,129.43	171,213.12
Garfield	10,833.21	9,468.88	33,741.62	7,788.92	61,832.63
Gilpin	12,228.97	6,833.50	25,513.83	1,398.63	45,974.93
Grand	1,023.29	2,901.63	1,087.96	2,078.98	7,091.86
Gunnison	11,427.58	6,409.18	22,782.62	4,069.87	44,689.25
Hinsdale	1,274.62	1,281.69	5,494.64	990.68	9,041.63
Huerfano	12,469.59	10,395.90	24,218.16	1,769.14	48,882.79
Jefferson	20,192.33	30,741.00	20,537.87	6,758.80	882,90.00
Kiowa	4,550.78	1,598.34	4,315.87	375.74	10,840.73
Kit Carson.....	12,927.27	9,332.25	10,412.10	5.15	32,686.77
Lake	47,290.13	33,069.00	47,342.92	247.00	127,949.05
La Plata.....	13,646.37	14,715.75	50,807.75	4,183.50	83,353.37
Larimer	14,285.55	33,535.00	81,971.64	32,692.78	162,484.97
Las Animas.....	37,923.77	43,488.84	77,385.23	18,861.93	177,639.77
Lincoln	3,845.85	4,137.01	15,555.86	508.49	24,047.21
Logan	11,050.03	9,516.53	18,728.35	1,419.29	40,714.50
Mesa	22,714.25	17,979.72	67,651.53	19,917.20	128,262.80
Mineral	4,029.67	4,184.61	9,050.51	1,447.67	18,712.46
Montezuma	9,355.16	8,175.84	11,463.01	653.02	29,647.03
Montrose	10,041.73	6,876.32	21,589.05	2,785.62	41,292.72
Morgan	5,113.14	14,594.98	23,693.63	25,949.21	69,350.96
Otero	16,892.33	20,508.36	66,897.65	9,842.87	114,141.21
Ouray	7,097.71	6,772.52	19,276.32	3,376.23	36,522.78
Park	8,039.53	6,492.90	9,322.97	1,394.59	25,249.99

STATISTICS.—RECEIPTS.

RECEIPTS, 1906—Concluded.

Received during the year ending June 30, 1906.

COUNTIES.	Amount on hand July 1, 1905, held by County and district treasurers.	From general fund by appropriation.	From special tax.	From all other sources including libraries and temporary loans.	Total Receipts.
Phillips	8,438.09	6,087.35	9,184.84	1,372.95	25,083.23
Pitkin	10,540.38	10,659.80	25,033.72	5,183.59	51,417.49
Prowers	14,179.42	9,385.20	19,034.55	5,966.53	48,565.70
Pueblo	120,358.22	72,543.99	262,256.26	52,275.99	507,434.46
Rio Blanco	3,575.58	3,965.10	4,972.01	1,932.58	14,445.27
Rio Grande	5,811.07	9,212.25	16,986.84	2,331.41	34,341.57
Routt	6,720.73	6,970.29	18,030.12	934.76	32,655.90
Saguache	11,250.61	6,224.66	12,958.04	2,180.09	32,613.40
San Juan	4,979.20	7,644.39	7,516.03	10,997.57	31,137.19
San Miguel	8,464.18	10,166.17	31,290.80	6,574.01	56,495.46
Sedgwick	2,844.18	2,964.00	7,383.40	582.90	13,774.48
Summit	3,783.21	4,050.17	8,281.47	5,953.96	22,068.81
Teller	38,032.90	31,554.12	144,498.61	13,995.70	228,081.33
Washington	6,634.82	3,651.12	8,657.03	.....	18,942.97
Weld	31,647.48	47,833.69	109,751.23	28,653.59	217,885.90
Yuma	7,029.05	6,068.00	17,884.04	346.35	31,338.44
Totals	\$1,046,180.14	\$1,143,024.19	\$2,816,861.33	\$478,144.86	\$5,484,210.52

STATISTICS.—DISBURSEMENTS.

DISBURSEMENTS, 1906.

	For teachers' salaries	For fuel, rent, insurance and all current expenses	For sites, buildings, furniture, improvements	For library purposes	Redemption of bonds	For interest on bonds
Adams	\$ 24,647.50	\$ 9,096.61	\$ 23,036.08	\$ 69.62		\$ 460.00
Arapahoe	24,166.00	9,496.02	24,211.60	10.00		
Archuleta	7,857.15	4,040.17	158.61			
Baca	3,081.95	601.81	607.04		\$ 1,140.36	1,011.99
Bent	16,752.45	1,023.14	2,503.92	77.33	385.54	407.00
Boulder	94,979.72	22,124.87	65,786.57	213.68	1,612.00	940.17
Chaffee	31,230.20	6,781.67	3,308.75		6,900.00	6,997.52
Cheyenne	4,085.12	1,806.24	556.99			2,220.15
Clear Creek	27,830.50	8,179.10	556.45	100.00		1,050.00
Conejos	25,524.94	10,041.95	10,333.00		4,345.00	1,509.35
Costilla	10,384.00	1,609.52	444.55		500.00	182.75
Custer	5,469.10	799.69	334.70		635.00	40.00
Delta	34,833.96	12,592.78	6,345.02	131.80	284.27	2,075.41
Denver	671,912.06	210,453.28	294,991.73			
Dolores	3,775.00	781.00				
Douglas	14,532.75	3,453.75	1,302.54			1,064.10
Eagle	13,641.91	3,323.47	1,659.85	35.36	1,600.00	436.80
Elbert	13,072.00	2,572.59	940.37	31.01	130.39	531.29
El Paso	176,831.08	53,731.46	25,141.72	495.32	78.00	276.29
Fremont	80,060.50	25,204.39	19,618.88		20,149.65	3,319.23
Garfield	33,808.31	10,812.68	1,274.69	67.29	1,500.00	3,769.39
					2,652.25	2,086.83

STATISTICS.—DISBURSEMENTS.

DISBURSEMENTS, 1906—Continued.

	For teachers' salaries	For fuel, rent, insurance and all current expenses	For sites, buildings, furniture, improvements	For library purposes	Redemption of bonds	For interest on bonds
Gilpin	22,592.96	8,710.83	5,228.11	9.65	.....	1,386.25
Grand	2,553.25	245.41	2,500.60	.....	.....	.....
Gunnison	21,420.59	5,975.58	2,851.86	.....	1,674.30	1,404.33
Hinsdale	4,165.00	1,111.44	.....	.....	.....	440.90
Huerfano	22,976.35	10,037.34	404.95	.....	2,500.00	443.58
Jefferson	43,534.43	9,644.23	5,724.24	75.00	4,200.00	1,439.40
Kiowa	4,463.00	1,144.09	217.24	2.10	.....	.....
Kit Carson	11,970.63	3,586.34	1,133.72	.....	.....	.....
Lake	42,230.50	16,833.42	1,931.11	189.89	14,000.00	1,753.74
La Plata	45,840.71	13,186.44	3,679.54	110.50	300.00	2,697.80
Larimer	80,663.77	28,483.08	27,622.07	.....	510.00	4,624.00
Las Animas	70,739.91	17,963.73	27,298.72	7.35	7,353.97	6,451.62
Lincoln	7,616.00	9,942.76	.....	.....	.....	.....
Logan	17,522.60	7,011.91	2,920.55	220.90	467.01	952.28
Mesa	59,909.65	21,284.91	7,692.12	131.38	9,950.86	5,560.35
Mineral	859.75	526.68	.....	.....	1,000.00	1,120.00
Montezuma	13,518.24	2,653.37	1,120.83	.....	1,575.00	90.06
Montrose	21,820.83	7,802.04	1,208.51	106.00	538.75	1,668.46
Morgan	20,065.34	9,340.49	8,645.13	634.55	3,580.08	7,575.00
Otero	57,517.37	19,755.28	4,398.51	38.70	3,500.00	6,833.36
Ouray	14,143.00	7,827.57	2,472.72	.....	2,110.00	1,023.45

STATISTICS.—DISBURSEMENTS.

Park	11,723.80	4,239.66	928.57	.....	.....	.....
Phillips	9,828.05	3,234.64	1,023.72	16.55	300.00	222.63
Pitkin	25,598.90	9,263.46	2,004.75	33.90	3,000.00	1,355.52
Prowers	22,365.90	6,336.28	5,786.91	17.00	1,913.27	1,076.35
Pueblo	197,848.20	77,192.65	75,824.89	30.57	39,212.77	13,910.14
Rio Blanco	7,131.19	2,742.50	992.16	1.40	.....	651.00
Rio Grande	20,766.35	3,747.21	380.85	561.00	1,746.98	638.85
Routt	14,846.20	1,512.77	6,188.40	55.00	.....	419.65
Saguache	15,645.25	2,327.57	1,069.23	78.10	1,000.00	757.87
San Miguel	24,580.17	8,943.06	5,792.39	.....	.....	2,308.00
San Juan	8,686.00	3,067.83	13,700.64	.....	.....	250.00
Sedgwick	6,912.20	1,372.73	677.92	47.93	210.00	55.00
Summit	8,555.75	2,292.98	429.38	94.93	1.18	220.60
Teller	108,998.23	46,843.80	25,612.39	597.15	6,000.00	7,904.15
Washington	9,696.30	2,460.00	241.46	47.50	.....	362.80
Weld	101,242.02	27,831.90	27,414.41	81.10	.....	5,843.07
Yuma	18,343.43	4,002.11	1,334.36	40.50	65.98	122.94
Total	\$ 2,518,238.47	\$869,598.68	\$700,298.72	\$4,530.07	\$148,622.56	\$114,882.72

STATISTICS.—DISBURSEMENTS.

DISBURSEMENTS, 1906—Continued.

	For temporary loans and interest thereon	For interest on registered warrants	For abatement and County Treasurers' collection fees	Total paid out during year	Balance in hands of County and District Treasurer to the credit of district, June 30, 1906	Amount dis- trict warrants registered and unpaid, June 30, 1906	Warrants not registered and other forms of indebtedness
	\$	\$	\$	\$	\$	\$	\$
Adams	394.46	28.71	319.50	58,052.88	20,501.31	960.80	80.00
Arapahoe	905.41	112.56	335.23	59,236.82	27,944.75	4,950.78	.....
Archuleta	.....	.....	.....	14,208.28	8,645.26	3,500.00	140.00
Baca	.....	161.32	230.68	5,475.43	2,958.59	1,736.76	190.00
Bent	586.72	201.35	8.37	26,665.75	9,960.61	4,542.46	.....
Boulder	1,109.92	1,732.07	1,953.27	201,797.62	41,628.02	48,069.90	783.83
Chaffee	83.65	482.53	.....	44,106.95	26,967.35	6,841.30	135.75
Cheyenne	.....	.....	13.36	6,461.71	1,177.05	334.37	224.86
Clear Creek	678.19	34.75	402.69	38,831.59	12,321.18	.....	124.46
Conejos	1,750.86	2,473.25	681.01	57,259.97	18,323.42	.....	.....
Costilla	.....	26.68	78.64	13,227.14	8,687.11	1,000.37	.....
Custer	.....	344.47	69.23	8,632.19	4,003.96	5,882.86	.....
Delta	4.20	1,195.72	132.12	57,595.22	6,618.65	18,506.11	28.26
Denver	.....	.....	10,848.16	1,187,808.23	117,615.54	.....	.....
Dolores	.....	98.05	.....	5,718.15	1,867.84	667.90	.....
Douglas	.....	80.29	92.57	21,498.70	12,614.40	1,228.38	.....
Eagle	23.02	37.10	119.37	19,531.67	8,116.73	1,494.33	124.50

STATISTICS.—DISBURSEMENTS.

Eibert	690.00	.....	17,579.26	7,995.62	5,135.01	.....
El Paso	7,690.00	1,731.49	290,194.07	46,197.65	11,417.02	232.00
Fremont	792.03	1,216.17	138,903.48	32,309.61	146,143.20	.....
Garfield	532.82	611.81	52,343.25	9,489.38	14,552.65	177.41
Gilpin	476.75	2.34	39,089.95	6,893.98	3.50	2,628.42
Grand .....	.....	.....	5,359.26	1,732.69	1,017.04	20.00
Gunnison	88.60	135.72	23,817.36	10,871.89	9,528.96	679.90
Hinsdale	7.28	128.38	5,967.04	3,134.59	775.03	.....
Huerfano .....	.....	732.14	37,126.99	11,725.80	4,389.46	.....
Jefferson	290.69	146.15	65,386.63	22,903.97	1,534.00	.....
Kiowa .....	.....	39.77	5,857.20	4,483.53	584.28	104.15
Kit Carson .....	.....	21.92	16,772.62	15,924.15	199.34	160.15
Lake .....	.....	.....	77,488.59	50,460.46	.....	69.80
La Plata	193.58	2,065.49	68,199.06	15,154.31	22,243.17	.....
Larimer .....	.....	2,541.98	144,399.90	18,085.07	22,775.33	1,909.63
Las Animas	1,101.74	603.22	136,057.80	41,581.37	12,136.84	68.50
Lincoln	447.73	329.81	18,336.30	5,740.91	3,136.50	.....
Logan	452.62	212.48	29,780.35	10,433.85	.....	.....
Mesa	3,957.60	230.46	110,213.23	18,049.27	3,801.37	.....
Mineral .....	.....	8,711.05	12,325.42	6,387.04	8,170.45	.....
Montezuma .....	.....	301.14	19,408.16	10,238.87	445.00	190.30
Montrose .....	.....	.41	33,705.16	7,587.56	15,706.32	155.00
Morgan .....	.....	1,173.28	51,025.78	18,325.18	13,029.79	20.08
Otero	1,808.57	676.07	95,520.81	18,620.40	20,208.26	92.66
Ouray .....	.....	48.15	27,857.63	8,665.15	2,608.37	.....

STATISTICS.—DISBURSEMENTS.

DISBURSEMENTS, 1906—Continued.

	For temporary loans and interest thereon	For interest on registered warrants	For abatement and County Treasurers' collection fees	Total paid out during year	Balance in hands of County and District Treasurer to the credit of district, June 30, 1906	Amount dis-trict warrants registered and unpaid, June 30, 1906	Warrants not registered and other forms of indebtedness
Park .....	.....	151.58	.....	17,043.61	8,206.38	.....	.....
Phillips	375.00	177.34	8.60	15,186.53	9,896.70	1,301.29	248.75
Pitkin .....	.....	114.24	317.19	41,087.96	9,729.53	384.76	474.50
Prowers	697.72	1,008.14	123.77	39,325.34	9,240.36	11,611.68	3.15
Pueblo	2,168.64	4,526.63	4,384.58	420,099.07	87,335.39	47,377.47	2,258.22
Río Blanco .....	.....	142.05	55.50	11,715.80	2,729.47	8,409.03	.....
Río Grande	49.97	766.00	234.37	28,891.53	5,450.04	12,925.88	97.23
Routt .....	.....	608.04	7.71	23,637.77	9,018.13	14,074.85	164.24
Saguache	142.79	125.96	191.07	21,337.89	11,275.51	99,365.00	55.00
San Juan .....	.....	.....	.....	25,694.47	5,442.72	.....	109.34
San Miguel .....	.....	1,020.76	4.97	42,649.35	13,846.11	15,190.32	5.10
Sedgwick .....	.....	.....	.....	9,275.78	4,498.70	714.23	27.61
Summit	5,581.16	32.12	84.76	17,292.86	4,775.95	.....	.....
Teller	230.44	1,454.54	11,072.15	208,712.85	19,868.48	37,212.10	2,948.30
Washington .....	.....	30.05	121.94	12,950.05	5,992.32	275.80	.....

STATISTICS.—SCHOOL BOND ACCOUNT.

SCHOOL BOND ACCOUNT, 1905.

	Amount of school bonds issued this year.	Amount of school bonds outstanding.	Assessed valuation of property in the districts.
Adams	\$12,000.00	\$5,500.00	\$5,449,710.00
Arapahoe	15,000.00	24,000.00	4,747,235.00
Archuleta		17,500.00	1,042,620.00
Baca		4,800.00	553,273.00
Bent		20,330.00	1,485,032.00
Boulder	30,000.00	120,500.00	10,614,453.00
Chaffee	1,700.00	33,248.40	3,129,712.00
Cheyenne			1,161,258.00
Clear Creek.....			2,759,089.00
Conejos	14,000.00	26,950.00	1,971,846.00
Costilla		2,500.00	1,473,253.00
Custer		8,570.00	858,795.19
Delta	3,800.00	44,555.00	2,695,035.00
Denver		618,500.00	112,693,584.00
Dolores		10,000.00	511,672.00
Douglas		8,000.00	3,027,948.00
Eagle		7,500.00	1,825,349.00
Elbert		1,000.00	2,337,032.00
El Paso		453,150.00	23,807,230.00
Fremont		49,700.00	6,455,465.00
Garfield			3,557,332.00
Gilpin		20,000.00	2,589,390.00
Grand			481,769.00
Gunnison		23,660.00	3,079,947.00
Hinsdale		6,000.00	611,574.00
Huerfano		7,450.00	3,591,917.00
Jefferson	2,000.00	11,000.00	5,030,465.00
Kiowa	1,000.00	2,500.00	1,402,969.00
Kit Carson.....			1,901,926.01
Lake		8,000.00	5,942,643.00
La Plata.....	1,000.00	50,200.00	3,487,435.00
Larimer	36,200.00	123,800.00	7,267,544.00
Las Animas.....	4,000.00	111,800.00	9,792,540.00
Lincoln			1,371,645.00
Logan		15,000.00	2,456,979.00
Mesa	19,150.00	79,890.00	4,671,559.00

STATISTICS.—SCHOOL BOND ACCOUNT.

SCHOOL BOND ACCOUNT, 1905—Concluded.

	Amount of school bonds issued this year.	Amount of school bonds outstanding.	Assessed valuation of property in the districts.
Mineral		18,000.00	815,678.00
Montezuma		1,575.00	1,277,401.00
Montrose		34,800.00	2,220,872.00
Morgan		37,500.00	2,511,104.00
Otero	9,500.00	80,675.00	5,991,176.00
Ouray		12,560.00	2,629,975.00
Park			2,291,339.00
Phillips		2,300.00	700,833.00
Pitkin		26,000.00	2,493,210.00
Prowers		28,425.00	2,272,546.00
Pueblo	100,000.00	392,700.00	25,791,288.00
Rio Blanco.....	4,000.00	4,687.84	1,011,323.00
Rio Grande.....		0,000.00	1,944,306.00
Routt		9,250.00	3,145,795.00
Saguache	2,800.00	14,550.00	2,501,212.12
San Juan.....			2,117,081.00
San Miguel.....		43,750.00	3,183,829.00
Sedgwick			979,737.00
Summit		2,000.00	1,500,378.00
Teller		142,100.00	
Washington		1,000.00	1,233,381.00
Weld	12,000.00	73,000.00	12,660,982.00
Yuma		600.00	1,860,047.00
Totals	\$268,150.00	\$2,753,076.24	\$327,161,588.31

STATISTICS.—SCHOOL BOND ACCOUNT.

SCHOOL BOND ACCOUNT, 1906.

	Amount of school bonds issued this year.	Amount of school bonds outstanding.	Assessed valuation of property in the districts.
Adams	\$4,000.00	\$10,500.00	\$5,410,975.00
Arapahoe		15,000.00	4,752,169.00
Archuleta		15,500.00	1,129,143.79
Baca		2,800.00	506,191.00
Bent	500.00	16,280.00	1,391,772.00
Boulder	50,000.00	199,900.00	12,041,429.00
Chaffee		35,550.00	3,096,795.00
Cheyenne .....		.....	1,544,400.00
Clear Creek.....		16,000.00	2,658,612.00
Conejos		28,500.00	1,810,026.00
Costilla		2,500.00	1,299,496.00
Custer		8,570.00	774,982.00
Delta	1,200.00	37,155.00	2,710,505.00
Denver .....		.....	115,338,920.00
Dolores		11,800.00	508,787.00
Douglas		6,400.00	2,952,313.00
Eagle		3,000.00	1,992,061.00
Elbert .....		.....	2,256,250.00
El Paso.....		445,000.00	23,775,460.00
Fremont	30,000.00	111,350.00	6,426,437.00
Garfield	500.00	11,225.00	3,317,068.51
Gilpin	11,200.00	31,200.00	2,516,617.00
Grand	2,000.00	2,000.00	200,000.00
Gunnison		22,440.00	2,860,551.00
Hinsdale		6,000.00	635,896.00
Huerfano	12,000.00	16,950.00	3,585,351.00
Jefferson	16,000.00	32,000.00	4,969,470.00
Kiowa		3,500.00	1,448,388.67
Kit Carson .....		.....	1,916,420.00
Lake		125,000.00	6,114,776.00
La Plata	1,000.00	44,900.00	4,315,945.00
Larimer	20,000.00	143,320.00	7,556,632.00
Las Animas	39,000.00	145,000.00	10,641,850.00
Lincoln .....		.....	1,936,820.00
Logan		2,000.00	2,249,841.00
Mesa		80,790.00	4,662,819.00

STATISTICS.—SCHOOL BOND ACCOUNT.

SCHOOL BOND ACCOUNT, 1906—Concluded.

	Amount of school bonds issued this year.	Amount of school bonds outstanding.	Assessed valuation of property in the districts.
Mineral		17,000.00	814,835.00
Montezuma .....		.....	1,291,655.00
Montrose	7,000.00	32,700.00	2,287,814.00
Morgan	25,000.00	55,000.00	1,421,012.00
Otero	45,000.00	121,050.00	6,076,345.00
Ouray		11,250.00	3,819,834.00
Park .....		.....	2,188,655.00
Phillips		2,000.00	856,143.00
Pitkin		26,000.00	2,209,100.00
Prowers		38,925.00	3,848,947.00
Pueblo	29,000.00	418,400.00	26,022,596.00
Rio Blanco .....		.....	1,185,806.00
Rlo Grande		7,800.00	1,985,802.00
Routt		11,050.00	3,155,045.00
Saguache		12,950.00	2,339,333.00
San Juan	10,000.00	10,000.00	2,120,601.00
San Miguel	2,000.00	45,000.00	3,252,907.00
Sedgwick		4,500.00	10,585,977.00
Summit		3,000.00	1,500,358.00
Teller		136,100.00	13,366,510.00
Washington		4,306.00	1,406,013.00
Weld	32,360.00	23,660.00	12,602,052.00
Yuma		600.00	1,692,282.00
Totals	\$337,760.00	\$3,788,321.00	\$3,566,169,990.97

STATISTICS.—TEACHERS AND SALARIES.

TEACHERS AND SALARIES, 1905.

Teachers Employed at One Time.

COUNTIES.	Graded Schools.						Rural Schools.						Number of Different Teachers.						Aggregate Amount Paid Teachers During the Year.
	Average Monthly Salary.			Average Monthly Salary.			Average Monthly Salary.			Average Monthly Salary.			Graded Schools.		Rural Schools.		Total.		
	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Male.	Female.			
Adams	1	13	14	\$80.00	\$65.00	\$65.00	1	33	34	\$45.00	\$52.00	\$52.00	1	14	15	1	33	34	\$ 23,425.70
Arapahoe	5	20	25	79.00	61.52	61.52	1	20	21	55.00	47.92	47.92	6	22	28	1	20	21	22,068.65
Archuleta	1	7	8	85.00	58.33	58.33	3	7	10	56.67	52.00	52.00	1	8	9	4	12	16	5,800.70
Baca	..	..	..	....	....	....	3	9	12	44.16	36.94	36.94	..	..	..	3	10	13	2,563.50
Bent	1	9	10	67.00	67.00	67.00	2	16	18	50.00	45.50	45.50	1	9	10	2	19	21	15,716.62
Boulder	13	78	91	90.76	62.85	62.85	8	57	65	59.00	47.50	47.50	15	84	99	10	65	75	74,504.71
Chaffee	5	32	37	81.33	61.40	61.40	6	16	22	56.00	50.00	50.00	7	34	41	6	22	28	30,577.55
Cheyenne	2	1	3	75.00	50.00	50.00	..	7	7	....	46.00	46.00	2	2	4	..	9	9	3,775.00
Clear Creek	6	29	35	115.33	67.60	67.60	..	6	6	....	50.67	50.67	6	29	35	..	6	6	26,020.00
Conejos	8	18	26	65.00	48.44	48.44	9	14	23	51.10	41.90	41.90	9	18	27	11	14	25	17,012.35
Costilla	8	4	12	65.00	50.83	50.83	10	16	26	37.50	42.00	42.00	8	7	15	10	18	28	10,082.80
Custer	1	3	4	80.00	60.00	60.00	2	17	19	45.00	40.00	40.00	1	3	4	2	21	23	6,355.33
Delta	5	25	30	100.62	77.77	77.77	9	23	32	59.00	50.00	50.00	5	26	31	9	23	32	28,689.50
Denver	104	610	714	105.69	65.42	65.42	..	68	68	....	*38.11	111	632	743	..	74	74	74	641,142.80
Dolores	1	1	2	110.00	75.00	75.00	..	2	2	....	47.50	47.50	1	1	2	..	2	2	2,705.00
Douglas	1	2	3	100.00	70.00	70.00	4	31	35	61.66	42.40	42.40	1	2	3	4	35	39	13,511.55

STATISTICS.—TEACHERS AND SALARIES.

Eagle	3	9	12	81.67	84.28	2	20	22	60.00	56.36	3	9	12	2	21	23	14,801.50
Elbert	2	4	6	60.00	50.00	2	46	48	46.00	41.05	2	4	6	3	46	49	12,759.95
El Paso.....	20	156	176	85.25	62.35	7	48	55	52.00	47.80	20	169	180	7	55	62	171,749.98
Fremont	21	73	91	163.00	68.00	5	23	28	60.00	50.10	21	78	99	6	26	32	73,214.00
Garfield	8	19	27	90.00	55.00	5	26	31	56.25	54.16	8	21	32	8	27	35	39,265.70
Gilpin	5	20	25	114.15	71.30	..	11	11	....	46.30	6	21	27	..	15	15	22,037.15
Grand	3	4	7	58.33	36.25	..	6	6	....	35.25	4	7	11	..	8	8	2,733.50
Gunnison	4	12	16	100.00	67.50	1	32	33	37.50	53.92	4	14	18	2	46	48	21,171.61
Hinsdale	2	3	5	85.00	65.00	1	3	4	70.00	48.33	2	4	6	1	5	6	4,942.50
Huerfano	7	20	27	77.43	55.14	8	23	31	49.00	46.00	7	22	29	9	28	37	22,692.65
Jefferson	10	26	36	91.00	56.75	4	49	53	63.75	45.00	11	31	42	5	49	54	40,988.75
Kiowa .....	..	..	..	....	....	3	11	14	50.00	51.50	..	..	..	3	14	17	4,550.00
Kit Carson.....	4	5	9	57.91	44.17	3	31	34	35.00	36.34	4	5	9	7	32	39	11,455.25
Lake	8	35	43	90.41	64.34	..	11	11	76.21	76.21	11	43	54	..	11	11	41,690.49
La Plata	7	30	37	81.00	58.93	6	21	30	70.20	56.43	8	34	42	9	27	36	36,995.54
Larimer	17	59	76	99.67	59.00	9	54	63	58.00	46.00	17	61	78	12	71	83	60,582.72
Las Animas	17	76	93	74.00	56.50	25	39	55	50.37	45.20	21	80	101	26	38	64	70,077.72
Lincoln	2	2	4	70.00	48.75	3	16	19	46.67	41.43	3	3	6	4	14	18	6,759.00
Logan	4	10	14	75.83	53.44	5	27	32	41.25	40.00	4	10	11	7	29	36	14,565.88
Mesa	6	39	45	108.40	66.00	14	43	57	62.00	54.00	6	41	47	16	48	64	51,009.25
Mineral	2	3	5	95.00	67.75	..	4	4	....	55.00	2	3	5	..	5	5	4,639.25
Montezuma	3	6	9	80.55	51.66	2	18	20	58.00	52.42	3	6	9	2	29	22	10,923.75
Montrose	5	16	21	78.27	62.88	5	15	20	57.00	52.29	5	16	21	5	16	21	18,035.55
Morgan	5	14	19	89.12	52.50	2	18	20	51.39	50.80	6	11	20	2	21	23	30,649.00
Otero	14	63	77	99.50	55.71	3	26	29	57.33	49.55	14	67	81	7	26	33	55,253.75

STATISTICS.—TEACHERS AND SALARIES.

TEACHERS AND SALARIES, 1905—Continued.

Teachers Employed at One Time.

COUNTIES.	Graded Schools.			Rural Schools.			Number of Different Teachers.						Aggregate Amount Paid Teachers During the Year.				
	Average Monthly Salary.			Average Monthly Salary.			Rural Schools.		Graded Schools.		Graded Schools.			Rural Schools.			
	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Male.	Female.	Male.	Female.		Male.	Female.	Total.	
Ouray	2	8	10	104.16	76.03	3	14	17	71.67	57.95	2	10	12	6	20	26	14,497.20
Park	3	3	6	98.33	63.33	4	22	26	48.75	46.00	4	4	8	4	31	35	12,087.00
Phillips	1	4	5	85.00	51.67	1	29	30	40.00	36.40	1	4	5	1	35	36	8,636.00
Pitkin	8	22	30	86.20	79.40	1	12	13	60.00	59.00	9	23	32	1	15	16	24,219.60
Prowers	4	20	24	100.75	55.00	7	20	27	46.73	43.00	4	22	26	7	20	27	21,719.25
Pueblo	13	202	215	136.00	64.00	12	49	61	68.00	46.00	13	215	228	16	58	74	179,852.24
Rio Blanco.....	1	5	6	60.00	62.50	3	7	10	55.00	53.60	2	6	8	3	7	10	7,112.50
Rio Grande.....	11	21	32	81.33	63.75	4	21	25	55.00	47.31	11	21	32	4	24	28	18,719.25
Routt	4	13	17	83.75	56.45	9	30	39	50.00	41.92	5	15	20	12	45	57	18,434.00
Saguache	5	6	11	85.00	61.67	12	18	30	58.00	49.00	5	6	11	11	21	32	19,769.40
San Juan.....	1	7	8	150.00	81.40	..	4	4	....	65.00	1	7	8	..	4	4	8,723.96
San Miguel.....	2	7	9	167.36	86.50	3	11	14	79.17	61.94	2	7	9	3	16	19	19,629.25
Sedgwick	1	3	4	111.00	55.00	1	19	20	40.00	55.00	1	5	6	1	27	28	5,245.50
Summit	2	4	6	98.00	73.33	1	8	9	70.00	50.56	2	4	6	2	14	16	7,313.00
Teller	8	94	102	84.93	84.93	3	14	17	54.34	54.34	8	97	105	3	16	19	125,556.32
Washington	1	3	4	85.00	55.00	2	46	48	31.00	32.95	1	2	4	2	46	48	9,461.75

STATISTICS.—TEACHERS AND SALARIES.

Weld	15	82	97	82.13	57.77	14	68	82	60.67	51.47	16	89	105	15	75	90	95,380.00
Yuma	2	7	9	87.50	48.75	8	61	63	46.42	36.47	2	7	9	10	61	71	16,772.31
Totals	425	2,072	2,497	\$80.25	\$61.94	201	1,410	1,671	\$54.56	\$48.41	456	2,193	2,649	307	1,616	1,923	\$2,392,938.93

* Kindergarten.

STATISTICS.—TEACHERS AND SALARIES.

TEACHERS AND SALARIES, 1906.

Teachers Employed at One Time.

COUNTIES.	Graded Schools.						Rural Schools.						Number of Different Teachers.						Aggregate Amount Paid Teachers During the Year.					
	Average Monthly Salary.			Average Monthly Salary.			Average Monthly Salary.			Average Monthly Salary.			Graded Schools.		Rural Schools.		Graded Schools.			Rural Schools.				
	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Male.		Female.	Total.	Male.	Female.	Total.
Adams	2	13	15	\$90.00	\$60.00	\$60.00	4	34	38	\$52.50	\$56.80	\$56.80	2	13	15	4	35	39						\$ 24,647.90
Arapahoe	6	21	27	72.50	60.73	60.73	2	18	20	55.00	47.34	47.34	6	22	28	2	18	20						23,911.00
Archuleta	1	6	7	85.00	61.41	61.41	1	7	8	60.33	54.38	54.38	1	6	7	2	12	14						6,416.60
Baca	..	..	..	.....	.....	.....	6	7	13	45.00	42.85	42.85	..	..	..	..	6	7	13					2,960.00
Bent	1	9	10	75.00	63.50	63.50	2	18	20	50.00	46.00	46.00	2	10	12	2	18	20						17,641.45
Boulder	15	98	113	99.97	65.97	65.97	4	61	65	64.40	47.75	47.75	16	102	118	5	74	79						93,523.60
Chaffee	8	26	34	88.04	63.46	63.46	1	26	27	72.50	51.32	51.32	9	39	39	2	31	33						33,131.00
Cheyenne	1	2	3	75.00	50.00	50.00	..	8	8	....	48.90	48.90	3	2	5	..	8	8						4,085.12
Clear Creek	6	31	37	117.50	67.00	67.00	..	5	5	....	51.00	51.00	6	36	42	6	41	47						27,830.50
Concejos	8	18	26	72.62	49.50	49.50	12	13	25	48.44	48.27	48.27	11	22	33	12	15	27						19,323.90
Costilla	2	4	6	70.00	59.16	59.16	15	15	30	49.57	43.20	43.20	2	4	6	15	17	32						19,791.00
Custer	2	3	5	80.00	50.00	50.00	3	16	19	55.00	41.56	41.56	2	3	5	3	21	24						6,831.00
Delta	5	31	36	101.00	63.00	63.00	14	18	32	56.00	53.00	53.00	5	33	38	14	19	33						34,833.95
Denver	110	689	799	107.41	66.31	66.31	..	..	..	.....	.....	.....	110	706	816	..	..	..						671,912.06
Dolores	..	2	2	....	87.50	87.50	1	2	3	60.00	50.00	50.00	..	2	2	1	3	4						3,775.00
Douglas	1	3	4	100.00	66.66	66.66	1	33	34	47.00	47.00	47.00	1	3	4	1	33	34						14,532.75

STATISTICS.—TEACHERS AND SALARIES.

Eagle	3	9	12	83.33	67.50	1	18	19	70.00	57.65	3	9	12	1	21	22	16,002.85
Elbert	1	3	4	65.00	55.75	2	49	51	55.00	37.98	1	5	6	2	51	53	13,072.00
El Paso	21	154	175	102.80	65.00	8	50	58	57.00	47.00	21	161	182	8	57	65	176,627.98
Fremont	11	70	91	96.45	65.31	3	28	31	56.66	51.81	22	77	49	3	28	31	73,910.15
Garfield	8	24	32	89.58	72.33	6	27	33	68.00	52.00	10	26	36	8	29	37	29,491.50
Gilpin	5	20	25	112.75	69.80	..	11	11	....	50.43	5	25	30	..	18	18	22,502.96
Grand	2	6	8	62.50	39.50	..	7	7	....	40.00	2	6	8	..	9	9	3,396.91
Gunnison	5	13	18	94.00	64.00	1	32	33	60.00	54.00	5	13	18	1	44	45	21,420.59
Hinsdale	2	3	5	89.00	65.00	..	4	4	....	51.25	2	3	5	..	5	5	4,405.00
Huerfano	7	22	29	77.71	58.03	10	24	34	59.75	49.00	8	22	30	10	30	40	22,976.35
Jefferson	9	29	38	85.36	61.25	5	50	55	85.00	48.57	9	29	38	5	50	55	45,685.13
Kiowa	..	..	..	....	....	2	11	13	52.50	49.29	..	..	..	3	11	14	4,588.00
Kit Carson	3	5	8	58.33	47.50	7	28	35	40.00	37.00	3	5	8	9	40	40	10,909.13
Lake	7	36	43	93.45	61.73	..	14	14	....	75.20	11	45	56	..	15	15	42,344.00
La Plata	4	28	32	82.50	58.40	5	23	28	62.00	57.00	5	30	35	6	32	38	47,671.81
Larimer	11	65	76	105.91	63.39	8	58	66	62.38	48.45	11	69	80	8	65	73	72,734.60
Las Animas	19	77	96	73.50	56.30	26	24	50	51.00	47.00	20	81	101	26	27	53	73,491.67
Lincoln	1	3	4	75.00	62.50	2	18	20	55.00	46.00	1	3	4	2	18	20	6,616.00
Logan	3	8	11	101.00	55.83	4	31	35	52.14	39.72	3	8	11	4	31	35	17,522.60
Mesa	9	52	61	107.00	67.00	11	39	50	63.00	51.00	10	57	67	12	47	59	58,430.24
Mineral	2	4	6	100.00	71.25	..	1	1	....	45.00	2	4	6	..	2	2	4,445.00
Montezuma	4	8	12	79.22	56.50	4	12	16	63.75	51.06	4	9	13	5	13	18	1,280.64
Montrose	3	20	23	98.53	64.72	6	22	28	57.50	54.96	3	20	23	6	22	28	21,634.65
Morgan	7	19	26	96.52	66.46	3	19	22	61.66	51.55	8	19	27	4	19	23	24,247.61
Otero	14	60	74	85.00	56.00	4	19	23	55.00	50.00	15	66	81	6	25	31	59,671.69

STATISTICS.—TEACHERS AND SALARIES.

TEACHERS AND SALARIES, 1906—Continued.

Teachers Employed at One Time.

COUNTIES.	Graded Schools.			Rural Schools.			Number of Different Teachers.						Average Monthly Salary.	Total.			
	Average Monthly Salary.			Average Monthly Salary.			Graded Schools.		Graded Schools.		Rural Schools.				Total.		
	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Male.	Female.	Male.	Female.					
Ouray	4	9	13	75.00	76.11	3	14	17	68.00	62.12	4	9	13	3	16	19	17,338.00
Park	3	3	6	98.33	61.66	4	18	22	51.25	47.66	3	3	6	5	24	29	11,723.80
Phillips	1	4	5	90.00	50.00	1	28	29	40.00	38.24	1	4	5	1	33	34	10,231.10
Pitkin	8	22	30	101.47	72.84	1	13	14	60.00	58.84	9	24	33	1	15	16	25,598.98
Prowers	5	23	28	107.50	56.00	7	21	28	51.00	45.00	6	26	32	7	21	28	24,832.00
Pueblo	17	189	206	131.00	72.00	7	55	62	71.00	52.00	11	107	118	8	59	67	157,572.70
Rio Blanco	2	4	6	67.50	62.50	3	7	10	63.33	54.00	2	6	8	3	7	10	7,016.61
Rio Grande	7	15	22	87.66	59.33	4	20	24	57.40	47.82	7	16	23	4	21	25	20,766.35
Routt	5	11	16	88.75	64.75	3	35	38	52.50	45.85	5	14	19	11	47	58	17,927.25
Saguache	2	4	6	90.00	55.00	5	23	28	60.00	52.77	2	4	6	6	24	30	14,227.00
San Juan	1	7	8	150.00	80.00	..	4	4	....	65.00	1	8	9	..	4	4	8,686.00
San Miguel	3	9	12	123.50	73.25	1	14	15	65.00	63.91	3	11	14	1	22	23	24,580.17
Sedgwick	1	4	5	90.00	56.25	1	20	21	35.00	38.60	1	5	6	1	21	22	7,421.10
Summit	2	4	6	104.50	67.50	1	9	10	67.50	49.03	3	4	7	2	13	15	8,771.80
Teller	8	92	100	101.04	63.48	2	15	17	75.00	55.50	15	130	145	2	20	22	108,998.23
Washington	1	3	4	80.00	50.00	1	45	46	50.00	35.00	1	3	4	1	54	55	9,699.30

STATISTICS.—TEACHERS AND SALARIES.

Weld	16	95	111	94.47	62.71	18	61	79	62.22	53.61	17	101	118	18	70	88	100,856.52
Yuma	2	8	10	75.00	50.00	3	65	68	40.50	37.20	2	8	10	3	65	68	7,989.40
Totals	427	2,200	2,027	\$90.24	\$62.10	249	1,367	1,616	\$57.46	\$49.57	453	2,269	2,722	281	1,597	1,878	\$2,445,068.30

STATE LIBRARY

STATEMENT.

We have been fortunate in being able to secure such rare and valuable reports of the civil war as the Adjutant General's of Missouri, Wisconsin, Kentucky, New Jersey, West Virginia, and many other states. Book collectors thought it impossible to obtain these reports. However, by persistent efforts and by corresponding with state universities and historical librarians of the different states we at last secured them on our exchange account. These reports are very valuable accessions to the library and are much sought after by the soldiers of the Grand Army, Ladies' Relief Corps, and members of the Grand Army of the Republic.

The state library has the best reference works on genealogy in the state of Colorado. The works on genealogy have been catalogued and classified and arranged in the office of the librarian. These books are used almost constantly by the members of the societies of the Colonial Wars, Sons of the Revolution, and Daughters of the American Revolution.

Colorado being a mining state much time and thought has been given to the selection of scientific books. In the past two years the international library of technology "(a series of text books for persons engaged in the engineering profession, trades, etc.)" and such books as are used in the state school of mines are among the purchases.

Books on irrigation, beet sugar industry and horticulture, in fact, all subjects pertaining to the agricultural interests of the state have been placed in the library, because Colorado's agricultural interests are being more largely developed than in the past.

Through the courtesy of the editors thirty Colorado newspapers come regularly to the library. Three oak newspaper racks that will contain thirty-four volumes of newspapers, have been added during this administration. The more valuable books are placed under lock and key and patrons are requested to return these books to the desk of the librarian. Two new book cases enclosed with glass doors, two open cases, and a telephone have been placed in the library. The electric lights have been placed in the library recently, which was a much needed improvement. It was almost impossible to read in the room on cloudy days. During December, January and February the library was in darkness before the closing hour. The book stacks have been labeled, thereby enabling the patrons to see at a glance what the stacks contain. The general library has been catalogued under the Dewey system. The purchase of books for the blind is a new departure in the state library. There are approximately three hundred blind people in Colorado and these books will prove of invaluable service to many of them.

RULES FOR LOANING BOOKS IN EMBOSSED TYPE.

1. Any blind person in the state of Colorado may borrow from the state library, without cost, any book in embossed print belonging to the library.

2. Each borrower must sign a registration card, which will be furnished by the state library, and it must also be signed by some responsible person who will make good any loss incurred by the state in lending books to said applicant.

3. All books must be returned when due, unless a renewal request is sent before the date of return.

4. Any book may be retained by a borrower for a period of one month, at the end of which time the loan may be renewed for an additional month at the request of the borrower, provided, that the same book has not been called for by another borrower in the meantime.

5. Any violation of these rules will necessitate the withdrawal of the borrowing privilege from the person violating the same.

SUGGESTIONS TO BORROWERS.

For your own convenience make more than one selection when inquiring for books.

In returning books be sure to use the same wrappings in which they are sent.

STATISTICAL REPORTS, 1905 AND 1906.

Number of bound books in the library, December 1st, 1904.....	16,384
Number of bound books added by purchase 1905-6..	271
Number of books added by exchange with United States	648
Number of bound books added by gift.....	118
Number of bound books added by exchange with states and territories	1,070
Number of bound books added by exchange with foreign countries	348
Total number in library.....	18,839

STATE LIBRARY.

Number of unbound books and pamphlets in library December 1st, 1904.....	9,814
Number of unbound books and pamphlets added by purchase 1905-6.....	11
Number of unbound books and pamphlets added by gift	41
Number of unbound books and pamphlets added by exchange with the United States.....	887
Number of unbound books and pamphlets added by exchange with states and territories.....	1,252
Number of unbound books and pamphlets added by exchange with foreign countries.....	1,243
Total number in library.....	13,248
Number of bound books sent to supreme court library....	245
Number of books sent to state and university libraries on exchange account	2,000
Number of volumes on shelves in duplicate room.....	20,000

FINANCIAL STATEMENT.

The fifteenth general assembly appropriated the sum of (\$500) five hundred dollars, for the maintenance of the state library for each of the years, 1905-1906. Chapter (24) twenty-four, Session Laws of 1905.

1905

Amount paid for books	\$405.50
Amount paid for cataloguing cards	15.00
Amount paid for subscription	17.00
Amount paid for binding	62.50
Total	\$500.00

1906

Amount paid for books	\$359.06
Amount paid for binding	87.70
Amount paid for book supports	3.24
Amount paid for label holders	5.00
Amount paid for express	27.75
Amount paid for subscriptions	17.25
Total	\$500.00

BOOKS PURCHASED, 1905.

Science.

Adolescence of Psychology—2 volumes.....	G. Stanley Hall
Architects and Builders Handbook.....	Frank E. Kidder
Civil Engineers Pocketbook.....	Jno. C. Troutwine

- Coal Miners Pocketbook . . . International Correspondence School
 Dynamos and Dynamos Design International Correspondence School
 Design of Alternating Current Design International Correspondence School
 Engineers Handbook Stephen Roper
 Electric Power Station . . . International Correspondence School
 Electricity and Magnetism . . International Correspondence School
 Gases Met with in Mines . . International Correspondence School
 Hyposulphite Lixiaviation . . International Correspondence School
 Investigation of Mine Air Clement Foster
 Irrigation Institutions Elwood Meade
 Introduction to Philosophy F. Paulson
 Iowa Geological Survey Frank A. Wilder
 Lead Smelting Malvern Iles
 Mechanical Engineers Pocketbook Wm. Kent
 Mine Examiners and Prospectors Companion W. A. Miller
 Metallurgy of Gold Kirk E. Rose
 Manufacture of Cement . . . International Correspondence School
 Mine Haulage International Correspondence School
 North Carolina Geological Survey E. Emmons
 Ore Dressing and Milling . . International Correspondence School
 Prospecting and Locating Mines H. R. Stretch
 Storage Batteries International Correspondence School
 Theory and Practice of Surveying B. J. Johnson
 Spirit of Modern Philosophy Josiah Royce
 The Field of Ethics Geo. H. Palmer
 The Mineral Industry—volume 12 R. P. Rothwell

Histories.

- Battles and Leaders of Civil War—4 volumes . . Century Company
 Beacons Light of History—10 volumes John Lord
 Confederate States of America Scribners, Publishers
 History of France—5 volumes M. Guizot
 History of Scotland—2 volumes Andrew Lang
 History of Ready Reference—6 volumes M. G. Larned
 Heroines of History F. O. Owens
 Political History of United States—2 volumes P. J. Gordy
 Restoration of Masonic Geometry H. P. H. Bromwell
 Story of the Revolution Henry Cabot Lodge
 The Story of New Zealand Frank Parsons
 The Federalist Henry Cabot Lodge

Biography.

- Autobiography of Andrew White—2 volumes D. A. White
 Autobiography of Geo. F. Hoar—2 volumes Geo. F. Hoar

STATE LIBRARY.

- An Autobiography of Herbert Spencer—2 volumes.....
Herbert Spencer
 Cecil Rhodes (Study of a Career).....Howard Hensman
 Edward McMaster Stanton.....A. F. Flower
 Life of Gladstone—2 volumes.....Jno. Morley
 Life and Times of Jesus the Messiah—2 volumes...A. Edersheim
 Works of Alexander Hamilton—12 volumes.....
Henry Cabot Lodge
 Who's Who?.....Macmillan Co., Publishers

Sociology.

- Rules of Order.....Henry M. Roberts
 Report National Prison Association—14 volumes.....
Shaw Bros., Publishers
 The Making of America (Trade and Commerce).....
Morris Co., Publishers
 The Making of America (Army and Navy).....
Morris Co., Publishers
 The Making of America (Public Welfare).....
Morris Co., Publishers
 The Making of America (Industry and Finance).....
Morris Co., Publishers
 The Making of America (The People and Their Social Life)..
Morris Co., Publishers
 The Making of America (Statesmanship and Diplomacy)....
Morris Co., Publishers
 The Making of America (Labor).....
Morris Co., Publishers

Miscellaneous.

- Architectural Designs.....International Correspondence School
 Breaking the Wilderness.....F. S. Dilenbaugh
 Colorado in Color and Song.....Franklin Co., Publishers
 Crystals and Gold.....Rev. R. T. Cross
 English Synonyms.....James C. Fernald
 For the White Christ.....Jas. Robt. Bennet
 Genealogical Gleanings in England—2 volumes..Henry F. Waters
 Heart of my Heart.....Ellis Meredith
 Land of Enchantment.....Lilian Whiting
 Letter Writing.....International Library of Technology
 Master Knot of Human Fate.....Ellis Meredith
 Myths and Legends of Colorado.....Smith-Brooks, Publishers
 Mountain Wild Flowers of America.....Julia W. Heuslow
 Nell's Map of Colorado.....Kendrick Co., Publishers
 New England Historical and Geological Register—6 volumes
New England Historical Publishing Co.
 Outdoor Pastimes of American Hunter.....Theodore Roosevelt

STATE LIBRARY.

Pioneers of Massachusetts.....Chas. H. Pope
 Romance of Colorado River.....F. S. Dillenbaugh
 Researches among the British Archives.....Samuel G. Drake
 Schbarooughs Map of the Great Southwest.....
Schbaroough Publishers
 Sanitary Engineering.....Paul Gerhard
 The Home, its Work and its Influence.....Charlotte Gilman
 The World Almanac.....New York Press Co., Publishers
 The Right Life and How to Live It.....Henry Stimson
 Western Wanderings through Colorado.....Emma Abbot Gage

1906.

Science.

Analysis of Stresses.....International Library of Technology
 Applied Mechanics.....International Library of Technology
 Graphical Statistics.....International Library of Technology
 Mechanical Drawing.....International Library of Technology
 Manufacture of Cement, Paper, Sugar and Gas.....
International Library of Technology
 Mineral Industry—volume 13.....R. P. Rothwell
 Mineral Industry—volume 14.....R. P. Rothwell
 Methods of Ore Dressing.....Albert H. Low
 Placer Hydraulic Mining... International Library of Technology
 Qualitative Analysis.....International Library of Technology
 Surveying.....International Library of Technology
 Statistics of Masonry.....International Library of Technology
 The Making of America (Agriculture) ..Morris Co., Publishers
 The Making of America (Science and Investigation).....
Morris Co., Publishers
 The Making of America (Mining and Metallurgy).....
Morris Co., Publishers
 Wireless Telegraphy.....Frederick A. Collins
 Water Supply and Distribution.....
International Library of Technology

Histories.

Cathedral Cities of England.....Geo. Gillet
 History of British India—2 volumes.....W. W. Hunter
 History of Victory Cross.....Phillip Wilkins
 History of Modern Philosophy—2 volumes.....Janet & Seills
 History of English Literature—2 volumes.....H. D. Taine
 History of the Standard Oil Company—2 volumes..Ida Tarbell
 History of the Commonwealth—4 volumes.....Samuel Gardner
 History of American Painting.....Samuel Ishman
 History of American Sculpture.....Larodo Taft
 History of West Minister College.....M. M. Fisher
 Ireland Under English Rule—2 volumes.....Thos. A. Emmet
 Our National Parks.....John Miner
 Queer Things about Japan.....Douglas Sladen

Russia and the Russians.....	Edmund Noble
The Boys of '76.....	Chas. Carlton
The Old Santa Fe Trail.....	Henry Inman
The Land of the Amazons.....	Geo. Humphrey
The Real Triumph of Japan.....	Lewis L. Seaman
Woman's Share in Primitive Culture.....	T. O. Mason
With Americans of Yesterday.....	S. F. Dillenbaugh

Biography.

In the Days of Shakespeare.....	Jenks Tudor
Life of General Lee.....	Fitz Hugh Lee
Life of Theodore Roosevelt.....	Mnrat Halstead
Lord Bacon's Letters and Life—7 volumes.....	James Spedding
Mother of Washington and Her Times.....	Roger Pryor
Mary Queen of Scots—2 volumes.....	F. T. Henderson
Plutarch's Lives and Writings—10 volumes.....	A. H. Clow
Who's Who in America.....	Jno. W. Leonard
Who's Who.....	McMillan Co., Publishers

Sociology.

Interstate Commerce Act and Federal Anti-Trust Laws..	L. W. Snyder
Municipal Monopolies.....	Edward Bemis
Municipal Government, Great Britain.....	Albert Shaw
Municipal Government in Europe.....	Frank Goodnow
Municipal Problems.....	Frank Goodnow
Municipal Monopolies.....	Frank Goodnow
Municipal Home Rule.....	Frank Goodnow
Outlines of Practical Sociology.....	Carroll D. White
Outlines of Sociology.....	L. F. Wood
Poverty.....	Robt. Hunter
Principals of the Administration Law of the United States	Frank Goodnow
Trusts of Today.....	G. H. Montague

Miscellaneous.

Aims and Ideals of American Painters.....	E. M. Berlin
Cyclopedia Practical Quotations.....	J. K. Hoyt
Genealogical Gleanings in England, 2 vols.....	F. H. Waters
Heroines of Fiction, 2 vols.....	W. D. Howells
Humorous Masterpieces.....	Edward T. Mason
Letters of a Diplomat's Wife.....	Mary King Waddington
List of Subject Headings.....	American Library Pub. Association, Publishers
Outlines of Rhetoric.....	John F. Genung
Official Souvenir of the Fifteenth General Assembly of Colorado.....	Edited by J. E. Miller
Reminiscences, 2 vols.....	Justin McCarthy
List of Books for the Blind—New York Type.	
Conduct of Life, 2 vols.....	Emerson

- Friends in Feather and Fur.....Johnnot
 Hero Tales of American History.....Lodge and Roosevelt
 Irving's Sketch Book, 2 vols.....Washington Irving
 Lady of the Lake.....Sir Walter Scott
 Stories Mother Nature Told Her Children.....Andrews
 Selections from Character.....Smiles
 The Maine Woods, 2 vols.....Henry D. Thoreau
 Tales of Adventure told by Adventurers, 2 vols.....
 ...American Printing House for the Blind, Louisville, Ky.
 Tales of Discovery told by Discoverers, 2 vols.....
 ...American Printing House for the Blind, Louisville, Ky.

BOOKS REBOUND, 1905 AND 1906.

- Analytical Concordance to the Holy Scriptures.....John Eadie
 Ancestry of Thirty-three Rhode Islanders.....John Austin
 American Heraldic.....Edited by De V. Vermont
 American Ancestry, 12 vols.....Published by Munsells & Sons
 Ancient History, 2 vols.....Chas. Rollins
 American Conflict.....Horace Greeley
 Adjutant General's Report of New Jersey, 1903-1905.....
 Adjutant General's Report of New Jersey, 1880-1889.....
 Adjutant General's Report of New Jersey, 1890-1894.....
 Adjutant General's Report of New Jersey, 1899-1902.....
 Adjutant General's Reports of Wisconsin, 1860-1861.....
 Adjutant General's Reports of Missouri, 1863-1864.....
 Adjutant General's Report of Missouri, 1865.....
 Crab's Synonyms.....George Crab
 Colonial Records of Rhode Island... Edited by John B. Bartlett
 Central America.....G. E. Squire
 Genealogical Dictionary of Rhode Island.....John Austin
 History of United Netherlands, 12 vols.....John Motley
 History of England.....J. R. Miller
 History of England, 2 vols.....David Hume
 History of Rome, 2 vols.....Edward Gibbon
 New England Historical and Genealogical Register, vol. 58.
Published by New England Historical Society
 New England Historical and Geological Register, vol. 59.
Published by New England Historical Society
 Poets and Poetry of Europe.....Henry W. Longfellow
 True Christian Religion.....Emanuel Swedenberg
 Year Book, Denver Chapter Daughters of the American
 Revolution, 1898-1905.....Published by W. H. Kistler

BOOKS DONATED AND DONORS.

- Attorney General's Report of the United States.....N. C. Miller
 American Marine.....William Bates
 Air Pressure.....Dr. Chas. Denison
 American Commonwealth.....Mrs. J. L. Hodges
 Artists' Club Catalogue of Denver.....Hattie E. Stevenson
 Anniversary of the Jews.....Publishers

- Bulletins Read Before Medical Society—5 vols. Dr. Chas. Denison
 Colorado Supreme Court Report—vol. 16. Engineer's Office
 Craig's Geography. Katherine L. Craig
 Constitution of Man. E. L. Dohoney
 Chest Diagnosis Chart. Dr. Chas. Denison
 Campaigning in Cuba. Herrick Book Co.
 Colorado Brand Book. James C. Cowie
 Contributions to the Science of Education. Herrick Book Co.
 Colorado Court of Appeals—vol. 1. Engineer's Office
 Colorado History and Civil Government. Herrick Book Co.
 Colorado Business Directory 1905. Lyman H. White
 Congress of Women. W. H. Andre
 Climate of the United States in Colors—2 vols.
 Dr. Chas. Denison
 Congress of Arts and Science. J. R. Howard
 Clear as Crystals. Rev. R. T. Cross
 Cattle Feeding with Sugar Beets. Philadelphia Book Co.
 Cattle and Their Diseases. Mrs. L. J. Hodges
 Congress of Arts and Science—vol. 5. F. R. David
 Documentary History of the Constitution of the United
 States Publishers
 Discussions of Tuberculosis. Dr. Chas. Denison
 Denver City Directory 1905. Lyman H. White
 Defective Heredity. Dr. Chas. Denison
 Denver Cathedral Sermons—vols. 1-2-3-4-5-6-7.
 Rt. Rev. Dean Hart
 Early History of Boston—9 vols. Publishers
 Educational Reform. Chas. Eliot
 Exercise and Food for Pulmonary Invalids. Dr. Chas. Denison
 Geology of Western Ore Deposits of Colorado. Kendrick & Co.
 Great San Juan of Colorado. Thos. H. Tully
 Guide for Engineers—2 vols. Herrick Book Co.
 Home Duties. Rev. R. T. Cross
 History Ninth Regiment of New Jersey. Publishers
 History Roster Maryland Volunteers—2 vols. Gen. C. B. Wells
 In Memoriam of Edward Oliver Wolcott. John W. Springer
 Jacob Riis, Life and Work. Publishers
 Life and Public Service of Salmon P. Chase. Mrs. L. J. Hodges
 Lives of Harrison and Morton. Mrs. L. J. Hodges
 Life and Work of James Blaine. Mrs. L. J. Hodges
 Life of Thomas Jefferson. Mrs. L. J. Hodges
 Lives and Graves of our Presidents. Herrick Book Co.
 Life of William T. Smith. James H. Wilson
 Mining Laws of Colorado. Robert Morrison
 Mills Annotated Statntes of Colorado—vol. 3. Warner J. Mills
 Men and Manners of the Eighteenth Century. Herrick Book Co.
 Minerals of Colorado. S. J. Randall
 Mountain Idyls and other Poems. Herrick Book Co.

Messages and Papers of the Presidents—10 vols.....	
.....	Mrs. L. J. Hodges
Municipal Code of the City and County of Denver.....	
.....	Hon. R. W. Speer
New Jersey Ninth Regiment.....	Henry C. Buchanan
Official Manual of Cripple Creek.....	Smith Brooks
Our Capitol.....	R. W. Collier
Productions of Precious Metals.....	E. E. Holt
Physical Economics	Publishers
Principles of the Administrative Law of the United States	Herrick Book Co.
Polish Prayer Books.....	Publishers
Preferable Climate for Consumption.....	Dr. Chas. Denison
Reference to Tuberculosis.....	Dr. Chas. Denison
Report Rapid Transit in New York City.....	Publishers
Rocky Mountain Health Resort.....	Dr. Chas. Denison
Report of the Maryland Commission Louisiana Exposition	Publishers
Report of the Registry Department of Boston—2 vols....	
.....	Publishers
Report National Dairy Convention.....	Publishers
Record of Connecticut Men During War of Rebellion.....	
.....	Gen. C. B. Wells
Record of Lady Managers St. Louis World's Fair.....	
.....	Mary Mannering
Report of Society of Colonial Wars.....	Publishers
Report Womans' Clubs of Denver for 1903-1904.....	Secretary
Report of City Auditor Colorado Springs for 1901-1902....	
.....	Gov. Peabody
Study of Browning's Soul.....	Herrick Book Co.
Some Facts About Paul Jones.....	J. Davis
Story of Estes Park.....	Enos A. Mills
State of Missouri.....	Walter Williams
Ten Commandments in 20th Century.....	Rt. Rev. Dean Hart
Universal Congress of Lawyers and Jurists.....	Publishers
Voices From the Hills.....	Herrick Book Co.
War From the Inside.....	L. F. Hitchcock
Western Mill and Smelter Analysis.....	Phillip Argyll
Year Book Young Ladies Clio Club.....	Miss G. Bissell
Ye Old Log School House Tymes.....	Sen. Henry M. Teller

LIST OF SUPREME COURT REPORTS.

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LIST OF PAPERS CONTRIBUTED.

Boulder County Herald	Boulder
Brighton Blade	Brighton
Canon City Times	Canon City
Colorado Springs Gazette	Colorado Springs
Colorado Herold (German)	Denver
Cripple Creek Times	Cripple Creek
Colorado Statesman	Denver
Denver Post	Denver
Denver Republican	Denver
Denver Times	Denver
Durango Semi-Weekly Herald	Durango
Denver Sun	Denver
George's Weekly	Denver
Georgetown Courier	Georgetown
Glenwood Springs Post	Glenwood Springs
Greeley Sun	Greeley
Gunnison News Champion	Gunnison
Gunnison Republican	Gunnison
Herald Democrat	Leadville
Longmont Ledger	Longmont
Maucos Times	Maucos

STATE LIBRARY.

Ouray Herald.....	Ouray
Plaindealer	Ouray
Rocky Mountain News.....	Denver
Routt Comnty Sentinel.....	Steamboat Springs
Steamboat Pilot.....	Steamboat Springs
San Juan Prospector.....	Del Norte
Silverton Weekly Miner.....	Silverton
Telluride Journal.....	Telluride
Walsenburg World.....	Walsenburg
Weekly Times.....	Pagosa Springs
Weekly Register-Call.....	Central City
Colorado School Journal.....	Denver
Crucible	Greeley
Engineering and Mining Journal.....	New York City
Farmers Reminder.....	Cheyenne, Wyo.
Industrial School Magazine.....	Golden
Lewis & Clark Journal.....	Portland, Oregon
Library Journal.....	New York City
Literary News.....	New York City
Medical Book News.....	Philadelphia
Mines and Minerals.....	Denver
Mining Reporter.....	Denver
Miners' Magazine	Denver
Mystic Bill.....	Denver
New York News Letter.....	New York City
New York Times.....	New York City
Out-Door Life.....	Denver
Polly Pry.....	Denver
Public Libraries.....	Chicago
Plant and Camp.....	Pueblo
Protectionist	Boston
Rocky Mountain Endeavor.....	Colorado Springs
Revue Politique Parlimentoire.....	Paris
Sister Republics.....	Denver
Sound Currency.....	New York City
Suggestion	Chicago
World's Events.....	Dansville, New York
Youth	Philadelphia

PAPERS BOUND.

The principal newspapers in the library are bound quarterly into volumes that can be easily handled. The papers bound in 1905-1906 include the following:

1902 Colorado Springs Gazette	1 vol.
1904 Colorado Springs Gazette	1 vol.
1905 Colorado Springs Gazette	4 vols.
1906 Colorado Springs Gazette	3 vols.
1904 Cripple Creek Times	3 vols.
1905 Cripple Creek Times	3 vols.

STATE LIBRARY.

1906 Cripple Creek Times	2 vols.
1904 Denver Republican	1 vol.
1905 Denver Republican	4 vols.
1906 Denver Republican	5 vols.
1904 Denver Evening Post	1 vol.
1905 Denver Evening Post	4 vols.
1906 Denver Evening Post	5 vols.
1904 Denver Evening Times	1 vol.
1904 Pueblo Chieftain	1 vol.
1905 Pueblo Chieftain	4 vols.
1906 Pueblo Chieftain	5 vols.
1904 Rocky Mountain News	1 vol.
1905 Rocky Mountain News	4 vols.
1906 Rocky Mountain News	5 vols.

STATE LIBRARY BULLETIN.

1905-1906.

SUGGESTIONS FOR CHRISTMAS READING.

Friar Jerome's Beautiful Book	Aldrich, B. Thomas
Story of Christianity, (Munsey, Dec. '05)	Abbott, Lyman
The Haunted Man	Dickens, Charles
A Christmas Carol	Dickens, Charles
The Cricket on the Hearth	Dickens, Charles
The Battle of Life	Dickens, Charles
United States History, Washington Crossing the Delaware	Ellis
His Last Christmas Gift (Collier)	Fox, John
Christmas Poems	Field, Eugene
In Bethlehem	Garrison, Theodosia
Rescue of Santa Claus (Colliers)	Irwin, Wallace
His Busy Night	Tompkins, W. Juliet
Our Street	Thackery, Wm.
The Rose and The Ring	Thackery, Wm.
The Kickleburys Abroad	Thackery, Wm.
Star of Bethlehem	Whittier, John G.
The Crucifixion	Whittier, John G.
A Christmas Carman	Whittier, John G.
The Mystic Christmas	Whittier, John G.

SUGGESTIONS FOR EASTER READING.

An Easter Flower Gift	Whittier, G. John
On the Resurrection of Christ from the Dead	Edershein, Alfred
The Crucifixion	Whittier, G. John
Christ Among His Fellow Men (The Craftsmen)	Joor, Harriet
An Easter Sermon	Field, Eugene
Easter Chimes	McClurg, D. Virginia
The Cross and the Crown	Edershein, Alfred
Ethic and Religion	Palmer, H. George

SUGGESTIONS FOR PIKE'S CENTENNIAL CELEBRATION
READING.

Expeditions of Z. M. Pike.....	Cones, Elliott
Crest of the Continent.....	Ingersoll, Ernest
Pictures and Poems of the Pikes Peak Region..	Whitney, Ernest J.
Manitou Springs and Pikes Peak.....	
Pikes Peak and Westward.....	Dyer, J. L.
Pikes Peak.....	Whitney, Ernest J.

COLORADO LIBRARY ASSOCIATION.

During the past two years much has been done to arouse interest in libraries throughout the state. In April, 1905, the state librarian issued a circular letter to all librarians in Colorado, and those interested in library work, for the purpose of organizing a library association.

It was indeed gratifying to see the enthusiastic meeting held in the office of the state librarian, May 12th.

The following officers were elected: A. E. Whittiker, president; Katherine L. Craig, first vice-president; Julia Wells, second vice-president; H. E. Ritchie, secretary; Charles R. Dudley, treasurer. Charles R. Dudley and Hattie E. Stevenson were elected delegates to the national library association at Portland.

The association holds quarterly meetings. These meetings are well attended, and much interest is shown.

There is nothing more conducive to real live earnest work in a library than the inspiration one obtains from mingling with other librarians.

CIRCULAR LETTER SENT BY SECRETARY.

The Colorado library association is an association of people interested in libraries and the promotion of libraries in Colorado.

It holds quarterly meetings for the discussion of library matters and allied literary and educational subjects.

Similar associations in many other states have had a very beneficial effect in promoting the establishment and efficiency of public libraries and it is essential to the welfare of the library interests of Colorado and to the good reputation of the state that this association keep abreast of the times and maintain a position in the field commensurate with the position and standing of the state in other matters.

In order to do this it is necessary to secure the hearty support and co-operation of every person in the state who is in any way interested in the objects of the association. All such who are not already members are cordially invited to join. In this connection, there has been organized, a section of the Colorado teachers' association, known as the library section. The annual membership fee is one dollar in the library association, and the same in the teachers' association.

STATE LIBRARY.—READING CIRCLE.

The next meeting of the library association will be held at room 11, high school building, Denver, on Friday, December 28, at 9 o'clock a. m.

This will be a joint meeting of the two bodies.

HERBERT E. RICHIE,
Secretary Colorado Library Association.

PROGRAM.

- a. President's Address.....
.....Alfred E. Whitaker, University of Colorado
- b. Music.....Mayflower Quartette
- c. Address.....When, How, and What to Read
..Katherine L. Craig, Superintendent of Public Instruction
- d. Reading.....Miss Naomi Alfrey
- e. Round Table....The Relation of the Libraries to the Schools
 1. How the Teacher May Help the Librarian.
 2. How the Librarian May Help the Teacher.
 3. Instruction in Library Practice in the Schools.

MEETINGS ATTENDED BY THE ASSISTANT STATE LIBRARIAN, 1905.

May	6	Attended Colorado Library Association....	Denver
June	16	Attended Colorado Library Association....	Denver
July	4-7	Attended National State Library Association..	.....Portland, Ore.
Sept.	29	Attended Colorado Library Association....	Denver
Dec.	29	Attended Colorado Library Association....	Denver
			1906.
Mar.	31	Attended Colorado Library Association....	Denver
June	29	Attended Colorado Library Association....	Denver
Sept.	29	Attended Colorado Library Association.....	.....Colorado Springs

LIBRARIES VISITED, 1906.

Apr.	19-20	Visited State Normal School Library.....	Greeley
July	27	Visited Carnegie Library.....	Grand Junction

STATE TEACHERS' READING CIRCLE

[An article written for the Colorado School Journal by the State Superintendent of Public Instruction.]

The teachers' reading circle is not fully organized in this state still it is performing a work of its own and the teachers are beginning to appreciate the benefits derived from the prescribed books to be read and are understanding that the result obtained through this course of reading is a means for better professional training.

The reading circle course is now being regarded as a permanent and integral part of the public school system.

The adoption of the work is voluntary, but every teacher in the state of Colorado, of whatever age or experience, of whatever grade or professional training, of whatever personal culture, should accept this reading circle course of study.

Desultory reading can not take the place of systematic work. Still less can the cursory reading of books selected at random answer the purpose when compared with a years' continuous study of the books of a reading circle course.

Colorado needs, at the present time, united professional work in reading. Much time is wasted in haphazard selections. Let us have a state organization in reading circle work that will continue to grow in efficiency and extent.

The organization may be accomplished through the county superintendents obtaining memberships in their own respective counties and considering the work done by the teacher as meritorious and deserving of consideration when endorsing or renewing a certificate.

The more exacting demands upon the teachers of the present day require united professional work. Therefore, the necessity for systematic reading. If you have not already adopted the course I would urge you to do so at once.

CIRCULAR LETTER SENT TO COUNTY SUPERINTENDENTS BY STATE SUPERINTENDENT OF PUBLIC INSTRUCTION.

In order to awaken interest and encourage teachers to follow a well defined course in reading, I deem it advisable to select from the two books recommended for the reading circle, such questions for December examination as pertain to the historical settlement of the northwest territory and school sanitation and decoration. Please inform your teachers of this decision.

BOARD. 1905.

- Katherine L. Craig, State Superintendent of Public InstructionChairman
- Joseph F. Daniels, Librarian State Agricultural College,Director
- H. M. Barrett, Principal High School, Pueblo.....Director
- W. P. Herrick, Denver.....Business Manager

ADOPTED BOOKS.

- School Sanitation and Decoration.
- The Louisiana Purchase.

RULES ADOPTED BY THE EDUCATIONAL COUNCIL IN 1906.

The reading circle board shall consist of a supervisor and four associates, one of these associates being the superintendent of public instruction, and the remaining three to be chosen by these two conjointly.

STATE TEACHERS' READING CIRCLE.

The reading circle board, subject only to instruction from the educational council, shall have full authority to administer the business of the state reading circle of Colorado, selecting the annual courses, arranging for the distribution of the books, providing suitable outlines and questions, keeping full records of membership, sales and work done, and employing every approved and available means for enlarging the sphere and increasing the usefulness of the circle.

The reading circle board shall hold at least two meetings annually coincident (if possible) with those of the educational council, and shall at least annually report to the council its receipts, disbursements, work and plans, submitting also a budget for the next year. It shall under no circumstances incur any debt.

The supervisor of the reading circle shall be chosen for a term of three years by the educational council, and to this body he shall submit the annual reports of the reading circle board, as well as any other reports which it may make.

The supervisor shall be the executive head and the presiding officer of the reading circle board, calling its meetings, and enforcing its will. The superintendent of public instruction shall preside in the absence of the supervisor.

The secretary of the Colorado teachers' association shall serve as the secretary of the reading circle board.

BOARD. 1906.

Jos. F. Daniels, supervisor, librarian state agricultural college, Fort Collins.

Miss Katherine L. Craig, adviser, state superintendent of Public Instruction, Denver.

Z. X. Snyder, adviser, president state normal school, Greeley.

H. M. Barrett, adviser, principal central high school, Pueblo.

Z. B. McClure, adviser, county superintendent of schools, Grand Junction.

W. W. Remington, secretary of reading circle board, who is also secretary of educational council and secretary of state teachers' association, East side latin high school, Denver, Colorado.

BOOKS ADOPTED.

How to Tell Stories to Children, by Sara Cone Bryant.

Essays of Elia (special edition), by Charles Lamb.

STATE BOARDS

STATE BOARD OF EDUCATION.

The superintendent of public instruction, the secretary of state and attorney general, constitute the state board of education. The superintendent of public instruction is president of said board.

MEMBERS :

Katherine L. Craig.....Superintendent of Public Instruction
James Cowie.....Secretary of State
Nathan C. Miller.....Attorney General

STATE BOARD OF EXAMINERS.

The superintendent of public instruction, the president of the state university, the president of the state agricultural college, the president of the state school of mines, and the president of the state normal school constitute the state board of examiners. The state superintendent of public instruction is the presiding officer thereof.

MEMBERS :

Katherine L. Craig.....Superintendent of Public Instruction
James H. Baker.....President of State University
Barton O. Aylesworth.....President State Agricultural College
Victor C. Alderson.....President State School of Mines
Z. X. Snyder.....President State Normal School

STATE BOARD OF LAND COMMISSIONERS.

The governor, superintendent of public instruction, secretary of state and attorney general constitute the state board of land commissioners.

MEMBERS :

Jesse F. McDonald.....Governor
Katherine L. Craig.....Superintendent of Public Instruction
James Cowie.....Secretary of State
Nathan C. Miller.....Attorney General

SPECIAL SUBJECTS

MANUAL TRAINING, DOMESTIC SCIENCE, DRAWING, MUSIC AND KINDERGARTENS, REPORTED BY COUNTIES.

Manual training work is established in fifty different districts as reported from the following counties :

Adams.	Mesa.
Arapahoe.	Montezuma.
Bent.	Montrose.
Boulder.	Morgan.

SPECIAL SUBJECTS.

Clear Creek.	Otero.
Costilla.	Pitkin.
Denver.	Pueblo.
El Paso.	Teller.
La Plata.	Weld.

Domestic science work is established in eleven districts as reported from the following counties:

Adams.	Morgan.
Arapahoe.	Otero.
Clear Creek.	Pitkin.
Denver.	Pueblo.
El Paso.	Weld.

Kindergarten work is established in nineteen districts as reported from the following counties:

Denver.	Las Animas.
El Paso.	Mesa.
Gunnison.	Otero.
Huerfano.	Pitkin.
Larimer.	Pueblo.

Music is established in thirty-nine districts as reported from the following counties:

Arapahoe.	Larimer.
Bent.	Las Animas.
Chaffee.	Logan.
Clear Creek.	Mesa.
Denver.	Montezuma.
El Paso.	Montrose.
Fremont.	Morgan.
Garfield.	Otero.
Jefferson.	Pueblo.
Lake.	Teller.
La Plata.	Weld.

Drawing is established in thirty districts as reported from the following counties:

Arapahoe.	Las Animas.
Boulder.	Mesa.
Chaffee.	Montezuma.
Clear Creek.	Montrose.
Denver.	Morgan.
El Paso.	Otero.
Jefferson.	Pueblo.
Lake.	Teller.
La Plata.	Weld.
Larimer.	

WASHINGTON AND LINCOLN ANNIVERSARIES

This department published and distributed to the schools in the different counties in this state 8,500 Washington and Lincoln Anniversaries books. This supply did not meet the demand. These books are compiled by the state superintendent of public instruction; the material being classified according to grades and of invaluable service to teachers and pupils.

These books are kept on file in each school district and become a part of the school library.

WASHINGTON AND LINCOLN ANNIVERSARIES.

DENVER, COLO., January 15, 1906.

Superintendents and Teachers:

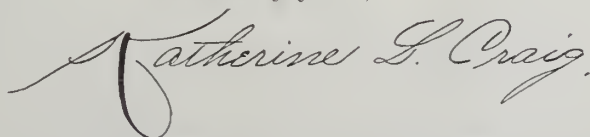
In accordance with well-established custom, your attention is called to the approaching birthdays of Washington and Lincoln.

There is no reason why the celebration of these days should ever grow old. Our second century needs its important lessons even more than our first. As long as we value truthfulness, regard for parents, industry, self-reliance, courage, self-sacrifice, and patriotism,—as long as these are the elements of character we desire for our boys and girls,—we shall find rare profit in leading them to study the embodiment of these virtues in the lives and characters of Washington and Lincoln; the true teacher uses these opportunities to impress lessons which will remain with pupils long after their school days are over.

I trust you will, through your efforts, rekindle the fires of patriotic regard for our country, and awaken a filial veneration for the memory of Washington and Lincoln.

The following suggestions and selections have been prepared for your convenience, and I hope you will find them appropriate and helpful in arranging suitable exercises and programs.

Sincerely yours,



Superintendent of Public Instruction.

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Sayings About Lincoln.....
Recitation.....Lincoln's Birthday
Reading.....The Birthday of Washington
Biographical Comparisons.....
A Black Board Exercise for the Twenty-second of February.
Questions and Answers.....
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Reading.....Lincoln's Description of Himself
Responsive Reading.....Words of Lincoln
Reading.....Some Genuine Lincoln Anecdotes
Reading.....
 Washington's Personal Appearance and Military Capacity
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Recitation.....Tribute to Washington
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Reading.....President Washington's Receptions
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Recitation.....The Months
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Recitation.....True Heroism
Black Board Drawing.....
 Ox-Yoke Made by Abraham Lincoln
Recitation.....Patriot Sons
Song.....Your Mission
 (Tune, "Come, Thon Fount of Every Blessing.")
Reading.....
 Lincoln's Speech at Springfield, Illinois, June 16, 1858
Recitation.....Washington's Birthday
Reading.....Brevities Concerning the Life of Washington
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WASHINGTON AND LINCOLN ANNIVERSARIES.

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 Recitation.....Abraham Lincoln
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 Dialogue.....The Builders
 An Acrostic.....Washington
 Recitation.....Like George Washington
 Recitation and Song.....Washington's Birthday
 Recitation.....Our Heroes
 Recitation.....A Wish
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 Flag Drill.....
 Song and Music.....Bonnie Flag
 Song and Music.....Washington
 Song and Music.....Lincoln

7th and 8th Grades: 1906

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 Historical Recreations.....Washington
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 Recitation.....The Hand of Lincoln
 Recitation.....Thomas and Nancy Lincoln

WASHINGTON AND LINCOLN ANNIVERSARIES.

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 Quotations from Lincoln for Use in Lincoln Day Program.
 Recitation.....How the News Was Brought to Plymouth
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 Reading.....Patriotism
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 A Play for February.....In Betsy Ross's Time
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