STATE OF NEVADA

BIENNIAL REPORT

OF THE

Superintendent Public Instruction

1913=1914

JOHN EDWARDS BRAY
Superintendent of Public Instruction

CARSON CITY, NEVADA
STATE PRINTING OFFICE : : : : : JOE FARNSWORTH, SUPERINTENDENT
1915

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TYPOGRAPHICAL
UNION
LABEL
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LETTER OF TRANSMITTAL

STATE OF NEVADA,
DEPARTMENT OF EDUCATION,
CARSON CITY, NEVADA, January 4, 1915.

To His Excellency, EMMET D. BOYLE, *Governor of the State of Nevada.*

SIR: In compliance with the provisions of law, I have the honor herewith to submit the Biennial Report of the Superintendent of Public Instruction for the years 1913 and 1914.

Very respectfully yours,

John Edwards Bray

Superintendent of Public Instruction.

STATE SUPERINTENDENTS OF PUBLIC INSTRUCTION OF NEVADA FROM THE ORGANIZATION OF THE STATE

Rev. A. F. White	1865–1866
Rev. A. N. Fisher	1867–1874
Rev. S. P. Kelly	1875–1878
D. R. Sessions	1879–1882
C. S. Young	1883–1886
W. C. Dovey	1887–1890
Orvis Ring	1891–1894
H. C. Cutting	1895–1898
Orvis Ring	1899–1902
Orvis Ring	1903–1906
Orvis Ring	1907–1910
Orvis Ring[1]	1911–1914
John Edwards Bray	1915–1918

[1]Died September 13, 1910. John Edwards Bray appointed for unexpired term.

TWENTY-THIRD BIENNIAL REPORT

Among the various duties devolving by law upon the State Superintendent of Public Instruction is that of reporting biennially to the Governor of the State certain facts and data as to the public schools, and plans for their management and improvement. The principal features of this report are required by paragraph four of section six of the School Code, which reads as follows:

4. To report to the Governor biennially, on or before the first day of December of the years preceding the regular session of the Legislature. The Governor shall transmit said report to the Legislature; and whenever it is ordered published the State Printer shall deliver a sufficient number of copies to the Superintendent, who shall distribute the same among school officers of the State and of the United States. Said report shall contain a full statement of the condition of public instruction in the State; a statement of the condition and amount of all funds and property appropriated to the purpose of education; the number and grade of schools in each county; the number of children in each county between the ages of six and eighteen years of age; the number of such attending public schools; the number attending private schools; the number attending no school; the number under six years of age; the number between eighteen and twenty-one years of age; the amount of public school moneys apportioned to each county; the amount of money raised by county taxation, district tax, subscription, or otherwise, by any city, town, district, or county, for the support of schools therein; the amount of money raised for building schoolhouses; a statement of plans for the management and improvement of public schools; and such other information relative to the educational interests of the State as he may think of importance.

EIGHT YEARS OF PROGRESS

The public schools of the whole country are in the transition state, are endeavoring to pass from the bookish system of instruction of a generation ago into the more practical and the more useful system that combines book instruction and hand instruction, that the millions of pupils in them may be trained into more useful and more efficient citizens.

While Nevada has not yet gone far in introducing the new school work now on in many States, it has made some good beginnings, while making material progress in other important work, all of which is largely due to the system of state supervision provided for in the Reorganization Act of 1907.

My honored predecessor, State Superintendent Orvis Ring, in writing his biennial report for 1907–1908, late in December of the latter year, when the present system had been in operation about a year and a half, said:

It is gratifying to know that the schools of Nevada are today better than they have ever been before. The people of this State are for good schools. Patrons are taking a broader view of education—they are learning the difference between good and poor teaching and are demanding better prepared teachers. The remark that any one can teach in the lower grades is not so often heard as formerly and many normal and college graduates are employed in our schools.

For years the people of this State have been too busy to study the school or life, but the time came for a forward movement and that movement was taken. The Legislature of 1907 passed a law dividing the State into five Educational Districts and provided for the appointment of a Deputy State Superintendent for each district. Heretofore the schools were virtually without supervision. The

acting County Superintendent was an ex officio officer. The office to which he was elected demanded his whole time and attention, consequently the schools received no attention.

Now, with a Deputy Superintendent to look after his district, the whole thing is changed. The examination of teachers has a good deal to do with the schools. The examination papers are sent to the State Superintendent's office to be graded by the Deputy Superintendents, or by well-qualified examiners employed by the State Superintendent to do the work. The examiners are ignorant as to who wrote the papers until after the grading is completed.

It would be a retrograde movement to repeal the law establishing supervision over the schools of the State. This lack of supervision has an injurious effect upon the scholarship of our University. Large boys and girls have come from the rural schools—many of them taught by relatives, who had managed to secure certificates, but could not teach—and, being desirous of taking advanced standing in the University classes, have stumbled along the best they could, or got discouraged and dropped out of school entirely.

And in 1910 the State Educational Association at its Goldfield meeting declared:

1. We congratulate the State of Nevada upon its educational progress during the past two years, especially upon the introduction of manual training in several of its schools, and upon the increase in the number of its high schools and its high-school pupils.

2. We hereby commend the interest in education that has led political parties of the State to declare themselves in favor of liberal appropriations for educational purposes.

3. We recommend to the State Legislature the appointment of a State Educational Commission on Industrial and Vocational Training, and ask that provision be made for immediate and active work along that line.

And the State Educational Association at its Reno session in 1912, in discussing Nevada's educational progress, made these declarations:

15. *Resolved*, That we commend the work begun in the schools in commerce, manual training, domestic science, and agriculture, and recommend, where feasible, the introduction of such subjects into all our schools.

10. We most heartily indorse the present system of supervision and the work done by it.

A Continuous Demand for Progress

And the State Institute of 1914, after several years of agitation for practical work in the schools, and with the experience of a dozen of the larger schools of the State in view, unanimously adopted the following declaration:

That this Association desires to go on record as unanimously favoring the most rapid extension possible of work in manual training, domestic science, industrial art, and agriculture, not only into the high schools of the State, but also into the rural schools.

This was adopted at both the Reno and the Elko sessions.

A State Educational Survey

Following are special resolutions relative to a Nevada Educational Survey, having been prepared and read by Dr. Romanzo Adams, and adopted by the State Institute of 1914:

WHEREAS, The educational system of Nevada has made certain important gains in efficiency in recent years due to wise action based on a careful consideration of the specific needs of this State; and

WHEREAS, There is an increasing demand for still higher efficiency along all lines designed to prepare for the practical duties and responsibilities of life, and particularly along vocational lines; and

WHEREAS, The State has made commendable progress in the introduction of manual and vocational work; and

WHEREAS, The National Government is looking forward to developing this work by means of special appropriations; and

WHEREAS, There are certain educational problems peculiar to this State on account of the sparsity of the population and on account of the unusually high standard of economic welfare; therefore, be it

Resolved, That we do hereby petition the State Board of Education to initiate action designed to secure for Nevada an educational survey, to be made under the direction of an unpaid commission of representative business men, educators, and other professional men and women to be appointed by the Governor; such commission to consider all matters pertaining to the educational needs of the State and to the efficiency of all educational agencies, and to make recommendations based on careful study and designed to increase the efficiency of our educational system.

Suggestive Items of Progress

Some items of this progress are well worth noting and recording at this time, for they are most creditable to the State and its people.

In approximately one-fourth of the school districts new, well-lighted, comfortable, and commodious school buildings have been erected; and in many of the remaining districts such substantial improvements have been made as give the schoolhouses the appearance of newness.

New equipment in the way of blackboarding, desks, necessary reference books, and apparatus has gone into more than half of the schools in the period named.

The average length of the school term for the entire State has been increased approximately 10 per cent, while in some of the counties such increase has been over 20 per cent. With slight changes, if any, since 1907, in population, the number of census children has increased from 13,065 in 1907 to 13,521 in 1914—a gain of 3.49 per cent.

The total enrollment increased from 7,532 in 1907 to 11,372 in 1914—a gain of nearly 51 per cent; the average daily attendance, from 5,630 in 1907 to 8,644 in 1914—a gain of 53.5 per cent.

The number of school districts has increased from 250 in 1907 to 338 in 1914—a gain of 35 per cent; the number of teachers from 425 to 635—a gain of 49.4 per cent. The high-school enrollment in 1907 was approximately 600; now it is nearly 1,100—a most remarkable showing due to two main factors: the large increase in the number of county high schools and the introduction of practical features of life work into both district and county high schools.

Manual training has gone into six high schools and into nine elementary schools; and some form of elementary industrial art has been introduced into fifty or more rural and city schools and three county normal training schools. Some form of domestic art has been introduced into four high schools and into many elementary schools. Some phases of agriculture have begun to receive attention in two or more high schools and in a few elementary schools. More or less complete commercial courses have gone into fifteen high schools, namely: Reno, Elko, Ely, Eureka, Winnemucca, Austin, Lovelock, Fallon, Yerington, Dayton, Tonopah, Goldfield, Las Vegas, Carson City, and Panaca.

Eight years ago practically none of these new features of large interest and importance had been systematically introduced in our schools, and there was considerable disposition to regard them as "fads." Substantially all of them have come in in the last four and a half years.

Modern School Buildings

School architecture received a new and needed impetus in Nevada when the state law was amended to require approval of plans and specifications for school buildings by the Deputy State Superintendents or

by the State Superintendent before contracts could be let or money expended.

Then the example of Reno in putting up two model, modern buildings aided very materially in the movement. Today Reno has five modern buildings; Elko, one; Lovelock, one; Fallon, one; and Tonopah, one. And many other towns and some rural communities have near-modern buildings. Lighting, heating, ventilation, sanitation, and convenience are fundamental factors for such school buildings; and following closely after these is equipment.

The Teachers

But the largest factors in school progress are the teachers. Without well-trained and well-experienced teachers, having high ideals and purposes and unswerving devotion to duty, there can be neither good schools nor progress. Fortunately we have always had some of these in Nevada, and a poll today would show more than ever before. While there are still in Nevada some inefficient teachers and schools, I am pleased to report that extensive observation has convinced me that the increase in really efficient teachers has been at least as decided as the favorable increase in the other directions shown above.

Rural Schools

It should be the policy of the State to favor and strengthen the rural schools, to connote them more fully with the home and the farm. Some success has already been attained in this work; but we need for any general success more teachers specially trained for rural school work, teachers that can take up the elements of agriculture and domestic industrial arts. And then we need more money to secure and hold these better teachers, for all agree that there ought to be just as good an education provided for the country boys and girls as for those of the town and city. In the new work required some national aid will most probably be given on condition of its being supplemented by state aid.

Summary of Eight Years of Educational Progress

In the foregoing statistics two items of vital importance to the State stand out most prominently: (a) That with a practically stationary population of people and of school children, 3,840 (51%) additional school children have been got into the schools in eight years, that being the increase in school enrollment; and (b) that the average daily attendance has been increased 3,014 (53.5%) in that period. I feel certain that no other State in the Union can give such an exhibit of large educational awakening.

Add to these the improvements shown in school buildings; the lengthening of the school term; the increase in the number of school districts, in the number of county high schools, in teachers and in high-school pupils—and you have a grand total of educational growth and progress of which the people of Nevada may well be proud.

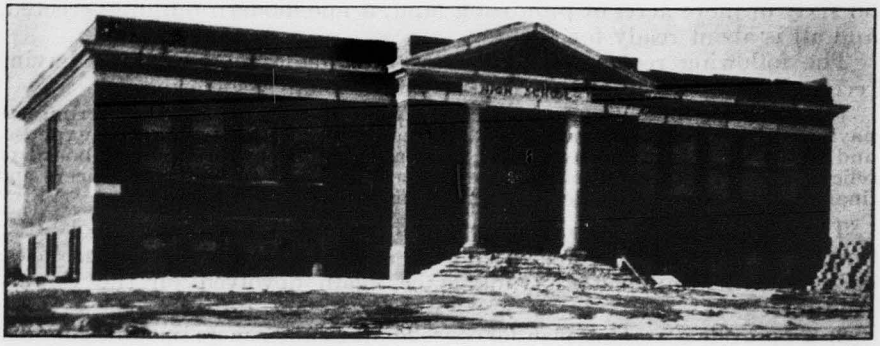
THF PROBLEM OF SCHOOL FUNDS

From the state school tax of 6 cents on the $100 of the valuation (that having been the prevailing rate for several years), the State receives annually about $70,000, less the cost of collection. This tax is less than one-third of that levied in the several counties and known as the county school tax. From the interest on invested moneys of the Permanent School

Fund, the interest on deferred payments for state school lands, and from one-half the annual surplus in the State Library Fund, about $150,000 additional is received for the schools, making a total, under present conditions, of approximately $220,000 yearly.

From the counties there is received about $225,000, and from special school district taxes about $80,000. This makes approximately a total of about $525,000 for salaries, maintenance, and repairs of the state schools. The foregoing amount is only an approximation, as it has been found impossible to get accurate returns from all the County Treasurers as to school receipts and disbursements, and the purposes for which money is expended.

With the exception of one county (Elko) the school districts of the State have insufficient funds from the regular sources of income to pay proper salaries and maintain work for the necessary time for the children to complete the common-school course in eight years. Especially is this true in the country districts, the so-called rural schools, where the average school year is now less than eight months. As a result of the latter condition, many of the rural children are only in the sixth grade or year of



NEW COUNTY HIGH SCHOOL BUILDING, WELLS, NEVADA.
Has modern heating, lighting, and plumbing. Erected 1914.

school at the ages of 13 or 14 years. In most of the village and city schools the people bridge over this difficulty by levying a special district tax.

In the last two years the schools have had to pay for all the text-books used, which has placed upon them an extra outlay of nearly $30,000 (estimated), for which they were not prepared. I believe the free text-book system has been a success, though thus far administered with some drawbacks.

There should be fewer changes in text-books, and in making contracts for the next four years purchases of books by the districts should be direct from the publishers, as from 10 to 20 per cent might thereby be saved to the State and districts over the present law-prescribed system. This saving would then go directly to the education of the children of the State.

Again, the large increase in the number of schools and of teachers, as shown in this report, and the necessary increase in salaries and upkeep due to larger demand for good teachers and to increased cost of living

and of all school supplies; and the new and practical features of work necessarily being put into the schools—all these have made a general increase in school funds imperative. And some, if not all, of this increase can be best and most equitably met by an increase in the state school tax, thus making the property of the entire State help out in the less prosperous counties and districts.

SCHOOL MANAGEMENT AND IMPROVEMENT

Recommendations

Several of the recommendations presented in my report two years ago were enacted into law, though others, admittedly meritorious, failed of enactment. Among the former were: (a) Legislation making effective the amendment to article XI of the Constitution providing for the investment of money in the Irreducible School Fund in county bonds of Nevada; (b) provisions for free text-books; (c) instruction for the children of the State Orphans' Home in the Carson Public Schools; and (d) provision for industrial home for juvenile delinquents. With the exception of the last named, the laws have been in operation since adoption and have proved beneficial. The Industrial Home has been located near the town of Elko on sixty or more acres of promising land, a fine modern building erected, and all is about ready for opening.

The following recommendations are now made, most of them having received the approval of the Nevada Educational Association:

1. To provide for auditing school bills. The present practise of indiscriminate payment of school bills is financially weak and loose. Without additional expense, and to the advantage of the schools, this can be done by an officer or board of officers in each county, much as state bills are audited by a board of officers and finally by the State Controller. (As recommended two years ago.)

The County Auditors originally were the final auditors of school bills; and, with the Deputy Superintendents as advisers in all doubtful cases, such auditing might to advantage be again devolved on the County Auditors.

2. To provide a working plan for consolidating two or more small neighboring one-teacher school districts into one school wherein two or more teachers can be employed. Provisions should then be made for transportation of children to this central school at the expense of the district. There would be only about the same number of classes in the one consolidated school as in one of the two or three consolidating schools, and thus each teacher would have double the time, more or less, for instructing a given class, to the manifest advantage of the children.

State after State is now considering the problem of better instruction in the rural schools, and wherever conditions are favorable for consolidation, agitation therefor is on. We now have a law for consolidating schools, but it is not planned to meet the question here at issue.

There are a dozen or more valleys in the State where such a law would largely benefit the rural schools. In Starr Valley and Lamoille Valley, Elko County, a voluntary consolidation has been made and a fine central schoolhouse built. Great educational interest and improvement are reported as having already resulted there. This arrangement, legalized and encouraged, would bring to the rural school district in the agricultural valleys many of the benefits of village and city schools. (As recommended two years ago.)

A strong demand for such legislation comes from the lower Carson Valley in Churchill County; and strong need exists for it in the upper Carson Valley, Douglas County; in Smith and Mason Valleys, Lyon County; and in many other sections.

3. To require every school district to raise sufficient funds locally to pay, in whole or in part, its running expenses, other than the teachers' salaries and the text-book supplies.

The law now requires state school moneys to be used exclusively toward payment of teachers' salaries in the various districts. I believe this wise provision should be extended to county school moneys, provided that such apparatus as is called for in the state course of study, and all needed library, desk, reference, and supplementary books as are prescribed in such course of study for the use of teacher and pupils may be paid for as at present out of the county school fund.

Such a law would, in my judgment, help somewhat towards securing longer terms and better instruction in the rural and small village schools. (As recommended two years ago.)

4. To provide some state aid for district and county high schools that have courses in manual and domestic arts, in commercial branches, and in agriculture; provided, that the instruction and work in such schools is decided by the State Board of Education to be standard in quality.

The introduction into our public schools of these practical branches of work, and right instruction in them, would mean a wonderful advance in efficiency, and happiness for our future citizens, and corresponding advantages to the State. Many of our sister States are financially aiding the schools in this great new work, now so commandingly required wherever its benefits are known and understood. Already in our own State several schools, as elsewhere shown in this report, have started one or more of these necessary features of right school instruction. That some of these practical features should go into all high schools is now quite generally conceded; and that instruction in features of all of them should go into the elementary schools is almost as generally conceded, and it is as certainly needed. (As recommended two years ago.)

5. To provide at this time for some changes in the method of apportioning school money. In paragraph I, section 151, of the School Code, section 3390 of Revised Laws of 1912, relating to apportionment of school money, after "fraction thereof" should be placed a limitation making it read, "fraction thereof equal to *15 or more*, as shown by the last preceding school census."

To allow an extra teacher apportionment for a single census pupil over 30, as we are compelled to do by the present law, is both unnecessary and unjust, as practically no extra expense to the district is involved up to 15 over the 30 standard of measurement, except for text-books and supplies. Moreover, money is thus diverted from other districts that need it.

Other needful changes may not be found possible at this time. I believe we should apportion school moneys, in part at least, on the basis of enrollment and average daily attendance in the schools, as many other States are now doing, and not on a basis of census statistics as has always been done in Nevada. The present plan gives no credit for attendance in our schools and therefore gives no encouragement to school boards and teachers to get children into the schools or to keep them there.

However, I realize that until we can get a property valuation of each school district in the State, apportionment based on attendance is a difficult problem to solve satisfactorily. This matter has been put up to the State Tax Commission, but it has had insufficient money at its disposal to secure the desired data.

6. To pass, for a second time, the Assembly Joint and Concurrent Resolution amending article XI of the Constitution so as to permit investing moneys of the Irreducible School Fund in farm mortgages bearing not less than 5 per cent interest per annum. This was first passed by the Legislature two years ago.

7. To provide for the election of Trustees in newly formed school districts might be limited with advantage to fifteen days, which would be ample time for the purpose, enabling the people to start their school without unnecessary delay after organization.

8. To provide a retiring salary for teachers of long service. This might be based, if necessary, as in California, on monthly contributions from all the teachers in the State, augmented possibly by certification fees. A retiring salary bill passed the State Senate four years ago.

9. To send a legislative memorial to Congress for a grant of 1,000,000 acres of public land to help out the School Fund, the present school lands being practically all sold.

10. To provide for the use of all school buildings as social, civic, and community centers. This is now being done to a greater or less extent all over the country, and to the general satisfaction and advantage of the people—their owners.

11. To provide for the circulation and use of books in the State Library in the various counties of the State.

12. To provide for some form of medical inspection of school children.

13. To prohibit high-school fraternities.

14. To reduce the time for teaching in Nevada to twenty-four months out of the required total of seventy-two months for obtaining a life diploma.

Nearly all of the above recommendations have the unanimous approval of the Nevada State Teachers' Association and of the 350 teachers attending the State Teachers' Institute in December, 1914.

Why Not Train Our Own Teachers?

15. We are paying yearly for teachers' salaries (not counting the University) approximately $450,000, a large part of which is paid to teachers yearly brought in from other States. This bringing in of teachers is necessary because of the fact that we are preparing for the profession yearly scarcely one-fourth of the new teachers needed in our elementary schools.

Evidently we need to widen out normal-school facilities so as to enable our young people in much larger numbers to prepare for teaching; and we may need to make the conditions of teaching more inviting and profitable.

The complete State Normal School, contemplated by the Act of 1887, should be established in order that we may have on a much larger scale right preparation of teachers for our elementary schools; and such preparation should be on modern lines of work. Preparation of teachers for high schools should be continued, but we need to stress the preparation of our young people for elementary work, as our great shortage of teachers is in that field. We are bringing into the State yearly nearly 200 such teachers, the majority of these teaching here, on an average, but one year.

The present County Normal Schools should be continued and directly connected with the State Normal, and put under the same management. Provisions should be made for the county normal students to enter the second year of the State Normal with full credit.

I have given here only some of the broad features of plans being considered for efficiency and progress in the important matter of training home talent for our schools. President Hendrick of the State University has presented them more in detail to the University Regents, and they have been approved by many of the leading school men and women of the State.

It is unfortunate that in Nevada we are neglecting to prepare more of

our own young people for teaching, relying largely on the outside for instructors for our elementary schools as well as for our high schools. From our present high-school students (nearly 1,100) we ought to get yearly into our normal schools (county and state) from 75 to 100, instead of a scant 40. We shall always need and welcome some good teachers from other States, but it should not be necessary to be compelled, as at present, to bring in from other States yearly from four to five times as many as we prepare for teaching.

CHANGE OF OFFICER

Since my last biennial report one change has occurred in the office of Deputy Superintendent of Public Instruction.

Mr. J. W. Palmer, for three years the successful principal of the Battle Mountain schools, was appointed Deputy Superintendent for the Second Supervision District to succeed Mr. A. B. Lightfoot, who had accepted the position of Principal of the White Pine County High School. Mr. Palmer entered upon his new duties on August 1, 1914.

TEACHERS' INSTITUTES

Teachers' institutes were held in the Second, Third, Fourth, and Fifth Supervision Districts in the year 1913. None was held in the First Supervision District, as Deputy Superintendent G. E. Anderson was necessarily out of his district on account of the serious illness and death of his wife. Some 450 teachers attended these institutes and approximately $600 of the state appropriation for institutes was used to defray in part the expenses, the various counties furnishing about $600 additional.

Good instructors were in attendance at each institute, and much practical instruction was given. The new work proposed in elementary bookkeeping for the upper grammar grades was quite thoroughly presented in each of these institutes, and class work on important school subjects was illustrated.

The Deputy Superintendents entered heartily and ably into the work of arranging and aiding in the work of these institutes, securing the active cooperation of their teachers, and much good resulted therefrom to the schools of the State. Several school men and women, in active work in our schools, ably aided the general instructors in their work.

I attended all these gatherings and contributed what I could to their success.

The State Institute

The State Teachers' Institute for 1914 was held in Elko and in Reno. It was originally intended to hold the institute in Elko only, but to accommodate the many teachers in the western and southern parts of the State the institute work was divided, a part being given at Reno. This resulted very favorably, the attendance at the two sections of the State Teachers' Institute being 350, which is 100 in excess of that at any previous State Institute.

Work of the State Institute

The work at the State Institute covered a wide range, and was instructive and inspiring in effect. It is in part set forth in the resolutions adopted which are presented herewith. The chief instructors were Dr. D. E. Phillips of the College of Education, Denver, Colo., and Superintendent D. R. Jones of San Rafael, Cal. Both are experienced institute instructors and lecturers, and each held the rapt attention of his audience.

Deputy Superintendents, City Superintendents, and various teachers in the State assisted materially in the work and management of the two institute sections; and I wish here to acknowledge their valuable aid in making for the success of each.

Resolutions Adopted by the State Teachers' Institute

Following are the resolutions read and adopted:

1. Your Committee on Resolutions respectfully recommends the following:

Be It Resolved, That we, the teachers of Nevada, assembled in our annual State Institute meeting, most heartily endorse the present state administration under State Superintendent Bray, and that we pledge our loyal support to the educational reforms which he advocates so sincerely, and that we feel appreciation for his loyalty to Nevada, her teachers, her schools; and

2. *Be It Resolved*, That we extend our thanks to the railroad companies of Nevada for their generosity and courtesy shown in giving us the half-fare rates.

3. WHEREAS, The Legislature of 1913 passed a law providing a School of Industry for wayward youths in Nevada, the same to be located near the town of Elko; and

WHEREAS, Such school has been built and some preparation made for its opening in the near future; therefore,

Resolved, That we strongly favor its equipment and express the hope that its control will be entirely nonpartisan and that modern, humane, and intelligent oversight and management may so characterize it that it will become a credit to our State.

WHEREAS, The Nevada State Educational Association has ever stood by its offspring, the Nevada School Journal, and made it the official organ of the Association; and

WHEREAS, Said paper has ever stood consistently and ably for high ideals and progressive work in the schools; therefore,

Resolved, That we heartily endorse and commend its management and recommend that every Nevada teacher subscribe for it.

4. *Be It Resolved*, That this institute desires to go on record as unanimously favoring the most rapid extension possible of the work of manual training, domestic science, domestic art, and agriculture, not only into the high schools of the State, but also into the rural schools as well.

5. *Be It Resolved*, That, inasmuch as good health is of paramount importance to every student, we most earnestly urge such action as may be necessary to insure certain and efficient medical inspection in the schools of the State, in so far as possible.

WHEREAS, The convening of state educational associations and institutes so near the Christmas holidays is somewhat inconvenient to many teachers; therefore,

6. *Resolved*, That we recommend that such meetings be held earlier in the school year, and as early as possible, so as to be of value at the beginning of the term.

7. *Be It Resolved*, That we heartily endorse the resolutions submitted by the Committee on School Legislation concerning the loan of the Permanent School Fund on land mortgages, the grant of one million acres of land for school purposes, and the provision for rooms in the Capitol Building for the offices of the State Superintendent of Public Instruction.

8. *Be It Resolved*, That we wish to enter as fully as possible into the activities of the N. E. A. at Oakland in 1915, and we request the incoming president to cooperate with the State Director toward that end.

Resolutions Separately Adopted in the Two Sections of the State Institute

In addition to the above resolutions, the Elko section of the State Teachers' Institute adopted the following resolutions:

2. That we deeply appreciate the fine and practical instruction of the chief instructor, Professor D. R. Jones, and we believe that the inspiration and the suggestions received from him will enable us to do our work with better spirit and with more effective methods during the coming year, and we especially appreciate his sincere friendship and warm personal interest in us as individuals.

3. That we endorse also the present system of supervision and pledge our loyal support to all the Deputy Superintendents and especially to Mr. Anderson, whose

hearty cooperation with his teachers and whose efforts to make this association meeting a success, have been untiring.

4. That we express our appreciation for the hospitality shown by teachers, citizens, and all people of Elko.

5. That we extend to President Hendrick of the U. of N. a hearty welcome to Nevada and to our State Teachers' Institute meeting, and deep appreciation of all his words to us this afternoon, and especially those suggesting a memorial for Dr. J. E. Stubbs.

6. That we extend our thanks to the railroad companies of Nevada for their generosity and courtesy shown in giving teachers the half-fare rates.

7. That greetings from the Joint State and County Institute in Elko be sent to District and State Institute in Reno.

The following additional resolutions were adopted by the Reno section of the State Teachers' Institute:

1. *Be It Resolved*, That we deeply appreciate the fine and practical instruction of the chief instructor, Dr. D. E. Phillips, and we believe that the inspiration and suggestions received from him will enable us to do our work with better spirit and more effective methods during the coming year, and that we especially appreciate his evident sincerity, open-mindedness, and candor; and

2. *Be It Resolved*, That we express our appreciation for the hospitality shown us by the teachers and Mothers' Clubs of Reno and Sparks, and to the Reno Board of School Trustees for the use of the high-school building.

3. *Be It Resolved*, That we extend to President Hendrick of the U. of N. a hearty welcome to Nevada and to our association, and deep appreciation for his words to us this morning; and especially do we appreciate his attitude toward the teachers and public schools, and his expressed intention to bring about closer relationship between the schools and the practical interests of the people, and we desire to cooperate with him in every way to bring about these most desirable results.

THE VIRGINIA CITY MINING SCHOOL

The Mining School at Virginia City, under direction of Professor D. T. Smith, has continued in active work since my report two years ago. I believe it has been well and ably conducted and is worthy of continued support on the part of the State. Owing to mining depression on the Comstock, which it is hoped is only temporary, the attendance has fallen off some in the last year.

The following statistics are taken from Professor Smith's report. The report in full, I presume, will be printed in pamphlet form for distribution:

Though the present membership includes five students, the attendance is a little over 60 per cent of what it was in the previous biennial period. Twenty-three students, as against 38 during 1911–1912, have received instruction. This percentage of decrease in attendance is in accord with the general decline throughout the State. The attendance for the last two years is as follows:

	1913	*1914*
January	11	14
February	15	16
March	16	11
April	17	9
May	13	10
June	10	10
September	21	6
October	16	6
November	17	5
December	13	5

Proportionately there are more students attending, figuring upon the basis of employment. All but one of the present number in attendance are experienced miners. Seven students have received diplomas during the present period, and two will receive diplomas within the next four months.

Very respectfully submitted,

DWIGHT T. SMITH, *Principal and Instructor.*

THE DEAF AND THE BLIND AND THE FEEBLE-MINDED

The wards of the State now at California institutions for the deaf and blind and the feeble-minded at Berkeley, Oakland, and Santa Clara are the following:

Ruth Pittman, Elko.
Frances Phillips, Winnemucca.
Edith Stauts, Lovelock.
Marie Zoanni, Hamilton.
Elbert Dowling, Carson City.
Ralph Donnelly, Carson City.
Marie Indart, Reno.
Gretchen Kimmel, Sparks.
Joseph Pascoe, Virginia City.
Grace Sullivan, Virginia City.

The charge for the first eight mentioned above at the Berkeley School for the Deaf and the Blind is $340 each a year for board, lodging, and tuition; and in the case of Marie Zoanni and Ruth Pittman the State of Nevada also furnishes clothing and other necessary expenses incurred in the care of these girls. Marie Zoanni, having no home of her own to go to during the summer vacation, has to be boarded in a private family in or near Berkeley at the State's expense during that period.

Joseph Pascoe is kept at the California Home for the Adult Blind at Oakland. In addition to the State paying $300 a year for his board and lodging, it allows him $50 a year for clothing and incidental expenses.

Grace Sullivan is kept by the State at Dr. Osborne's private Home for the Feeble-Minded at Santa Clara at a cost to the State of $30 per month, exclusive of the necessary expense for her clothes and other items.

These wards of the State are all well cared for and kindly treated by those in charge of them and are being trained by scientific methods, in so far as they can be trained.

There are other children in the State who need training similar to that being given Grace Sullivan. Grace was growing into womanhood at the Orphans' Home two years ago practically useless to herself and to everybody else. Under Dr. Osborne's treatment she has become greatly improved, is learning to read and to write somewhat, and to do ordinary housework.

The aggregate allowance for the deaf and the blind and the feeble-minded two years ago was $9,000. I would recommend that the same allowance be made this year in a lump sum for all the unfortunates named above and such others as may need it. The title of the allowance would be "For the Deaf and the Blind and the Feeble-Minded." If thus appropriated, it can be adjusted to the changing numbers in each class to be provided for.

MINUTES OF STATE BOARD OF EDUCATION, 1913

During the year 1913 the State Board of Education held twenty-five meetings. At these meetings certificates were granted and other business transacted as follows:

Certificates Granted

High-school certificates	61
First-grade elementary certificates	98
Second-grade elementary certificates	26
Third-grade certificates	18
Special certificates	25
High-school certificates renewed	3
First-grade elementary certificates renewed	40
High-school life diplomas granted	11
Elementary life diplomas granted	27
Virginia City Mining School diplomas granted	4
County normal training school diplomas granted	15

At the meeting of February 4, 1913, the high-school certificate of Frederick Reber was suspended until July, 1913, for good cause shown to the State Board of Education by the Deputy Superintendent and the principal of the Lincoln County High School in which Mr. Reber was teaching.

At this meeting a special examination was granted to Miss Eva McAfee, who presented a doctor's certificate that she was quarantined for smallpox at the time of the regular teachers' examination in January. Others who were prevented from attending the regular examination were permitted to attend this special examination also. It was held in Elko.

At the meeting of February 26, 1913, Professor Smith, Principal of the Virginia City Mining School, gave a report of the Mining School for the past year and discussed the needs of the school for the coming year with the State Board.

At the meeting of March 11 the investment of school funds was discussed and the Attorney-General was asked for a written opinion as to the validity of the Act empowering a loan of $300,000 from the School Fund. On March 13, the opinion having been rendered that the Act was legal and valid, the Investment Commission met with the State Board and the State Treasurer reported that he had negotiated the loan of $300,000 from the school funds, and various other matters which may be found in full in the report of the Investment Commission.

At the meeting of August 28, 1913, the State Board took action on the establishment of the Nye County Normal Training School at Tonopah. As the School Board and the Board of County Commissioners had taken all steps required by law for the establishment of such a school, the board decided to establish the Nye County Normal Training School with Miss Anna Rieve as instructress at a salary of $1,800 per year of thirty-six weeks.

At this meeting regulations for the granting of temporary certificates by the Deputy Superintendents were formulated and adopted, as were uniform rates for the charges for auto hire by the Deputy Superintendents. The rate was not to exceed 20 cents per mile, this to include all supplies, etc., on any trip, and along the line of the railroad the rate per mile was to be 10 cents.

At the meeting of December 19, 1913, the State Board approved the work of the Carson City schools in manual training and domestic science for the children of the Orphans' Home and signed the bill entitling the Carson School District to $500 from the General Fund of the State in payment for this work being given to the children, in addition to the regular work. The work was not found to be in a complete stage of development, but a good beginning had been made.

During the year 1913 the State Board of Education allowed emergency money to seventeen new school districts that had been formed and had complied with the law required to make them eligible for emergency money. These districts received $250 each, making a total of $4,250.

Eureka County Normal School

The Eureka County Normal School was established by the State Board of Education, August 28, 1913. Miss Elizabeth L. Koontz was employed as teacher thereof, and the school opened with seven regular pupils in attendance.

MINUTES OF THE STATE BOARD OF EDUCATION, 1914

In 1914 the State Board of Education held twenty-two meetings, and transacted the following business and issued certificates as noted below:

Certificates Granted

High school	65
First-grade elementary	122
Second-grade elementary	28
Third-grade certificates	22
Special certificates	33
High-school life diplomas	10
Elementary life diplomas	21
Renewals of high-school certificates	2
Renewals of first-grade elementary certificates	42

Emergency warrants were drawn for nineteen new districts which had complied with all the legal requirements to be eligible for the emergency money. The districts received $4,750, or $250 each.

On April 22 a special examination was granted to teachers who had found it impossible to attend the regular examination.

The meeting of May 17 was adjourned out of respect to Dr. J. E. Stubbs, who had died suddenly on that day.

At a meeting of July 1, 1914, Mr. Lightfoot was asked to send in his resignation as Deputy Superintendent for the Second Supervision District, as he had accepted the principalship of the White Pine County High School. At this meeting a special examination, to be held on July 15–18, was ordered to accommodate two applicants who could not attend the regular examination.

At the meeting of July 14, 1914, the opening dates of the three County Normal Schools situated at Eureka, Yerington, and Tonopah were fixed, and the time on which Mr. Lightfoot's resignation was asked for was extended to August 1, 1914. This action was taken to give Mr. Lightfoot time to get in all reports and to finish any business of the office necessary.

Mr. J. W. Palmer was unanimously chosen by the State Board of Education as the successor of Mr. A. B. Lightfoot as Deputy Superintendent for the Second Supervision District, to take office on the 1st day of August, 1914.

At this meeting the State Board reaffirmed a former ruling as to the qualifications of teachers to be placed in charge of county normal training schools—that such teachers should be graduates of a standard normal school or normal college; that they should also have had one or more special courses in a standard college for training of teachers, and satisfactory experience in public-school work or in normal-school teaching, or both such experiences.

On August 1, 1914, the board commissioned Mr. J. W. Palmer as Deputy Superintendent of the Second Supervision District, and he filed his oath of office on the same date and entered upon his duties.

On August 25 approved and adopted amendments to the elementary courses of study, eliminating some work therein, making some changes in other work and providing for instruction in elementary bookkeeping in accordance with the law passed by the Legislature of 1913. It also approved the action of the State Superintendent in granting a special examination to Miss Alma Crowley.

On September 4 the board passed a resolution requesting the State

Controller to pay the August claims of Deputy Superintendent J. W. Palmer.

On December 3 the board passed a resolution to restore to force the high-school certificate of Mr. A. B. Lightfoot, under certain conditions. Deputy Superintendent Palmer had found it necessary to suspend such certificate on account of continuous disobedience of the provisions of law requiring the filing of teachers' certificates with the Deputy Superintendent. The action of Deputy Superintendent Palmer was fully sustained by the State Board and Mr. Palmer was commended for his action in the premises. As Mr. Lightfoot, after the action of Superintendent Palmer, had properly filed his certificate and requested its restoration to force, the board took the action described in the first part of this paragraph.

Teachers' Examinations

The State Board has held four regular state teachers' examinations and four special examinations. Two hundred forty-five applicants were examined, each one writing on an average, forty-five pages of legal cap. These were carefully examined and graded by competent educational examiners, involving a large amount of expert work. One hundred fifty of these received some form of certificates.

Bills Passed Upon

The State Board examined and approved traveling and office expenses of the Deputy Superintendents, except for a few months of the two-year period when the bills were passed upon directly by the State Board of Examiners. It also acted on all bills for supplies presented by the Virginia School of Mines, approving the same to the amount of $1,000.

The foregoing are a few of the many matters disposed of by the State Board during the past two years. A full record of all is on file in my office. The law requires a report on the transactions or proceedings of the board to be printed in this report, and hence this general summary has been made.

DEPUTY SUPERINTENDENTS' REPORTS

Attention is called to the discussion of various school matters in the appended reports of Deputy Superintendents. These men are engaged in the important service of supervising the school work of a State of vast area sparsely populated. They are looking after and aiding the teaching force on which the State is expending yearly approximately $450,000, and they are expected to keep an eye on the erection of new buildings, the making of repairs, and the furnishing of school supplies costing yearly from $100,000 to $150,000 more. Theirs is a service that requires on their part expert knowledge and large experience in order that this money may be advantageously and economically used for the right instruction of our boys and girls. This service, I am satisfied, is being, on the whole, well performed; but it is a service that would be worthless in the hands of incompetent men. School conditions are frankly discussed by these men, who by training, experience, and actual visitation have been enabled to know what the schools are doing and what they ought to do; who have studied at first hand some of the educational needs in their respective Supervision Districts, and have considered carefully how they may be met. They discuss the advantages, difficulties, and cost of school inspection; the amount and character of office work required; and plans and suggestions for school betterment.

REPORTS OF DEPUTY SUPERINTENDENTS

FIRST SUPERVISION DISTRICT—ELKO COUNTY

HON. JOHN EDWARDS BRAY, *Superintendent of Public Instruction, Carson City, Nevada.*

DEAR SIR: The schools of Elko County are mostly of the rural type. Excepting Elko, Carlin, Deeth, Wells, Tuscarora, and possibly two other settlements, we have all rural school problems to meet. The average term of school in our rural districts is now close to ten months each year. There is much the same condition regarding rapid changes in teachers that has prevailed in past years.

Teachers' Salaries

We cannot hope for better conditions in this line until our Trustees learn that they must make teachers' salaries as large in this county as they are in the surrounding States to which we look for our supply of teachers. The average rural school salary is less in Elko County than it is in California, and when we consider the railroad fares, shopping privileges, stage fares, etc., we find our net teachers' salaries considerably smaller than in that State. Then, too, the manner of living provided for the teacher is too often wholly inadequate for her rest and recreation. I am thinking now of about twenty teachers who have told me since September, 1914, that they will not return to the district because they have not been given suitable boarding-places in the district. They always qualify the remark by saying: "The folks try their best to make me comfortable, but they are not equipped to take care of a constant boarder." In some districts this trouble could be avoided by the district building and furnishing a room or suite of two rooms at or near a residence in the district, and allow the teacher to some extent to shift for herself, especially so far as sleeping privileges go. She could then have her evenings to herself, at least, and she could be given the privilege of doing some of her own cooking if she chooses to do so. In some cases this cottage could be made the center for the domestic art classes that are sure to be part of our school system in the future

I am pleased to report that teachers' salaries have risen some in this county since two years ago, but it must be remembered that cost of living has increased materially and the teacher's board in most instances has been advanced with the salary. Another increase of five or ten dollars this year would, in most districts, be an actual salary increase, for the price of board has been advanced almost everywhere as much as will be necessary. During my spring visitations I shall endeavor to convince the Trustees in the districts where earnest, progressive teachers are at work that they should try to hold such teachers for another year by making an increase in salary if they find that such method will secure their services for another year.

I think a sliding scale of salary would be a good plan for the Trustees to use in paying teachers. Let us have a way of establishing by law a minimum salary of $80 in the rural school for the first five months the teacher teaches in the district. Then increase this salary to $82.50 for the remainder of the first term. If the same teacher is retained for a second term, let the salary be $85 for the first five months of this term,



EAST ELY PUBLIC SCHOOL BUILDING.
Has many of the conveniences of a modern school. Erected 1909.

and $87.50 per month for the remainder of the term. If she returns for the third term let her salary be $90 for the first five months and $92.50 for the remainder of the term, and let the increase in salary end here unless the Trustees shall voluntarily make it more. Of course, the Trustees should have the privilege of raising the teacher's salary at any time. I am sure such a plan would secure and keep better teachers in our schools and result in much better schools than we have at present. Elko (city) is using this plan for paying teachers, and Superintendent McWhinney reports that the encouragement to the older teachers is already quite notable. The plan is used in many States with splended results reported in every case. No other condition operates so much against our schools as our rapid changes in teachers, and if we can have a law that will establish salaries large enough to command better teachers and longer tenures in positions, we shall have made a worthy advance.

Supervision of School Funds

There is still the same need for more careful supervision of the school funds. Let me offer three instances:

(1) A well was dug by the Trustees in one district, and $87 was paid by the board to one of its members for digging it. I have visited that school three times since the well was dug, and each time I have been impressed by the teacher with the idea that the pump on the well has never worked well; the teacher has always carried water from a neighbor's house for school purposes. The expenditure in this case was wholly illegal because of the Trustees paying a Trustee for the work, and the amount was exorbitant because no good came to the district from it. This bill should not have been paid until some one outside the Board of Trustees had approved the work.

(2) A bill was brought to me in December, 1914, for text-books sold a school district. The bill called for $10.25, and when I checked the bill against the prices contracted by the State I found the dealer had overcharged the district about 50 per cent. Neither of these bills would ever have been seen by me except for a protest filed in the first case, and the care of the Clerk of the district in the second.

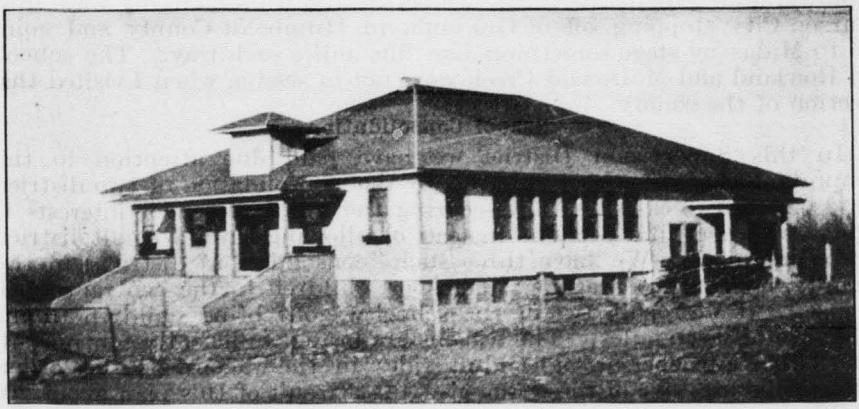
(3) A third instance is the case of a Board of Trustees arranging to build a schoolhouse by special agreement with a certain contractor before even submitting the plans to the Superintendent for approval, as required by law. Both the board and the contractor refused to say what the amount agreed upon was, and, upon the protest of several other contractors, I refused to approve the pencil plan when it was shown to me, and forced the board to have six sets of plans in blue-print and accompanying specifications made and distributed to other contractors. One of these contractors then sent in a bid for $1,927 and was promptly informed that the contract had been awarded. Since the completion of the building I have learned from the Auditor's books that at least $2,600 has been paid for the work, and the principal reports the water system of the building a failure. In this case the Board of Trustees used "star-chamber" methods of awarding a contract to a friend for an amount about 35 per cent in advance of what the work would have been done for if they had used straightforward business methods.

The Auditor's office will show innumerable other features probably worse than what I have quoted, for I have not yet undertaken the stupendous task of reading all the school vouchers for two years past. The

County Auditor is in no way to blame for paying these outrageous prices, for he has no way of knowing when value is being received for school furnishings. It is high time that the expenditures of school funds be supervised by competent persons whose positions allow them to know how the school money is being spent. Nevada is the only State that does not safeguard the school funds by requiring the School Superintendent to approve all warrants upon the school funds. The general business proposition that the superintendent of any corps of workers should be the person to set the seal of approval upon the payment for services should apply in the school system just as much as in any business, and, if our teachers knew that their Superintendent must pass on their orders for salary, there would be just a little more enthusiasm on the part of many to work out the suggestions from the Department of Education and the Superintendent.

Cost and Efficiency of Supervision

I have made my inspection trips for two years by the use of a Ford automobile. In my last report I suggested that better service to the



NEW CONSOLIDATED PUBLIC SCHOOL BUILDING, STARR VALLEY, ELKO COUNTY. NEVADA.

Has modern heating, lighting, and plumbing. Has fine assembly hall, and will be used as social and civic center of the beautiful agricultural valley in which it is located. Erected 1914.

State could be rendered by the Deputies using automobiles. My experience verifies this in every way. Instead of spending over half the school time on the road as I formerly did, I am now spending no time on the road between 9 o'clock a. m. and 4 o'clock p. m. on school days. I am able to reach some school by 9 o'clock, spend the forenoon there, and reach the next school by 1 o'clock, spend the afternoon there, and go to a public lodging-place for the night. I am able also to reach some point on the railroad Friday night, and thus spend Saturday in my office and Sunday in my home. Instead of being away from my mail and the office duties for three weeks at a time, I am able to keep my office functions always within five days of up to date. The auto has also provided a way of reaching public stopping-places at night instead of forcing me to impose myself upon the home of some person whose house is (in most

cases) crowded to the limit by the family. It is poor practise for a public official to be a continual beggar for stopping privileges while he is on duty.

I will repeat, as I have in my former reports, that $1,000 is not enough money to provide for the traveling expenses in this district for two years. Something like four times that amount is allowed the Road Overseer in this county. His cost of traveling per mile is more than twice what the State allows the Deputy Superintendent in the same county. The traveling fund for this district should be fixed at $1,500 for two years, at least. The items charged are always supported by vouchers under oath, and the State is thus guaranteed value received. There has never yet been a legislative period of two years when my salary has been received in full, because I have had to pay in each case from $150 to $300 of my salary for traveling expenses in order to come even reasonably within the law requiring two visits to each school each year.

I began my visitations September 10, 1914, and during the fall visited every school in the county except Midas, Rowland, and McDonald Creek. It was practically impossible to reach Midas from any point in Elko County, and I shall visit this school in the winter on my way from Carson City, stopping off at Golconda in Humboldt County and going in to Midas by stage something like fifty miles each way. The schools in Rowland and McDonald Creek were not in session when I visited that section of the county.

School Consolidation

In this Supervision District we have paid due attention to this important phase of school progress by the consolidation of two districts into one in two cases, and by securing the union of school interests in the new agricultural sections instead of allowing several small districts to be organized. We have three such "consolidation" districts in this county, using school wagons to transport children to the central schoolhouse. At Metropolis two of the school wagons bring children from a distance of seven miles. The wagons are heated sufficiently for comfort, and either a teacher or some adult rides in the wagon to insure order. Metropolis uses five of these wagons. As a result of this plan about 200 children are given splendid opportunities for school, and no teacher handles more than two grades. Already a first-year high-school class of thirteen has done half a term's work. Another year a second class will be started, and eventually the whole high-school system will be installed. Sewing is already part of the regular school work, and the building is provided with rooms for manual training and cooking. Tobar and Ruby City are the other two districts now transporting their children to central locations instead of trying to manage with two insignificant districts. Two other large districts in the county are at present seriously considering the use of school wagons as means of solving their difficulties.

Cuts of Metropolis and Starr Valley district schoolhouses are to be found in this report. Both of these districts represent the consolidation plan. In Starr Valley two years of high school is offered in connection with the grades. This district should use another teacher in its high-school department. The Metropolis building cost about $27,000 and is a fireproof building. The Starr Valley building, which is provided with an entertainment hall as an adjunct to the building, cost about $8,000. The entertainment hall mentioned is large enough to play basket-ball in.

It will seat 300 persons. The results show what can be done when the right interests are aroused.

There has been one case in this county where a law should have required the union of three districts of a certain valley instead of the two that really did consolidate. A sufficient number of names were secured on the petition to unite, but the Commissioners refused to consolidate all the districts until more unanimity could be brought about. As a result, the school privileges in that valley are about half what they would have been by a complete consolidation of school interests.

High Schools

Since 1896 there has been a county high school at Elko. This school has performed the funtions usually expected of such an institution in excellent manner. In 1910 manual training was installed in the school, and in 1913 agriculture and home economics were introduced, making the high school more nearly "the people's college." The faculty consists of three men and three women, all experts in their special lines of work.

In 1913 the Legislature established a second county high school at Wells. The creation of this school was not popular with the western part of the county and all possible legal entanglements were thrown in the road of its construction. Finally, in November, 1914, the building was started. The cornerstone was laid by the Grand Lodge of Free and Accepted Masons late in November, and the building will be dedicated by the State University in February, 1915. Two excellent teachers are employed at present, but the future has much in store for this school.

Other places in the county where high-school work is allowed are Tuscarora, Metropolis, Starr Valley, and Deeth. These are the typical overcrowded two-teacher schools where the teachers are trying to meet the demands placed upon them by offering the best they can of the high-school work. It is no discredit to the teachers to say that the work in high-school subjects in these schools is not up to the regular high-school standard. It cannot be expected to be with the time that the teachers are given on those subjects each day. However, these schools are doing much for our young people that they would not otherwise get, and in that they are doing mighty well.

School Funds

Nearly every district in Elko County now receives sufficient financial support to pay teachers salary for ten months and the necessary contingent expenses. Of course, most of this support comes from the county fund, but the equitable distribution of the state fund among all the districts of the State has greatly assisted in the financial support of our schools. The funds show quite a balance each time of apportionment. The law that reverts this excess of school funds is a wise one from the standpoint of economy, and it has also done much good in stimulating ideas of improvement in the rural schools. We have had none of the prophesied waste of school funds because of this law. In no case where funds have been reverted and distributed have the Trustees ever questioned the wisdom of so doing. Many rural schoolhouses have been enlarged and improved that would not have been touched by the Trustees except for the argument that some of their money would revert unless they used it legitimately. It would be a decided backward step to repeal this law.

New Schoolhouses

Since the 1912 report eleven entirely new schoolhouses have been built in this county. Six others have been enlarged to about double their former capacity, and the Elko city school has built a manual training and domestic art building and enlarged the former building by the erection of a very large kindergarten room. This room is 26 feet by 51 feet, furnace heated, and provided with tables instead of desks. This is undoubtedly the largest schoolroom in the State.

Two new two-room school buildings are now under definite consideration by Carlin and Montello School Districts. All the districts that have built new schoolhouses have used their county funds until they were exhausted and then made use of interest-bearing warrants to supply the necessary money to finish the building and maintain school for the current year. Carlin and Montello, however, have issued bonds for their new buildings. In three cases the Commissioners have donated funds to the districts for building purposes after the districts themselves had levied at least a 25-cent tax upon the property of their district. Sixteen districts in this county are paying special taxes for building purposes this year.

Apportionment of State Fund

In regard to this much-discussed subject I wish to say that I still believe as I did at the time of my last report—that the present method *is equitable* in every respect and that it favors the small districts in just the way that the State should favor these communities. To be sure a school of 31 census children receives much more money than a school of 30 children, but just such a difference as this occurs in any method of apportionment. The same difference occurs in the apportionment of county funds, but we do not hear any argument for changing the method of its apportionment. It was the larger towns and cities of the western part of the State that favored the so-called corrective apportionment bill in the last Legislature, and it was just these same places that were receiving the exceedingly undue lion's share of the state fund before the passage of the General Apportionment Act of 1911.

As to making attendance at school the basis for apportionment of school funds I wish also to quote from my report of 1912:

> There is some agitation in other parts of the State for a new basis for apportioning the school moneys. It is proposed by some to make school attendance the basis for the apportionments. I do not think the proposed change is wise. The outlaying schools are visited twice each year at the most by any person qualified to check up on the accuracy of the teacher's report of attendance, and there is too much chance for irregularities in such reports, when there is no way of proving them, to make them the basis for apportionment of the great amounts of school moneys of the State and county. It cannot be denied that there is absolutely no way of testing the accuracy of the attendance report, and I do not believe that such a basis for distributing money is a sound one. I find it necessary to correct the census reports in some way every year, and I have the knowledge that allows such corrections to be made. If necessary, a new report can be taken that we know is correct, but once the attendance report is filed, and the teacher gone to some other State, as 70 per cent of the teachers in this district do, the reports must stand, whether they are correct or not.
>
> Under the new law the taking of the school census in this county costs about $200, and it is certainly worth that amount to have the important matter of apportionment of about $100,000 on a sound basis.

There is another very good reason why attendance is not good as a basis. The great number of absences from school in this county in the rural schools is due to distances from the schoolhouse. If attendance is

the basis for such districts to be given their state school money, we will be lessening the amount of money that is due such schools, for the cost of maintaining the school is just as much, whether the attendance is regular or otherwise. This plan will work very well in a city or populous community, but it is not a practicable plan for Nevada.

Institutes

No district institute was held in the county last year because of sickness in the family of the Superintendent compelling his absence from the State during most of the fall. In 1914 the State Superintendent called a branch of the State Institute to meet at Elko on December 21 in conjunction with the Elko County Institute. One hundred and nine teachers were in attendance at the institute. David Rhys Jones, City Superintendent of San Rafael, was the chief instructor.

An Industrial Training Project

Your Deputy in this district hopes to secure the cooperation of all the districts along the railroad in the county, to end that they will form a union of interests and financial support for some genuine industrial work in the schools. The plan in general is as follows:

Secure a binding agreement for a term of three years among about ten districts whereby each district will raise its pro rata of the total expenses of providing a first-class woman to teach manual training and either cooking or sewing in each school. Each district would furnish its own material and apparatus. The regular industrial teacher would teach a half-day in every district once in every ten days. She would leave definite instructions for the local teacher each time, and some work would be done between the visits of the manual-training teacher.

Several of the districts have already expressed their desire for such a plan, and the outlook is favorable for the plan to carry in the near future.

In General

More new settlers have come into this county in the past two years than in any other like period for a long time. Intensive farming is the slogan with all land owners. The result upon our schools will be to necessitate a change in our course of study for our rural schools that will make it embody more practical work to the exclusion of much of the "useless lumber" that we are now teaching.

Professional spirit among teachers and Trustees is getting better every year. I am sure the present corps of teachers in this county is the most proficient I have ever seen in my experience as Superintendent.

In conclusion, I wish to extend my invitation to you and the members of the State Board of Education to visit the schools of the county with me. I think we can please you.

Respectfully submitted,

G. E. ANDERSON,
Deputy Superintendent for First Supervision District.

Dated December 31, 1914.

SECOND SUPERVISION DISTRICT—EUREKA, LANDER, AND WHITE PINE COUNTIES

HON. JOHN EDWARDS BRAY, *Superintendent of Public Instruction, Carson City, Nevada.*

DEAR SIR: Your Deputy Superintendent for the Second Supervision District subscribed to the oath of office and received his commission on the 1st day of August, 1914, and entered immediately upon the discharge of his duties. During the latter part of August he established his headquarters at Ely. At the outset there were few records, few reports, and nothing whatsoever in the shape of correspondence; but gradually, by means of letters to, and personal interviews with, patrons, teachers, and Trustees of the different districts, a working knowledge of the conditions confronting the schools has been obtained.

There have been few school visitations made this fall. However, in the schools it has been his privilege and pleasure to visit your Deputy has found the teachers, in the main, zealous, competent, and progressive, carrying on the work as outlined in the course of study and the amendments, and keeping the records in neat and orderly manner. Nearly all of the pupils are quiet and studious, and, where they have been properly graded, are fully capable of doing the work as outlined. Only in the seventh and eighth grades is the course very heavy. Efforts should be made as soon as possible to lighten the work of these grades, especially in history and geography.

Almost all of the schools had employed teachers when your Deputy got into touch with the districts. With few exceptions these teachers possess Nevada certificates of the required grade or have presented excellent credentials for certification without examination. Perhaps a half-dozen teachers, now in charge of schools, will take the teachers' examination in December. Only two or three teachers are inexperienced. The outlook for a successful school year is very promising.

There are at present two county high schools in the Second Supervision District—the White Pine County High School at Ely, and the Eureka County High School at Eureka. Besides these, the schools at McGill, White Pine County, and at Austin and Battle Mountain, Lander County, are offering distinctive high-school courses. There are several schools in the three counties comprising this Supervision District which, on account of their distance from established high schools, are permitted to carry one or two years of high-school work. Such work has been permitted in previous years, and excellent, properly certificated teachers are gradually being inducted into these schools with gratifying results.

New districts have been established at Copper Basin, Lander County, Diamond, and Grass Valley, Eureka County, and Big Springs and White River, White Pine County.

Among the additions and improvements to school properties of the Second Supervision District may be mentioned the extensive repairs made during the past summer in the Eureka school building, consisting of new flooring and new ceiling, retouching of walls, the replacing of old wornout seats, desks, chairs, and tables with bright, new, up-to-date furniture, and the general overhauling and strengthening of the entire building.

Since the last report the Ely public school building has been enlarged

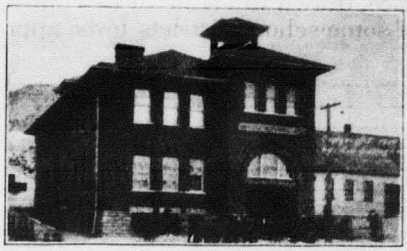
by the addition of a three-room frame annex; and further extension will soon be necessary to accommodate the rapidly increasing attendance. Some playground apparatus has been added to the equipment.

At Battle Mountain an artesian well was sunk on the school property about two years ago. This year the Trustees are enclosing the grounds with a cement-and-iron fence, and in the spring grass, flowers, and trees will be planted.

Many other schools have added minor improvements.

Two new school buildings have been erected during the past year. White River District, White Pine County, has built a snug little stone schoolhouse; and the commodious $50,000 home of the White Pine County high-school students was completed last spring. An article on the White Pine County High School, submitted by Senator N. H. Chapin, President of the County Board of Education, is subjoined to and made a part of this report.

The regular District Institute was held in Ely, beginning October 20, 1913, and continuing in session for five days. Interesting and instructive lectures were given by Dr. Ordahl of the State University and State Superintendent John Edwards Bray. There was a good attendance of teachers from all over the district. Section work was one of the features.



ELY PUBLIC SCHOOL BUILDING.
Has many of the conveniences of a modern school building. Erected 1908.

Among the section leaders were the following Ely teachers: Mr. Crandall, in charge of high-school commercial work; Mrs. Maguire, drawing; Mrs. Anderson, folk dancing; and the Misses Dewey and Gallagher, the Gordon method.

The provisions of the school law are not being complied with in the matter of the segregation of school moneys to the respective school funds. A very unsatisfactory warrant-book is in use in this Supervision District, and many discrepancies are brought to light when the accounts of the County Auditor are compared with the accounts of the District Clerks. A voucher for state-wide use should be adopted, simple in form, specifying the fund upon which the warrant is drawn, and showing on its stub a brief, yet inclusive, exhibit of the condition of the different funds.

There are some problems in connection with the school situation that cannot readily be solved. One problem deals with the constant shifting of teachers from school to school. By comparison of the Nevada Educational Directory of January, 1914, with the names to be submitted for the directory to be issued January 1, 1915, a remarkable shifting of teachers is shown. Only five teachers out of forty-four, teaching one-room schools in White Pine, Eureka, and Lander Counties, retain this

year the schools they taught last year. Only one district of the thirteen employing two or more teachers retains its teaching force intact. Both county high schools, at Ely and Eureka, have made a complete change in their teaching force.

There were 89 teachers enrolled last year. Of the 25 teachers who have resumed their positions, 22 are teaching in towns along the railroads. Three teachers, only three, have again taken up their work in outlying districts.

From another point of view, the restlessness and wanderlust of teachers is a matter for comment. Of last year's teaching force, 54 of the 89 teachers have left this Supervision District. Eureka County retains 5 out of 18; Lander County, 6 out of 20; and White Pine County, 22 out of 51.

While a teacher is a free agent in the matter of accepting or rejecting reemployment, from the standpoint of both teacher and pupils better results are generally obtained by renewal of contract. Every possible inducement should be held out to cause a good teacher to return to the same school the following year.

It is evident that the schools of this Supervision District should be redistricted. A fairly accurate school map of White Pine County in the County Auditor's office, drawn to a scale of two miles per inch, shows the extent of territory of some school districts to be approximately:

District	*Extent in Miles*
Tippett	20 by 20
Hamilton	18 by 29
Taft	16 by 16
Lane City	15 by 16
East Ely	15 by 15
Preston	12 by 16
Siegel	12 by 13
Goshute	11 by 15
Steptoe	11 by 11
Big Wash	10 by 14
Osceola	10 by 10
Pleasant Valley	10 by 10
Valley	6 by 15
Shingle Creek	6 by 15
Gregory	5 by 14
Snake Valley	5 by 14
Lund	4½ by 20

Furthermore, an approximation of the bee-line distances, in miles, from the established schoolhouses to the more distant corners of the districts show the following figures:

District	*NW Cor.*	*NE Cor.*	*SE Cor.*	*SW Cor.*
Hamilton	19	15	15	18½
Tippett	16	23	18	--
Lane City	17	--	--	18
Steptoe	--	12	11	--
Preston	14	15	--	--
Lund	20	--	10	--
East Ely	--	14	14	--

Most of the land embraced within the bounds of each of these districts is uninhabited and is, therefore, of no value to the districts. The inclusion of such territory within the established districts may, however,

deter prospective settlers from establishing homes in localities devoid of school facilities, but otherwise desirable.

There are some families with children of school age settled in established districts at distances of eight, ten, and even twelve miles from the schoolhouse. Five or more school-census children thus situated are as much entitled to the benefits of our school system as five or more school-census children residing within reach of the schoolhouse. At present the school law permits a division of the funds. Since most of these districts have barely enough funds for an eight- or ten-months' term of school, the division of the funds for two widely separated localities in the same district gives each child of the district only four or five months of instruction in a given school year. This is not enough.

The boundaries of a school district should circumscribe a certain easy radius, say four miles, from the schoolhouse, or its practical equivalent, along survey lines. Then the fluctuation in population would not engender the bitterness that is produced by the present method of removing the school from place to place to satisfy the needs of the greater number. No district should be so large that every part of it is not within four miles of the schoolhouse, and the schoolhouse should not be removed to another location without a readjustment, where possible, of the boundaries of the district. Children beyond the four-mile limit should be enrolled as census children of established districts where they attend school.

Respectfully submitted,

J. W. PALMER,

Deputy Superintendent for Second Supervision District.

Ely, December 8, 1914.

THE WHITE PINE COUNTY HIGH SCHOOL

The new White Pine County High School building at Ely was completed in the spring of 1914 and was first occupied at the opening of the school term in the fall of the same year. The building cost approximately $50,000 and funds for its erection were provided by a special bond issue which was authorized by the Legislature of 1913.

The building is constructed of pressed brick with concrete foundation and basement walls, and is located at the corner of Eighth and Aultman Streets in the city of Ely, directly opposite the County Courthouse. Nine lots were acquired as a site, four by gift from White Pine County and five by purchase from private parties, and the board hopes to soon be able to secure the one remaining lot in the half-block, thereby giving the school the entire frontage on Aultman Street between Eighth and Ninth Streets.

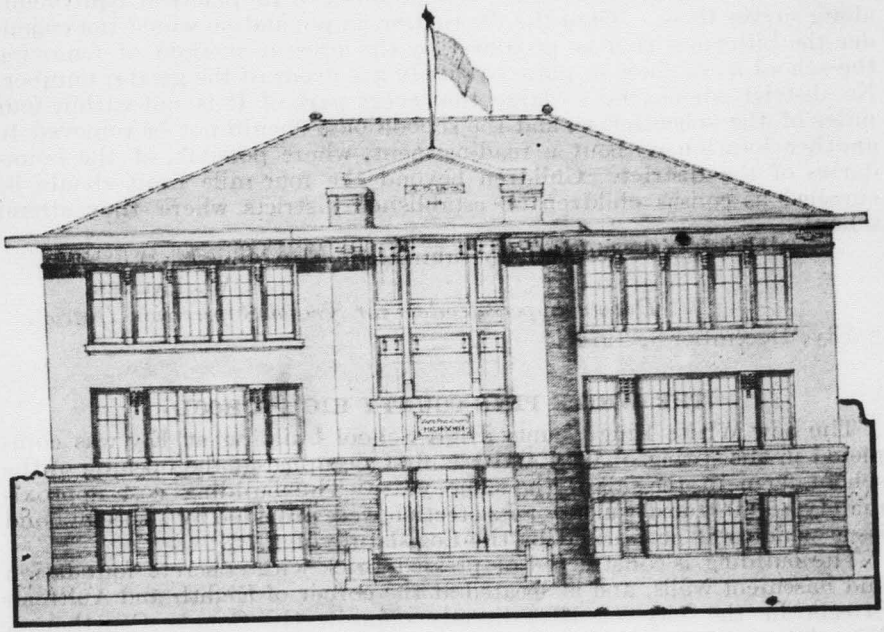
About half of the basement floor of the building is occupied by the gymnasium. Locker-rooms and shower-baths are provided in connection with the gymnasium, and regular classes in physical exercise are held for boys and girls under competent instructors. The domestic-science room and manual-training room are also located in the basement, besides the janitor's room, store room, and boys' toilet and washroom.

On the main floor are located the assembly room, principal's office, teachers' rest-room, library, and two classrooms. The third floor con-

tains the commercial classroom, typewriting and shorthand rooms, physical laboratory, and girls' rest-room. The floors in the halls and also the stairways are of reinforced concrete, and every precaution has been taken to make the building as nearly fireproof as possible.

Largely through the efforts of the principal, A. B. Lightfoot, the attendance at the White Pine County High School has practically doubled over that of last year. There are now 100 regular students enrolled, besides several special students who come in for attendance in one or more classes. A large proportion of the students come from points in the county outside of Ely, about twenty being in attendance from the farming communities of Preston and Lund.

It is the purpose of the School Board and the principal to devote especial attention to preparing students for the teaching profession, and



NEW COUNTY HIGH SCHOOL BUILDING, ELY, NEVADA.
Has assembly hall, modern heating and ventilation, lighting, and plumbing. Erected 1914.

a class of some eight or ten members of the school will take the regular teachers' examination this term.

Domestic science and manual training work have been somewhat hampered this year on account of lack of funds for the purchase of suitable equipment, but it is planned to ask the Legislature of 1915 for authority for a supplementary bond issue, and with the money thus raised to thoroughly equip all branches of the school in time for the opening of the fall term in 1915.

The White Pine County High School is now the second in the State in point of attendance, being outranked by Reno alone, and the interest and

enthusiasm displayed by the students is highly satisfactory to the Board of Education and the teachers.

To encourage the attendance of students from the county at large, the School Board this year adopted the innovation of providing a dormitory at county expense. A large private residence was rented and a competent matron employed to take charge. The plan has worked very successfully so far and has brought a number of students to the school who would have been unable to attend under any other circumstances. As all school books and school supplies are supplied by the Board of Education, the student coming from a distance is under no expense except for clothes and table board. The board also pays the carfare of students living in the neighboring towns of McGill, Kimberly, and Ruth who go back and forth daily on the suburban trains.

N. H. CHAPIN,
President County Board of Education.

Ely, December 20, 1914.

THIRD SUPERVISION DISTRICT—CHURCHILL AND HUMBOLDT COUNTIES

HON. JOHN EDWARDS BRAY, *Superintendent of Public Instruction, Carson City, Nevada.*

DEAR SIR: I submit herewith the following report for the Third Supervision District.

Churchill County

The annual report for the year 1913–1914 shows that there are in this county 682 children of school age, 418 under the age of 6 years, and 59 between the ages of 18 and 21. It employed for that school year 27 teachers—23 women and 4 men—and paid the women an average salary of $81.30 a month, the men an average of $127.50. The average length of the school term was 8.51 months. Four districts were under a bonded indebtedness for buildings. The teachers' reports showed that 665 pupils were enrolled in the grade schools and the high school for that year.

The reports for September, 1914, show the conditions for the school year 1914–15 to be as follows:

District	*Teachers*	*Pupils*	*Grades*	*Eighth Grade*
Stillwater	1	24	8	2
St. Clair	1	18	8	1
Fallon	6	232	8	26
Island	1	14	7	--
Leetville	1	12	5	5
Hazen	1	22	5	--
Wildes	1	17	8	3
Old River	1	36	8	3
Smart-Wightman (Union)	3	70	8	12
Wonder	1	21	7*	--
Fairview	1	14	5	--
Sheckler	1	7	4	1
Harmon	2	38	8	6
Mills	1	11	6	1
Soda Lake	1	22	8	1
Lahontan	1	15	5	--
County High School	4	76	3 courses	7 seniors

*Including 3 first-year high-school pupils.

An inspection of the above table will show that Stillwater, St. Clair, Wildes, Old River, and Soda Lake districts are attempting to handle a considerable number of children in all eight grades with one teacher. This is a condition that cannot possibly make for the best work, and the greatest good that can be done in this county is to consolidate as many of these schools as possible. I shall now discuss these schools in the order given above.

The Stillwater school is held in the old town of Stillwater, formerly the county-seat of Churchill County. The school building was not originally designed for a schoolhouse and, although it is warm, comfortable, and fairly roomy, it is not properly lighted or heated and ventilated. The district is so segregated that it cannot well unite with any other, and it seems best to make the most of conditions as they now stand, until such time as the number of pupils will warrant two teachers, and then erect a good two-room school building. Very good work has been done in this school.

The St. Clair school is being held in a new, neat, one-room building. The district is adjacent to the Sheckler district on the west, the Smart

district on the east, and the Wightman district on the south. This district should unite with some other one, but the school work has for the past seven or eight years been of such a good grade that the patrons of the district feel quite well satisfied with the school as it is.

The public school building, a four-room brick building, in the city of Fallon, was completed in 1908 and served its purpose fairly well until September, 1913. The school attendance had then increased to such an extent that an outside building was rented and a fifth teacher employed. In the spring of 1914, the district voted a bond issue of $20,000, and a second-grade building is now in the course of construction. It will be completed in a few days. It is a large, brick building with four well-arranged, well-lighted classrooms, a principal's office, a teachers' rest-room, and a large assembly-room on the first floor. In the basement there are two large rooms, one each for manual training and domestic science, and good arrangements for shower-baths and toilets. The two buildings should provide ample school facilities for the city for some time to come. In September, 1914, a sixth teacher was employed, but owing to lack of room the first-grade teacher and the second-grade teacher have alternated, each teaching for half a day.

Of course, the aim is to have eight teachers for the city school as soon as possible, one teacher for each grade, and then to employ such special teachers as seem to be necessary.

The Island district is so situated that it cannot easily unite with any other district. The school building is one of the most conveniently arranged buildings in the Third District. The patrons of the school take a great deal of interest in it, have leveled a large playground, and are arranging to plant trees. This is a successful rural school.

In Leetville district a new cement-block building, arranged according to the standard type of the State of Illinois, is now in course of construction. It will soon be completed and will add much to the work in this district.

The number of school children in the Hazen district has increased very much in the last two years, and in 1913 the Trustees bought and rearranged a building for school purposes. Both this and the Leetville school will probably be schools of but one room for some years to come.

The Wildes district has for several years had but few pupils in the school, and those were in but three or four grades. The school work has been exceptionally good, and the residents of the district have naturally been opposed to uniting with any other district. I hope, however, that it will eventually become a part of the Smart-Wightman district.

The first attempt at rural school consolidation in this county came in the summer of 1914. The Trustees of Wightman District No. 3 and those of Smart District No. 10 formed a union district. With the help of Project Engineer Cole they secured from the Department of the Interior a school site of forty acres, ten acres of which has a water right, near the center of the district. The school buildings of both districts were moved onto the site and some of the ground was leveled. Over seventy pupils are in attendance and they are taught by three teachers. A good basket-ball court has been arranged. The consolidation has met with the approval of nearly every person in the district, the school work is far superior to that ever done before in either of the districts, a number of older boys who had left school have returned, and a demand has already been made for permission to do rural high-school work. At the coming

session of the Legislature a bill will be introduced to provide for rural school consolidation by a method much simpler and more efficient than the present union district law.

The Old River district lies just north of Fallon and none of the children in the district live more than two miles and a half from the city. The school is too large to be handled well by one teacher and there is not fund enough for two. It is to be hoped that the district will consolidate with Fallon. Great good could come to both schools from such a course.

The Wonder school is fortunate in being able to rent for school purposes a fine building originally built for a club-house. The special problem of this mining camp school is to provide high-school courses for three eighth-grade graduates of 1913, who feel that they cannot afford to leave home to attend high school. The teacher is a university graduate fully capable of handling such work, and she is doing it without detriment to the grade work of the school.

The Fairview school is of such size that it can be and is easily and well handled. Both Wonder and Fairview pay excellent salaries, and are exceptionally liberal about voting special taxes when the school fund is not sufficient to meet the requirements of the districts.

The Sheckler district is now small, both in the amount of land included within its boundaries and the number of school children. The district should consolidate with some one of the adjacent districts.

In May of this year the people of the Harmon district met to consider ways and means of improving the school. During the previous winter the school had outgrown the building, and a second teacher had been employed and given temporary quarters in a ditch-tender's house. The assessable property of the district did not warrant a bond issue in such an amount as would be sufficient for a good building, so during the summer the old building was thoroughly renovated and another room added. All of the work was done by the residents without cost to the district. A school site upon which a new building will eventually be placed was obtained from the Department of the Interior, and all the people of the district worked together in leveling the site and erecting a flagpole. The spirit of improvement and hearty cooperation in this district is most commendable.

The Soda Lake district has built a comfortable school building, and has leveled and arranged the school grounds. The school is in the hands of a graduate of the University of Nevada. The teacher, with the help of the pupils, keeps the building in order, clean, and sanitary, and the school work is being done with unusual thoroughness.

In a short time the Lahontan Dam will be completed and the town of Lahontan will disappear, for all of those people who have been employed in constructing the dam will move away. The necessity for the school at Lahontan will cease. The school will have filled its mission and will probably be abandoned.

The Churchill County high-school building was erected in 1907. The school now employs four teachers and offers to its pupils classical, scientific, and commercial courses. The building is in the center of the city. The school has outgrown both the building and the grounds. Moreover, it is not offering the courses which the interests of the county demand. There should be a new building erected, to cost not less than

$40,000, a short distance outside of Fallon on a school site of at least twenty acres. The school should be fully equipped to give courses in agriculture, domestic science, and manual training, in addition to those now being given.

Humboldt County

The census of 1914 shows that this county has 896 children of school age, 551 under 6 years of age, and 115 between the ages of 18 and 21. It employed 49 teachers—11 men and 38 women. The women were paid an average salary of $88.78, the men $103.63. The average length of the school term was 8.55 months. Only one district had a bonded indebtedness.

At present the schools are arranged as follows:

District	*Teachers*	*Pupils*	*Grades*	*Eighth Grade*
Buena Vista	1	3	3	1
Rye Patch	--	--	--	No school
Lake	4	136	8	12
Golconda	2	29	6	1
Oreana	1	6	5	1
Central	1	9	6	1
Winnemucca	9	460	8	26
Paradise	2	54	8	10
Big Meadows	1	24	7	5
Bushee	1	4	2	3
Quin River	1	6	5	1 high
National	1	6	5	--
McDermitt	1	18	6	3
Imlay	3	34	8	1
Rochester	1	21	8	1
Willow Point	--	--	--	No school
Fountain	1	6	4	--
Pine Forest	1	4	3	--
Canon	1	12	6	1
Star	1	9	6	--
Denio	1	8	6	1
Sod House	1	4	2	--
Rosebud	1	6	5	2
Fairview	1	39	8	4
Jackson Mountain	1	8	6	--
Rose Creek	--	--	--	No school
Cane Springs	1	5	4	--
Chafey	1	6	5	--
Grass Valley	1	5	4	--
Willow Creek	1	4	3	--
Mill City	1	8	6	--
Virgin Valley	--	--	--	No school
Calico Springs	1	7	4	--
Stone House	1	6	3	--
Crossing	--	--	--	--
Bottle Creek	1	4	3	--
Kings River	1	3	2	--
Crescent	1	6	4	--
County High School (Winnemucca)	4	40	4 courses	4 seniors
County High School (Lovelock)	3	28	3 courses	1 senior

It will be noted from the above table that school is not being held in Rye Patch, Willow Point, Rose Creek, and Virgin Valley districts. In each case the children have moved out of the district and there is no reason for maintaining a school.

New districts have been formed during the past year at Stone House, Crossing, Bottle Creek, Kings River, and Crescent. All of these are now in operation except the one at Crossing.

There are some things of special importance about some of the schools of this county to which attention should be called.

The present grade-school building in Winnemucca was built about twenty-five years ago. In 1911 two rooms were added to it. It is a strong brick building, but the school has now outgrown it, and one grade is being taught in a temporary wooden building. It will be necessary for the town to arrange for more room for its school very soon, and it seems to me that it would be a matter of economy to build a good modern structure with all of those specially arranged and fitted rooms that are lacking in the old building.

The school at Paradise is really a rural school and not enough attention has been paid to its importance as such. The building needs a rearrangement, and some provision should be made to have at least one year of high-school work taught in this district.

The Fairview school is large, and it is hardly possible for one teacher to do it justice. Either additional room must be provided soon or the district should consolidate with the Lake district and send the grammar-grade children to the school in Lovelock. The latter would be the better plan.

During the year 1914 the Humboldt County High School building at Lovelock was completed. The building cost $20,000, is of the mission style, well lighted, heated, and ventilated and represents the most modern type of construction. It was dedicated in October. The completion of this building represents the carrying out of the policy of having two good high schools for Humboldt County.

At the beginning of the fall term of school complete equipment for domestic-science work was installed in the high school at Winnemucca. A competent teacher was employed and the work has been carried on very successfully thus far. This high school cannot fully meet the demands of the northern part of the county until a successful dormitory system has been established. This would necessitate another building, and I have hopes that it can be provided.

Playground Work

Throughout this district I find that much more attention has been paid to the playground activities during the past two years than ever before. This is partly due to summer-school training given the teachers, partly to special emphasis that was laid upon this work at the district institute, and most of all to the interest and energy of the grade-school principals of Fallon, Lovelock, and Winnemucca. Most of my schools of any size at all are now equipped with playground apparatus of one kind or another, and all of the larger ones have basket-ball and tennis courts.

Eighth-Grade Work

In Churchill County in 1914, 44 pupils took the eighth-grade examination, and 31 or about 4½ per cent of the total school population succeeded in making the passing grades. In Humboldt County 25 pupils tried the examination, and 21 or about 2⅓ per cent of the school population were successful. The freshman classes of the three high schools indicate a total enrollment of 56 pupils. It is evident from those figures that the high schools are gathering in most of the grade-school graduates and that the high-school population is being increased by pupils from other places.

Institute Work

In October, 1913, the Third District Institute was held at Lovelock. The instructor was J. Adams Puffer, and the work was for the most part arranged along the lines of vocational guidance and industrial work. Special exercises were held on Admission Day. Most of the teachers of the district were in attendance.

The above is, I think, a fair summary of the work done in this district for the past two years.

Respectfully submitted,

J. F. ABEL,
Deputy Superintendent for Third Supervision District.

Winnemucca, January 2, 1915.

FOURTH SUPERVISION DISTRICT—DOUGLAS, LYON, MINERAL, ORMSBY, STOREY, AND WASHOE COUNTIES

The Honorable State Board of Education, Carson City, Nevada.

SIRS: Am submitting the following biennial report of my supervision of educational work in the Fourth Supervision District, from January 1, 1912, to and including January 1, 1914.

Visits

The district comprises the six counties of Douglas, Lyon, Mineral, Ormsby, Storey, and Washoe, and extends from the Oregon State line to Aurora, Nevada. There are eighty-four school districts, most of them many miles apart.

I have visited, with few exceptions, every school in my district twice a year, and sometimes oftener.

It takes considerable time to cover the ground and visit the different schools. It also takes time to examine the books of the County Auditors and to confer with the various School Trustees, many of whom are absent at the time of my visits.

I would suggest that the County Auditors be asked to give monthly statements of the financial standing of the various districts to the School Trustees. This would be a great help to both Trustees and the Deputy, by enabling them to get at the financial standing of any particular district whenever desirable.

Many times school officials write to the Deputy to inquire as to the condition of the funds of the various districts.

Trustees are busy men—it is not always easy to find them. They do not always feel like leaving their work to go over books with the visiting Deputy.

New Districts

In Washoe County five new districts have been established—Birch Cove, Victor, Antelope, Rye Patch, and Vista; in Ormsby County, one, Ajax; in Mineral County, one, Cambridge; and in Lyon County, one, Central.

Institutes

During my term, local institutes were held in Lyon, Storey, and Douglas Counties, also two informal meetings were called in Washoe County, at which teachers demonstrated the practical daily presentation of classwork.

All were well attended, approved by the Trustees, and pronounced helpful by the teachers. In fact, Lyon County teachers have made a special request for just such an informal institute to be held for them. They think they can be benefited by seeing some other teachers do the work they are expected to do. Attendance in all instances was voluntary.

General School Work

I have found the teachers in the Fourth District generally competent and conscientiously trying to follow the course of study.

When one considers that the rural teacher must cover the ground for the full eight grades, oftentimes it is surprising that so much is being done.

A spirit of cooperation is developing in many localities whereby the teachers exchange ideas, compare papers, and encourage good-natured rivalry between the pupils of the different districts.

Course of Study

The course of study is heavy, considering that in some districts there are but six months of school. The average term is brought up by reason of the fact that many schools in the Fourth District have full nine or ten months of school. [Six- and seven-months schools are neither required nor expected to cover the full course.]

There seems to be a hardship worked by the use of two different series of text-books. In the third grade two different series of readers are used. In the sixth grade a new arithmetic, of a different series, is taken up. Some discrepancies occur, to the disadvantage of both teacher and pupils. I believe the same series of books should continue throughout the eight grades.

I find in my visits that the Wheeler readers are difficult, the Wheeler fourth reader being heavier than the Heath fifth reader, which is used in the fifth grade.

Examinations

I should like to send out more examination questions for the grades below the eighth, because the teachers ask for them and claim they are greatly helped by them, but I lack the time to correct them. I must pay for outside help to correct the eighth-grade papers, which have become numerous and are much improved. Two years ago 50 per cent of those taking the eighth finals failed. At the last examination there were but few failures.

Teachers ask to have corrected papers returned, in order to show the pupils wherein they have fallen short. So without careful correction these examinations would be something of a farce.

Arithmetic seems to be the weakest subject. It seems difficult to lay the foundation of this study before the eighth grade is reached, which leaves a surplus of this class of work for the eighth grade to do.

Libraries

Many of the schools have good libraries, well equipped. The teachers use good judgment in selecting books. Hawthorne has five hundred well-selected volumes in the new library—many of them histories for young readers, which shows an understanding of the underlying principles of the cultivation of a taste for good reading.

Playgrounds

The schools, generally, are introducing supervised play on the school grounds—a step in the right direction.

High-School Certificates

The School Law (lines 11–12–13, section 9, page 27, of the School Code of 1913) reads that "It shall be unlawful for the Board of Trustees of any district to employ any teacher not legally qualified to teach all the grades of the school for which such teacher is engaged to teach." [This is found in paragraph 11, lines 12, 13, and 14, section 67, page 27.]

I have found this to work a hardship in a few instances. Given, a very small school, a teacher educationally qualified, but not legally qualified, to teach high-school subjects (even one or two), and pupils who are anxious to learn all that is possible, but unable to attend a high school—why not make the rule elastic enough to do the most good?

The teacher would profit, too. Most of us have learned more from

study and from preparing the lessons we are to teach than we have brought from the normal school or college.

[On proper showing and the recommendation of the Deputy Superintendent, some high-school work has always been permitted by the State Board of Education in districts that can give it. But whatever is undertaken must be done aright.]

New Schoolhouses

Victor, Gerlach, Hualipi, Green Springs, and Mason have each built fine new schoolhouses, which are large enough for the social gatherings of the neighborhoods. More and more the schoolhouse becomes the social center in the various localities—the idea that the schoolhouse, belonging as it does to all, should be the meeting-place for all and stand for advancement of thought and purpose, is gaining ground quite rapidly.

Respectfully submitted,

EDWARD E. WINFREY,
Deputy Superintendent for Fourth Supervision District.

Reno, December 25, 1914.

SPECIAL REPORT ON RENO SCHOOLS

By City Superintendent B. D. BILLINGHURST

Since the last biennial report the new high-school building has been completed and occupied for the past two years. With the occupation of the high school the total building projects of the past five years have all been completed, and Reno now has seven modern school buildings as follows: The Babcock Memorial Kindergarten school, kindly provided (1901) by the Reno Kindergarten Association; the Southside grade school (erected 1903); the new Mission grade-school buildings, including the Orvis Ring, the McKinley Park, the Mary S. Doten, and the Mount Rose schools, which cost, exclusive of site and equipment, from $40,000 to $50,000 each; and the new high-school building which cost approximately $140,000. Including sites and equipment these structures represent a value of over $450,000.

Wherever space permits we believe there is nothing better for school purposes than one-story buildings. The one-story plan eliminates the stair-climbing, so destructive to the nervous strength of pupils and teachers, and also renders danger from fire impossible. Reno's new schools are, accordingly, one-story buildings. All of the classrooms, both in the four new grade buildings and in the high school, in which the pupils are seated and do most of their studying and reciting, are located on the first or ground floor. The only branches of instruction not given on the first floor are the manual-training and domestic-science subjects in splendidly equipped, well-lighted, and sanitary basement rooms, both in the grade buildings and in the high school; and the physical sciences in the four second-story rooms over the administrative portion of the high school, whose advantages of light and ventilation are especially adapted to these subjects. The grade buildings are of the Mission architecture and the high school of the Spanish Renaissance—types of architecture especially adapted to one-story structures.

We believe also that no school building, either for the grades or for the high school, should be erected unless provided with suitable and attractive auditoriums. This feature has been incorporated in our new build-

ings, the auditorium in the grade schools seating from 400 to 500 persons and being equipped with stage and drop curtain and parlor and garden scenes, lighted by footlights and border-lights, and provided with dressing-rooms containing the usual conveniences. The high-school auditorium seats, including its gallery, 900 persons and has a larger and more finely equipped stage with five sets of scenery. The seats are of the folding type and are removed when the auditorium is used as a gymnasium; even then the gallery and sides afford ample room for spectators in basket-ball games and other athletic or social affairs. Directly over the gymnasium is the large and beautiful study hall with permanent lift-lid desks for the high-school students. These buildings, therefore, are arranged to serve all of the useful functions of modern instruction and recreation, and at the same time become social centers for their respective communities.

The mechanical fan system of heating and ventilating with thermostat temperature-control supplies each pupil with thirty cubic feet of fresh air



THE RENO HIGH SCHOOL
A thoroughly modern school building.

each minute, and changes the air in each classroom eight times per hour. Other features are vacuum sweepers in two of the buildings; electric wires in conduits; fire reels and sanitary drinking fountains; shower-baths for both boys and girls in addition to the usual toilet fixtures: rest-rooms with kitchenettes; all surfaces made so as to catch as little dust and dirt as possible (for example, the base boards are curved to meet the floor, and doors perfectly smooth, without panels or mouldings); left-side lighting in the classrooms, with translucent double shades operating from center rail of window; thoroughly ventilated wardrobes which can be entered only from the classrooms, thus making pilfering and theft practically impossible; and ample space in the rear for unobstructed playgrounds, and in front for lawns and flowers. These buildings have been warmly commended

by some of the most prominent living educators, by various educational magazines, and by the publications of the Russell Sage Foundation; and we believe that no city in America, population considered, is better provided as to attractive and well-arranged school buildings.

These buildings housed for the school year ending June, 1914, an enrollment of 172 pupils in the kindergarten, 1,663 in the grades, and 332 in the high school; the total in all departments being 2,167.

The school population for the month of September, 1914, shows a healthful growth as compared with the same month of the preceding year; the grade enrollment having increased over 11 per cent, the high-school enrollment 6.4 per cent, with a slight decrease in the kindergarten; the total increase, however, for all departments being nearly 9 per cent in the Reno schools for September, 1914, as compared with September, 1913. For the instruction of these pupils the Reno schools employ 42 teachers in the grades, including special teachers of manual training, domestic science, and music and art, 14 in the high school, and 3 in the kindergarten, which makes a total of 60 teachers and supervisors, including the City Superintendent.

For the past five years the School Trustees have provided a system of medical inspection for the schools. At the present time the medical inspector spends from one to two hours per week in each of the buildings of the city. He makes personal examination of individual pupils where necessary, and where medical attention is desirable he refers the parent to the family physician. A record of the physical condition of all pupils is kept in conjunction with their scholastic record. All students who desire to become members of football or basket-ball teams, to participate in track meets, or otherwise to engage in strenuous exercise or sport, must have the approval of the medical inspector before participation in such forms of physical exercise. The Trustees make these requirements to prevent undue strain or injury to students, which in some cases might handicap them throughout life. Since learning the purposes and operation of this system of medical inspection, parents are practically unanimous in its support.

The Reno High School offers the usual four years of high-school work designed to prepare students either for practical usefulness in life or for entrance to the best colleges and universities. The subjects taught are as follows: English, 4 units; Latin, 4 units; French, 3 units; Spanish, 2 units; German, 2 units; Ancient History, 1 unit; Medieval and Modern History, 1 unit; English History, 1 unit; American History and Civics, 1 unit; Elementary Algebra, 1 unit; Algebraic Theory, 1 unit; Plane Geometry, 1 unit; Solid Geometry, ½ unit; Plane Trigonometry, ½ unit; Physiography, 1 unit; Biology, 1 unit; Chemistry, 1 unit; Physics, 1 unit. Commercial Subjects: Commercial Arithmetic, 1 unit; Penmanship and Spelling, ½ unit; Business Correspondence, ½ unit; Bookkeeping, 2 units; Shorthand, 2 units; Typewriting, 1 unit; Commercial Geography, ½ unit; Commercial Law, ½ unit. Manual Training Subjects: Elementary Bench Work, 1 unit; Building and Construction, 1 unit; Mechanical Drawing, 2 units. Domestic Science Subjects: Elementary Cooking and Sewing, 1 unit; Advanced Cooking and Sewing, 1 unit; Physiology and Hygiene, ½ unit; Dietetics, ½ unit; House Sanitation and Decoration, ½ unit.

A unit represents a subject pursued for one year with five periods of recitation or the equivalent per week, each recitation being of 45 minutes

length. Four units constitute a year's work. Sixteen units are required for graduation.

The high school is fully accredited at the University of California, Stanford University, and the University of Nevada; our graduates, therefore, may enter any of these institutions without examination; and such relations here in the West are usually accepted by eastern colleges or universities that admit on the certificate plan. The grades in the Reno schools are conducted on the usual plan, there being eight grades below the high school. The boys of the sixth, seventh, and eighth grades are given manual training, and the girls of the same grades, domestic science, including cooking and sewing. A music and art supervisor is employed, and the seven buildings are provided with nine pianos, most of which have been purchased from the proceeds of operettas or other entertainments given by the teachers and pupils. Public kindergartens are maintained in both the north and south parts of the city.

In the grades the text-books are those adopted by the State Text-Book Commission. In the high school the text-books are as follows: D'Ooge, Latin for Beginners; Rolfe & Roberts, Cæsar's Gallic War; D'Ooge, Composition to accompany Cæsar; Bennett, Cicero; Bennett, Virgil; Bennett, Latin Grammar; Fraser & Squair, Shorter French Course Grammar; Rollins, French Reader; Snow & Lebon, Easy French; Hills & Ford, Spanish Grammar; Worman, First Spanish Book; Harrison, Elementary Spanish Reader; Spanhoofd, Lehrbuch der Deutschen Sprache; Walter & Krause, Beginners' German Grammar; Channing, Students' History of the United States; Cheyney, Short History of England; Wolfson, Essentials of Ancient History; Myers, Revised Medieval and Modern History; Garner, Government of the United States; Wells & Hart, First Year Algebra; Wells, Second Course in Algebra; Wentworth & Smith, Plane and Solid Geometry; Granville, Trigonometry; Millikan & Gale, First Course in Physics; Coleman, Laboratory Manual for Physics; McPherson & Henderson, An Elementary Study of Chemistry; McPherson & Henderson, Exercises in Chemistry; Arey, Bryant, Clendenen, Morey, Physiography; Smith, Stahl & Sykes, Manual of Physiography; Hunter, Essentials of Biology; Sharp, Laboratory Manual of Biology; Sweet, Modern Business Arithmetic; Palmer, Penmanship; Barnes, Ben Pitman, Shorthand; Williams & Rogers, Modern Illustrative Bookkeeping; SoRells & Kitt, Spelling (Words); McIntosh, Rapid Calculation; Brigham, Commercial Geography; Huffcut, Commercial Law; Scott & Denny, Elementary Composition; Scott & Denny, New Composition Rhetoric; Halleck, History of English Literature; Wooley, Handbook of Composition; Blaisdell, Life and Health; Conley, Nutrition and Diet; Atkinson, Mentzer & Grover, publishers, Mechanical Drawing for High Schools.

In the English, French, Spanish, and German classics any good editions of the required classics may be used.

THE MOTHERS' CLUBS

Prepared by Mrs. E. B. COFFIN, Reno, Nevada

At present there are seven Parents-Teachers' Clubs in Reno and one in Sparks. The first of these to be organized was the Reno Kindergarten Association, starting with 11 members in March, 1895. For many years it was the only club of its kind in Reno. During the infancy of the organization this small body of mothers hired a teacher and rented rooms, paying the salary and rent by monthly assessments of the parents. The present kindergarten building, known as the Clapp-Babcock Memorial, was built with funds from a $2,000 bequest by Miss Clapp, together with $8,000 raised by public subscription. At present the officers of the Association are: President, Mrs. Robert Fulton; Vice-President, Mrs. J. H. Church; Secretary, Mrs. C. Hobbins; Treasurer, Mrs. E. B. Coffin.

The Mary S. Doten Parents-Teachers' Club, of the Mary S. Doten District, was organized September 27, 1912. It has a membership of 70. The officers are: President, Mrs. Geo. L. Coffin; Vice-President, Miss Echo Loder; Treasurer and Secretary, Mrs. Minnie D. Pond.

The Mount Rose Mothers' Club, organized October 3, 1913, has a membership of 45. The officers are: President, Mrs. Wm. Sirbeck; Vice-President, Miss Pearl Roush; Treasurer, Mrs. S. J. Weeks; Secretary, Mrs. R. N. Lake.

The Southside Mothers' Club, organized October, 1912, has 40 members enrolled. Its officers are: President, Mrs. F. Manson; Vice-President, Mrs. W. H. Hood; Secretary, Mrs. H. A. Lemmon; Treasurer, Mrs. Clink.

The McKinley Park Mothers' Club was organized October 13, 1912. There are 52 members in this organization, with the following officers: President, Mrs. F. Leonard; Vice-President, Mrs. Lee Davis; Secretary, Mrs. L. S. Mayers; Treasurer, Mrs. Bernasconi.

The Orvis Ring Mothers' Club was organized April 3, 1913. There are at present 60 members. The officers are: President, Mrs. MacAulay; Vice-President, Mrs. J. D. Hillhouse; Secretary, Mrs. A. W. Cahlan; Treasurer, Mrs. J. K. Logan.

The Parents-Teachers' Association of the Reno High School was organized April 14, 1912, and is a federation of all the school clubs of the city. The officers are: Mrs. E. B. Coffin, President; Mrs. W. H. Hood, Vice-President; Mrs. B. F. Cunningham, Secretary and Treasurer.

The Parents-Teachers' Association of Sparks was organized October 30, 1914, with 62 active members. The officers are: Mrs. Geo. A. Robinson, President; Mrs. J. H. Donney, Vice-President; Mrs. F. W. Baker, Secretary; Mrs. C. N. Cheney, Treasurer.

The object of these organizations is to study the welfare of the children in home, school, and the community, to create a better mutual understanding between parents and teachers, and to bring about cooperation in all work for the betterment of the children. The presidents of the various clubs constitute an advisory committee with which the teachers can consult on short notice. This committee is empowered to take any action within the discretion of its members on behalf of the clubs as a whole, when the question at issue demands immediate attention.

The playgrounds of the different schools have been partially equipped through the efforts of the parents and teachers who have furnished slides, swings, acting-bars, basket-ball courts, lawn seats, flower-gardens, and

lawns. For schoolroom work they have purchased books, stereopticon views, maps, and experimental apparatus. They hope to purchase Victrolas soon.

Each club holds its meetings once or twice a month, and has a regular program consisting of lectures, music, recitations, and papers. The programs are from time to time followed by a social tea for the purpose of enabling the members to become well acquainted. Both the School Trustees and the corps of teachers have encouraged the formation and work of these clubs; and at all times we have had their most cordial cooperation.

FIFTH SUPERVISION DISTRICT—CLARK, ESMERALDA, LINCOLN, AND NYE COUNTIES

HON. JOHN EDWARDS BRAY, *Superintendent of Public Instruction, Carson City, Nevada.*

DEAR SIR: In accordance with the state law and your request of recent date, I herewith submit the annual report on school conditions in the Fifth Supervision District of the Department of Education of the State of Nevada for the period ending January 1, 1915.

Progress along school lines is apparent in every school community. Some districts are forging ahead faster than others. Schools distant from the larger cities are paralleling the requirements of those communities that have maintained the better school conditions. Additional teachers have been employed in the larger schools. School attendance has become better. The work of the grades is more uniform throughout, due to the better working of the last course of study sent out by the State Board of Education. The work is of a higher character, more efficient, and has been made more practical and to the point. Pupils and teachers appreciate the fact that more definite, clear, concise, work must be accomplished to meet the demand of life's preparation. In many places vocational courses are included to a varying degree. Our high school has started practical courses in commercial work, domestic science, agriculture, and manual arts. There is some lack of uniformity in these courses that will disappear as the work is better founded. Public sentiment of the different communities calls for the practicalizing of the local school facilities to the needs of the community, preparing children more effectually for the work of life after the school relations are closed. The next two years should find us with some form of vocational work in every school of the State. There is at present a loud call for the plainer sciences of a vocational character in the rural school, such as sewing and the use of the simpler art tools on the farm and ranch. I believe great missionary work can, and will, be done during the next few years in the line of introducing a definite vocational course into every school, so varied that it will meet the demands for more practical work.

Though our eighth-grade work is now crowded, better work than ever is being done. Eighth-grade examinations show better results from lists of questions uniformly standard, The freshmen classes entering our high schools are better prepared for the higher education than formerly. Candidates for high-school work think more logically and express themselves orally and in writing far better than two years ago. We still realize that there is plenty of opportunity to increase this growing efficiency, and, with earnest work on the part of pupils, teachers, and school officials, we will have a still better report to offer in two years more.

We all understand that increase in efficiency of the schools, especially in the rural schools having short terms, and less experienced teachers, and less immediate supervision, will be assured if the present elementary course of study may have eliminated the less important parts of United States history, of geography, and possibly of music and drawing, and if certain subjects may be finished by the pupils, through a state examination, in the seventh grade, and the sixth grade. This would relieve the burden of the eighth-grade requirements of an examination in all subjects

at one time for an eighth-grade state diploma. The crowded requirements of the present eighth-grade work calls for a replacement, with eliminations, of subjects to the grade. Especially is this true since the introduction of bookkeeping into the seventh and eighth grades according to the provisions of law passed by our last State Legislature.

Work of a higher order will be accomplished in the schools of this Supervision District proportional to the more careful selection of professional teachers, those who are natural-born teachers supplemented by a professional training for the work. School Boards should realize that the best trained teacher that they can employ is none too good for their school. All who carry school certificates are not professionally trained. Many of those who do carry certificates have still to gain the professionalism of the trade of teaching at the expense of the pupils who are to come under their influence.

Many of the school boards are arranging for a longer term of school, to improve school environments, to increase the community support of the school in creating a proper sentiment, and to have better work done by the pupils themselves.

Progress of school work has been hindered in some of our schools (1) because the teacher has failed to read and follow the course of study intelligently, (2) because depth of interest is absent, and (3) because daily preparation for the recitations of the day is partly or wholly lacking.

In some of the schools correlation of subject-matter has been unknown, the work in single subjects lacked organization, logical sequence, and development, and was so disconnected, in some of the work, that it was worthless. Teachers who have been guilty along these lines have been advised, aided in so far as possible, and, if improvement was not soon apparent, for the good of the school, were not supported for reelection.

On the whole, there is a strong corps of teachers at work in this Supervision District, and it is the purpose of this branch of the Department of Education of the State of Nevada to give them full and undivided support in the grand work that they are doing. They are, each and all, helping the schools onward in the march of progress.

The preliminary report form is a great aid in furnishing first information concerning schools. The bimonthly reports are, in many cases, misleading, for we often find that the actual conditions in the school are not correctly reflected by the glowing statements sent out. This is due to the fact that the good is told, but the poor is withheld. The real upbuilding of a school is done through personal visits of the proper officials and through straightforward correspondence. For the want of a better form to fit the varied factors of schoolroom life, no two alike, we resist a desire to recommend that the bimonthly report form be put out of business.

The school finances of the several districts of this Supervision District are insufficient to meet the needs of continuing schools through eight or nine months necessary to complete the grades in one year, or for the continuance, in the larger communities, of the vocational courses formerly enjoyed. In consequence Goldfield and Tonopah have dropped some of their high-school vocational courses. In order to meet the need of longer terms in the rural schools, it would be advisable to have each district proclaim definite boundaries in cases where these are indefinite, and

have a local tax to cover the expense of the seventh and eighth month, to pay rent if necessary for a school building, and to pay for wood and janitor work. In these schools these items are paid from the county school fund. We believe that a local tax pursuant to school law would be a means of creating a deeper interest in many of the communities in behalf of the school. It would certainly add to the length of the term and thus be a greater benefit to the boys and the girls.

In the cases of Goldfield and of Tonopah, as to shortness of funds to carry on high schools of the highest order with vocational courses as before, it would be necessary for each to take steps to establish full county high-school privileges in each city. In this way each would become the center of educational interest of the respective counties, and should be aided by a county school tax to maintain their high schools. Each of these high schools now admits pupils from any eighth grade of the State and from their own counties. It would be nothing more than fair that the counties should aid in supporting the school to which their eighth-grade graduates go for high-school education.

The school inspection during the past two years has been less than it might have been had there been more means provided for traveling expenses. In short, any one knows that the schools scattered throughout 38,000 square miles cannot be visited twice each year, four times in two years, on $750 for each school year. In consequence, much of the work has been done through correspondence. In addition to school visitations, it has been necessary to go to Carson City for work in the state office. All school districts have been visited during the report period at least once, many of them twice, and some of them three times. Due to the fact that the traveling expense fund was small, it was found necessary to include the districts in an itinerary. Fish Lake Valley and Forest Home, Nye County, were not visited at all. The former during the first trip was not in session; during the second trip previous storms had made the roads impassable for a machine. The latter during the first trip was not in session; during the second trip I lost the road in a snowstorm in the night and traveled too far before morning to retrace my way. All schools of Clark and Esmeralda Counties have been visited. During the present report period Camp Valley (new), Spring Valley (changing school sites), and Deer Lodge have also not been visited. This might have been done this fall had there been funds for the purpose.

School inspection is a necessary feature of any uniform school system. It should be effective. It should be professional. It should be founded upon a well-defined course of study and an adequate set of school laws, each changing from time to time to meet the demands of progress. I believe that school visitations have been helpful in every district. Patrons and School Trustees always ask for more visitations and inspections. Comment is frequently passed that visitations are too far apart.

In order to secure the means to carry on a more effective supervisory agency over the schools of this Supervision District, more means for traveling must be provided, or the district should be made smaller by dropping off one of the counties. The area is too great for the means provided.

The office work at Las Vegas is heavy. The time spent in traveling requires extended trips of five and six weeks at a time. It is difficult to have mail forwarded for replies. The result is that the Deputy's letter basket fills to overflowing before he has a chance to answer the accumu-

lated letters at his office. All correspondence is answered at the first opportunity. We are in correspondence with every district except Fish Lake Valley, in Nye County. This school has not been reported as opened for the present school year.

The office work on promotion tests has been careful. Eighth-grade pupils are becoming better prepared for their work each year. The tests of last spring showed gratifying improvements over tests of the previous years.

A number of eighth-grade examinees of last spring's state tests were held over for review work during the present school year. Some of these pupils were considerably disappointed to learn of their failure to pass, but came forward bravely with requests for information as to this year's work necessary to secure clearance papers from the grammar school, so that they might prepare for the work of the high schools next year. The entrance classes of the different high schools this school year are better prepared for advance work than those of former years. Some safeguarding against overgrading in the grades, fourth to seventh inclusive, would aid materially in clearing the difficulties that many pupils are now experiencing in the overcrowded eighth grade. It is difficult to devise a scheme for this purpose without increasing the already heavy office correspondence.

The permanent high schools of this Supervision District are in Goldfield, Tonopah, Panaca, and Las Vegas. Two new high schools not yet placed on a permanent footing as to county support are Manhattan, for which the County Commissioners of Nye County donated $1,500, and Bunkerville, in Clark County, for which the County Commissioners donated this year $5,000. The high-school work is also offered for the first year in Pablo District and Blue Springs, in Nye County; and Searchlight, in Clark County. Las Vegas offers first-year courses in cooking, sewing, and manual training. Bunkerville offers a course in elementary agriculture and sewing. Though Bunkerville is on county donation, it is giving a full high-school course with three live-wire teachers in charge. We believe Bunkerville has appeared in the high-school world to stay, with over thirty eligible pupils in attendance in her four-year course. All the high schools are doing strong work.

For the purpose of effectiveness in high-school work we desire to invite the cooperation of all high-school officials, and principals, and superintendents to the fact that these courses may be made still stronger if, on electing teachers, selections are made to secure specially prepared persons as instructors for the courses desired. There are some cases where this is not done.

A county normal class has been successfully organized at Tonopah. It was first started in 1912. These schools are a necessity and are doing first-class work. The graduates from the two schools, one at Panaca and the other at Tonopah, have all made good in the schoolroom.

New districts have been organized at Arden and Paradise, in Clark County; at Pioneer, Carrara, White River, and Belmont, in Nye County; and at Winze Creek and Kiernan, in Lincoln County.

Districts abolished are Eldorado, in Clark County; Johnnie and Barker, in Nye County; and Cottonwood and Geyser, in Lincoln County.

New school houses have been erected at Flat Nose, Lincoln County; Forest Home, Currant, and Sunnyside, Nye County; and at Overton and Goodsprings, Clark County. The Goodsprings schoolhouse is a very neat,

and commodious building erected at a cost of $3,000. The yard is well fenced. This school makes the best appearance of any rural district in the Supervision District. The building at Overton is a two-story cement structure erected at a cost of over $12,000. The upper story is not walled off yet, but will be completed for the purposes of making it useful as a civic center. St. Thomas, in Clark County, has raised funds for a $10,000 building which they hope to complete in the near future. The Muddy Valley will then be equipped with a series of new school buildings, all erected within the last few years.

District Institutes were held in the fall of 1913 in this Supervision District, one at Goldfield and the other at Pioche. Both institutes were live-wire factors in promoting school interest in this part of the State. The conductor, David R. Jones, formerly of the San Francisco Normal, and now Superintendent of Schools at San Rafael, Cal., was the wideawake lecturer who inspired the audiences with his sound school ideas.

As these institutes were held just before and after the Thanksgiving holidays, it was possible to conduct both meetings assisted by one conductor. Each institute had approximately fifty-five teachers in attendance. All the teachers present were well pleased with the meetings, and went away satisfied that much good was accomplished.

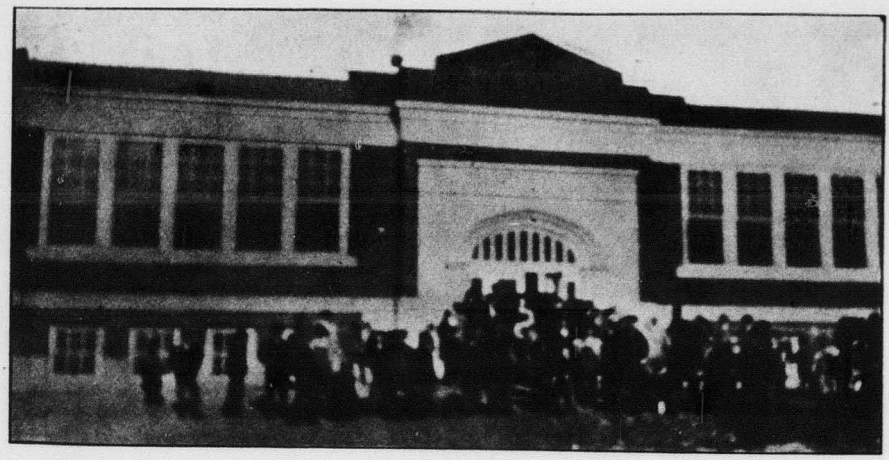
These institutes were made possible by the generous donations and assistance of the County Commissioners of the four counties of this Supervision District. The State was a helper. Our State Superintendent was present throughout both institutes, giving the encouragement and assistance for which he was so cordially invited, delivering at least one lecture at each institute.

Respectfully submitted,

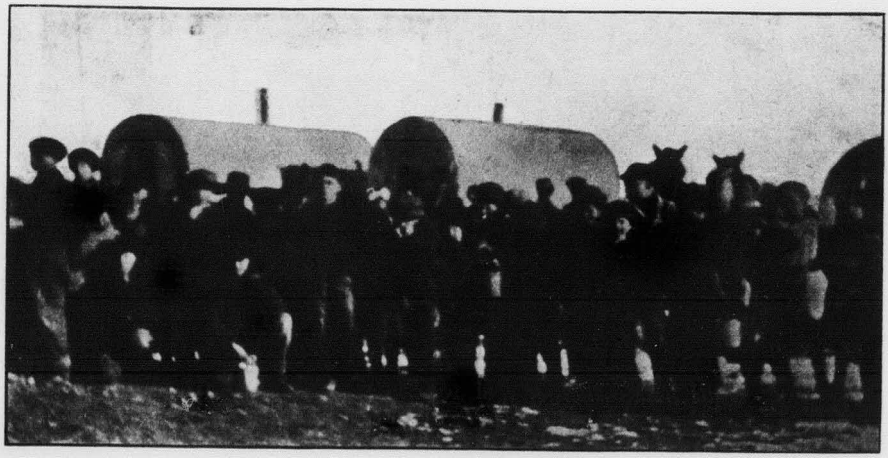
B. G. BLEASDALE,

Deputy Superintendent for Fifth Supervision District.

Las Vegas, December 10, 1914.



METROPOLIS CONSOLIDATED SCHOOL, METROPOLIS, NEVADA.
A fireproof building costing $26,000. Manual training and domestic art rooms in basement, also playrooms. Five wagons transport 135 children to this school. The longest wagon trip is fifteen miles each day. Equipped to do elementary and high-school work.



Metropolis school children and the novel wagons in which they ride.

RECORD OF
EDUCATIONAL CERTIFICATES

NOTE—The record of certificates given in this report is for the years 1913 and 1914, except as to the temporary certificates. The latter are published in full for ready reference, as no teacher can be issued more than one thereof.

RECORD OF EDUCATIONAL CERTIFICATES

STATE CERTIFICATES

Of the High-School Grade, unlimited, issued to graduates of the University of Nevada, Department of Liberal Arts, who have taken the required work in pedagogy.

To whom issued	*When issued*
Elda Marion Barber	July 1, 1913
Eunice A. Cagwin	July 1, 1913
Marie A. De Flon	July 1, 1913
Carolyn E. Hause	July 1, 1913
Helen B. Higgins	July 1, 1913
Leola Lewis	July 1, 1913
Lily W. Smith	July 1, 1913
Florence E. White	July 1, 1913
Elizabeth N. Winter	July 1, 1913
Edith E. Winter	July 1, 1913
Bertha R. Jones	July 1, 1913
Effie Mack (other credentials)	July 1, 1913
Mildred E. Donohue	July 1, 1913
Chas. LeRoy Brown	Aug. 28, 1913
Clerimonde Withers	Apr. 27, 1914
Lydia E. L. Colyer	June 27, 1914
Anne Payline Cozzalio	June 27, 1914
Carrie Edith Linsea	June 27, 1914
Grace Cecile Mahan	June 27, 1914
Edwina June O'Brien	June 27, 1914
Mrs. Myrtle M. Raymond	June 27, 1914
Clara Isabelle Smith	June 27, 1914
Alice Ruff Van Leer	June 27, 1914
W. L. Brandon (duplicate)	Sept. 4, 1914
Gladys H. Fraser	Sept. 4, 1914

FIRST-GRADE ELEMENTARY STATE CERTIFICATES

Issued to graduates of the College of Education, University of Nevada, Elementary Course, good for five years.

To whom issued	*When issued*
Gertrude M. Pohl	Feb. 4, 1913
Corinne L. Christiansen	Feb. 4, 1913
Edith L. Hubbard	Feb. 4, 1913
Alice Meffley	Feb. 4, 1913
Juanita Jones	Feb. 4, 1913
Marie L. Lloyd	Feb. 4, 1913
Emma Nevada Smith	Feb. 4, 1913
Hazel Bacon	Sept. 23, 1913
Ethel Webster	Sept. 23, 1913
Helen S. Heffernon	June 27, 1914
Cordelia Rannells	June 27, 1914
Christina Schoer	June 27, 1914
Petrea Frances Smith	June 27, 1914
Edith Nevada Hamilton	June 27, 1914
Vivian M. Engle	June 27, 1914
Neva Mildred Friberg	June 27, 1914
Zoe Ava Gould	June 27, 1914

COUNTY NORMAL SECOND-GRADE ELEMENTARY CERTIFICATES

Issued to graduates of the County Normal Training Schools, good for three years.

To whom issued	*When issued*
Hattie Burnett	Sept. 20, 1913
Annie McCormick	Sept. 20, 1913
Hazel Carr	Sept. 20, 1913
Sadie McQuarrie	Sept. 20, 1913
Alma Nichol	Sept. 20, 1913
Louise Sharon	Sept. 20, 1913
Mrs. Laura Lynch	Sept. 20, 1913
Quincy Keele	Sept. 20, 1913
Elmer Edwards	Sept. 20, 1913
Sue Heaps	Sept. 20, 1913
Lawrence Wadsworth	Sept. 20, 1913
Edna Wadsworth	Sept. 20, 1913
James Wadsworth	Sept. 20, 1913
Ayme Culverwell	Sept. 20, 1913
Katherine Flinspach	Sept. 20, 1913
Ella Hildebrand	Sept. 4, 1914
Ada Eileen McBride	Sept. 4, 1914
Mrs. Katherine Morse	Sept. 4, 1914
Maud Ellen Porch	Sept. 4, 1914
Herbert McB. Burdick	Sept. 4, 1914
Nellie Fabian Burke	Sept. 4, 1914
Rita Agnes Cannon	Sept. 4, 1914
Florence Gomm	Sept. 4, 1914
Henrietta St. Claire Harris	Sept. 4, 1914
Anna Malley	Sept. 4, 1914
Mabel Simpson	Sept. 4, 1914
Mary Townsend	Sept. 4, 1914
Lessie Wardle	Sept. 4, 1914

HIGH-SCHOOL CERTIFICATE ON EXAMINATION

To whom issued	*When issued*
Sarah Im Obersteg	Sept. 4, 1914

HIGH-SCHOOL STATE CERTIFICATES

Granted on credentials from other States.

To whom issued	*When issued*
J. H. Stoner	Feb. 4, 1913
Josie Musselman	Feb. 4, 1913
Katherine Williams (exam.)	Feb. 4, 1913
Sadie Milliken	Feb. 28, 1913
Edith May Weir	Feb. 28, 1913
Norman Clyde	Feb. 28, 1913
Edith Josephine Erwin	Apr. 12, 1913
Marian McLachlin	May 2, 1913
Harriett Taylor	July 1, 1913
Elsie Anna Meier	July 1, 1913
Pearl Hathaway	July 29, 1913
Louise M. Kruger	July 29, 1913
Bonnie O. Reid	July 29, 1913
R. L. Waggoner	July 29, 1913
A. E. Ricksecker	July 29, 1913
A. L. Kelly	July 29, 1913
Walter F. Clayton	Aug. 28, 1913
Cora Krueger	Aug. 28, 1913
Thomas F. Hamill	Aug. 28, 1913
Pauline J. Hayes	Aug. 28, 1913
Claude Robey	Aug. 28, 1913
Ruth Green	Aug. 28, 1913
Nash P. Morgan	Aug. 28, 1913
Maymie Richardson	Aug. 28, 1913
Karl W. Mitchell	Aug. 28, 1913
Albert C. Sneed	Sept. 20, 1913
Frank E. O'Dell	Sept. 20, 1913
Arthur Teeter	Sept. 20, 1913
Theodore S. Hook	Sept. 20, 1913
Frank H. Palmer	Sept. 20, 1913
James L. Alcorn	Sept. 20, 1913
J. H. Morgan	Sept. 20, 1913
Joseph R. Bentel	Sept. 20, 1913
Anna T. Alexander	Sept. 20, 1913
Hal. R. Hoobler	Sept. 20, 1913
Stiles D. Clinton	Sept. 29, 1913
Erasmus S. Romney	Sept. 29, 1913
Rosa A. Nigg	Oct. 9, 1913
A. C. Blair	Oct. 9, 1913
Marguerite Billeck	Nov. 7, 1913
Pearl M. Heath	Nov. 7, 1913
Anna Trytall	Nov. 7, 1913
Mrs. Adda N. Kern	Jan. 6, 1914
Mildred N. Bray	Jan. 6, 1914
James L. Chambers	Jan. 28, 1914
Clarence Carpenter	Jan. 28, 1914
Eva DeWeese	Jan. 28, 1914
Geo. W. Hann	Jan. 28, 1914
Bess Nicolls (examination)	Jan. 28, 1914
Geo. C. Jensen (examination)	Jan. 28, 1914
J. Byrl Crabbe (provisional)	Feb. 11, 1914
Gertrude Dunipace	Mar. 3, 1914
Ethel Campbell	Mar. 3, 1914
A. L. Kelly	Apr. 27, 1914
Cora E. Krueger	Apr. 27, 1914
Alice E. Brennan	May 27, 1914
Curtis Byron Locklin	June 27, 1914
Frank Olney (examination)	July 14, 1914
Winifred LaTourette	July 14, 1914
Merle Kabell	July 14, 1914
E. L. McKeown	Sept. 4, 1914
Margaret Louise Vierra	Sept. 4, 1914
Minnie L. Hawes	Sept. 4, 1914
Miriam Grant	Sept. 4, 1914
W. H. Watkins	Sept. 4, 1914
J. W. Johansen	Sept. 26, 1914
Glenn L. Allen	Sept. 26, 1914
Geo. Algiers	Sept. 26, 1914
Frederick K. Nybro	Sept. 26, 1914
Virginia Troutman	Nov. 21, 1914
Helen Christensen	Nov. 21, 1914
Elsidora Brinck	Nov. 21, 1914
Gladys M. Lewis	Nov. 21, 1914
Herbert C. Howe	Nov. 21, 1914
Alice Marsh	Nov. 21, 1914
Agusta Stiles	Nov. 21, 1914
C. A. Jewell	Nov. 21, 1914
Thos. J. Terry	Nov. 21, 1914
Edith Fleming	Nov. 21, 1914
Mrs. Mary Lowrey	Nov. 21, 1914
Frank Lenore Jackson	Nov. 21, 1914
Margaret Porter	Nov. 21, 1914
Mrs. Jane Barber Wallis	Nov. 21, 1914
F. Lovan Ezell	Nov. 21, 1914
Mabel A. Clay	Nov. 21, 1914
Florence R. Day	Nov. 21, 1914
Geo. A. Morgan, Jr.	Nov. 21, 1914
Helen Tillotsen	Nov. 21, 1914
Blanche Lillibridge	Nov. 21, 1914
Edward D. Gallagher (prov.)	Nov. 21, 1914
A. A. Bowhay	Nov. 21, 1914
Edith Wells	Dec. 9, 1914
Mabel Barnhouse	Dec. 9, 1914
Merle B. Mues	Dec. 9, 1914

FIRST-GRADE ELEMENTARY STATE CERTIFICATES

Granted on credentials from other States.

To whom issued	*When issued*
Ethel Graham	Feb. 4, 1913
Agusta Feton	Feb. 4, 1913
Lulu Brunswicker	Feb. 4, 1913
Adelaide M. Coburn	Feb. 4, 1913
Mrs. J. W. Palmer	Feb. 4, 1913
Nona Bingay	Feb. 4, 1913
Maude Williams	Feb. 4, 1913
Helen B. English	Feb. 4, 1913
Mrs. Lena B. Harper	Feb. 4, 1913
Maud Bowers	Feb. 4, 1913
Alice Nickerson	Feb. 4, 1913
Irma Petit	Feb. 28, 1914
Ruth Dunlop	Feb. 28, 1914
Mrs. Geo. West	Apr. 12, 1914
Anna Katherine Barry	Apr. 12, 1914
Mary Lowrey	Apr. 12, 1914
Edna Armstrong	Apr. 12, 1914
Elizabeth K. Bean	Apr. 12, 1914
S. Louise Lull	Apr. 12, 1914
Corinne Loinaz	Apr. 12, 1914
Eunice Orrison	May 2, 1913
Mary O'Connell	July 1, 1913
Mrs. Anna Akesson Canning	July 1, 1913
Mrs. John G. Juniper	July 1, 1913
Gertrude A. Cowles	July 1, 1913
Pearl A. Grandin	July 1, 1913
Mildred Wheeler	July 29, 1913
Mrs. Nellie M. Anderson	July 29, 1913
Jeanette Kindig	Aug. 28, 1913
Hazel L. Glass	Aug. 28, 1913
Jessie E. Vann	Aug. 28, 1913
Mary Artie Barley	Aug. 28, 1913

FIRST-GRADE ELEMENTARY STATE CERTIFICATES—*Continued*

To whom issued	*When issued*
Mary Shaw	Aug. 28, 1913
J. H. Wittwer	Aug. 28, 1913
T. E. Wall	Aug. 28, 1913
Amy E. Gregory	Aug. 28, 1913
Barthene C. Barlow	Aug. 28, 1913
Lucetta Thorne	Aug. 28, 1913
Augusta M. Jahn	Sept. 20, 1913
Mrs. Dorothy Azbill	Sept. 20, 1913
Harold E. Johnson	Sept. 20, 1913
Ralph M. Lewis	Sept. 20, 1913
Helen J. Sloane	Sept. 20, 1913
Caroline Werther	Sept. 20, 1913
Mrs. Lena Sparks	Sept. 20, 1913
Fannie Daniel	Sept. 20, 1913
Jane Callahan	Sept. 20, 1913
Eliot N. Stone	Sept. 20, 1913
Nellie Jones	Sept. 20, 1913
Mrs. A. L. Kelly	Sept. 20, 1913
Leona Hardy	Sept. 29, 1913
Mollie E. Vaughn	Sept. 29, 1913
Etta Henry	Sept. 29, 1913
Mary E. Duffy	Sept. 29, 1913
Mrs. Ruth B. Allen	Sept. 29, 1913
Sarah T. French	Oct. 9, 1913
Frances N. Coates	Oct. 9, 1913
Marguerite Wilson	Oct. 9, 1913
Arthur P. Bumstead	Oct. 9, 1913
Willard C. Nisson	Oct. 9, 1913
Florence E. Nowell	Nov. 7, 1913
Mrs. Gladys Carpenter	Nov. 7, 1913
Theodora C. Hong	Nov. 7, 1913
Spencer V. Williams	Nov. 7, 1913
Jessie V. Mitchell	Nov. 7, 1913
Rachel A. Smith	Nov. 7, 1913
George H. Semple	Nov. 7, 1913
Elsie M. Holway	Nov. 7, 1913
Mrs. Edith R. Billings	Nov. 7, 1913
Goldie C. Palmer	Nov. 7, 1913
Florence L. Baker	Nov. 7, 1913
Minnie F. Kniveton	Nov. 7, 1913
Sara M. Benedict	Nov. 7, 1913
Helen M. Gould	Nov. 7, 1913
Mrs. Della Hoppin	Nov. 7, 1913
Mabel C. Everett	Nov. 7, 1913
W. S. Hall	Nov. 22, 1913
Virginia Kerfoot	Nov. 22, 1913
Mrs. Myrtle Reed	Nov. 22, 1913
Mrs. Olive Loveland	Nov. 22, 1913
Mary Katherine Reed	Nov. 22, 1913
Mrs. S. A. Fletcher	Nov. 22, 1913
Grace Imwood	Nov. 22, 1913
Katherine E. Swart	Jan. 6, 1914
Edna B. Bixeley	Jan. 6, 1914
Alma Ray Elliott	Jan. 6, 1914
Grace L. Wheeler	Jan. 6, 1914
Annie L. Jordan	Jan. 6, 1914
Edith W. Patterson	Jan. 6, 1914
Rosalie Smith	Jan. 6, 1914
Emma C. Perrin	Jan. 6, 1914
Maude Millhorn	Jan. 6, 1914
Irene A. Lyng	Jan. 6, 1914
Stephen W. Ford	Jan. 28, 1914
Alice De Camp	Jan. 28, 1914
Bertha Hansel	Jan. 28, 1914
Winifred LaTourette	Jan. 28, 1914
Mrs. Anna D. Casey	Jan. 28, 1914
Martha O'Neal	Jan. 28, 1914
Alta DeEtta Comstock	Feb. 11, 1914
Dollie McDonald	Feb. 11, 1914
Gertrude E. Hulse	Feb. 11, 1914
Melvina B. Sanford	Feb. 11, 1914
Mary Shepherd	Mar. 3, 1914
Fannie Nesbitt	Mar. 3, 1914
Edwin P. Schlinger	Mar. 3, 1914
Helen B. Glen	Mar. 3, 1914
Rachel G. Vann	Mar. 3, 1914
Marguerite LaTourette	Apr. 27, 1914
Lucetta Bromley	Apr. 27, 1914
Dealolie E. Shirey	Apr. 27, 1914
Rose McGarr	May 27, 1914
Edith Lucille Cambridge	June 27, 1914
John M. McCoy	June 27, 1914
Bernadine Lyng	July 14, 1914
Lillian McDonald	Sept. 4, 1914
M. M. MacKinder	Sept. 4, 1914
Emma Hed	Sept. 4, 1914
Flora Hunt	Sept. 4, 1914
Eva Pearl Shaw	Sept. 4, 1914
Mrs. L. A. East	Sept. 4, 1914
H. E. Smith	Sept. 26, 1914
E. Winifred Patterson	Nov. 21, 1914
Alice E. Hyde	Nov. 21, 1914
Winona Walton	Nov. 21, 1914
Loretta Kenny	Nov. 21, 1914
Bonnie M. Moquist	Nov. 21, 1914
Blanche Delaney	Nov. 21, 1914
Margaret Schecklin	Nov. 21, 1914
Flora E. Hunt	Nov. 21, 1914
Alice Wagner	Nov. 21, 1914
Corinne Loinaz	Nov. 21, 1914
Clara Blanche Plumb	Nov. 21, 1914
Grace McCormack	Nov. 21, 1914
Vera E. Reichelt	Nov. 21, 1914
Katherine Reilley	Nov. 21, 1914
Lela Margery Adams	Nov. 21, 1914
Ray D. Morrison	Nov. 21, 1914
Irene Maude Williams	Nov. 21, 1914
Mary B. Foley	Nov. 21, 1914
Ona Pemberton	Nov. 21, 1914
Clara A. Fitzgerald	Nov. 21, 1914
Helen Hovey	Nov. 21, 1914
Mabel Van Tromp	Nov. 21, 1914
Susie King Hoggins	Nov. 21, 1914
Lola Slater	Nov. 21, 1914
Mina Connell	Nov. 21, 1914
Adolph D. Schneider	Nov. 21, 1914
Blanche A. Coates	Nov. 21, 1914
Clara E. Williams	Nov. 21, 1914
Eva Grace Horder	Nov. 21, 1914
Nellie Hay	Nov. 21, 1914
Annie Irene Smith	Nov. 21, 1914
Virginia E. Robinson	Nov. 21, 1914
Sarah R. Marshal	Nov. 21, 1914
Virginia Storrs	Nov. 21, 1914
Olive Blanche Winger	Nov. 21, 1914
R. C. Herman	Nov. 21, 1914
Muriel Robb	Nov. 21, 1914
Miss L. G. Hodges	Nov. 21, 1914
A. E. Jones	Nov. 21, 1914
Ella Hafen	Nov. 21, 1914
Eva Olsen	Nov. 21, 1914
Mrs. Lou Farrar (provisional)	Nov. 21, 1914
Mabel Kiehm	Dec. 9, 1914
Emma Hazel Carroll	Dec. 9, 1914
Mattie Richardson	Dec. 9, 1914
Katherine D. Jones	Dec. 9, 1914
Lola F. Shields	Dec. 9, 1914
Alma Edna Flack	Dec. 18, 1914
Frances M. Coates	Dec. 18, 1914
Marie Olsen	Dec. 18, 1914

SECOND-GRADE ELEMENTARY CERTIFICATES

Granted on credentials from other States.

To whom issued	*When issued*
Mrs. Mary Childress (prov.)	Feb. 4, 1913
Warren E. Losee	Feb. 4, 1913
Maude Wasson	Feb. 4, 1913
Mary West (provisional)	July 1, 1913
Effie Bean	July 29, 1913
Esther Rumbaugh	July 29, 1913
Ella Hafen	July 29, 1913
Ida M. Stark	July 28, 1914
Mary N. Leehy (provisional)	Jan. 28, 1914

STATE CERTIFICATES

Granted on examination.

FIRST-GRADE ELEMENTARY

To whom issued	*When issued*
Lois Lattin	Aug. 10, 1912
Minnie Gallagher	July 1, 1913
Cora Huskey	July 1, 1913
Mary Challis	Feb. 4, 1913
Wilford Woolf	Feb. 4, 1913
Fay Martin	Feb. 4, 1913
Beulah S. Rager	Feb. 4, 1913
Sylvia Whitaker	Feb. 4, 1913
Mrs. A. Dorsey	Feb. 4, 1913
W. W. Schofield	Feb. 4, 1913
Mrs. Maud Reid	Feb. 4, 1913
Carice Smith	Feb. 4, 1913
E. Mae Boston	Feb. 4, 1913
Beatrice Jones	Feb. 4, 1913
Flora Wilson	Apr. 12, 1913
Eva McAbee	Apr. 12, 1913
Nellie Wilkinson	July 29, 1913
Lydia Stout	July 29, 1913
Albina Ginocchio	July 29, 1913
Josephine Price	July 29, 1913
Mrs. Mayme D. Smith	July 29, 1913
Irene Potts	July 29, 1913
Will T. Morris	July 29, 1913
Agnes Morris	Aug. 28, 1913
Etta McMullen	Jan. 28, 1914
Lucie Cooke	Jan. 28, 1914
Diantha Hammond	Jan. 28, 1914
Mrs. Mary H. Icanberry	Jan. 28, 1914
Ruth English	Jan. 28, 1914
Anna Swan	Jan. 28, 1914
Ida Maria Berg	Jan. 28, 1914
Ned Bishops	Jan. 28, 1914
Julia E. Ringer	Jan. 28, 1914
Raymond Beacraft	Apr. 27, 1914
Emma Stevens	May 27, 1914
Annie Cahill	May 27, 1914
Florence Shirley	July 14, 1914
Gertrude Wise	July 14, 1914
Mrs. Lila Welshons	July 14, 1914
Mrs. Daisey M. Lucas	July 14, 1914
Ethel St. Clair	July 14, 1914
Nita Young	Sept. 4, 1914
Sophie Wilhelm (and credits from County Normal School)	Nov. 2, 1914

SECOND-GRADE ELEMENTARY

Mrs. L. C. Carpenter	Feb. 4, 1913
Mary Sadler	Feb. 4, 1913
Elsie Lords	Feb. 4, 1913
Margery Brown	Feb. 4, 1913
Nancy Drake	Sept. 4, 1913
Annette Egge	Feb. 4, 1913
Edna Stewart	Feb. 4, 1913
Vera Vaughn	Feb. 4, 1913
Mary von Drielen	Feb. 4, 1913
Nellie Hinnes	Feb. 4, 1913
Mrs. Dora Lee	Feb. 4, 1913
Louise M. Grutsch	Feb. 4, 1913
Edna Greenough	Feb. 4, 1913
Gladys Hopper	Feb. 4, 1913
Mrs. Pearl Freemeyer	Feb. 4, 1913
Anna McDonald	Feb. 4, 1913
Julia Schlinger	Feb. 4, 1913
A. Truman Sieber	July 29, 1913
Llewellah Price	July 29, 1913
Henry A. Morton	July 29, 1913
Margaret Feily	July 29, 1913
Wm. E. Woodbury	July 29, 1913
Alvina Vickers	July 29, 1913
Justinia O'Leary	July 29, 1913
Laura E. Mills	July 29, 1913
Mrs. Emma R. Woods	July 29, 1913
Mrs. Geo. A Nelson	July 29, 1913
Isabel Rising[a]	Aug. 8, 1913
Gertrude Tailleur[a]	Aug. 8, 1913
Mrs. Cornelia Wasson[a]	Aug. 8, 1913
J. H. Allen (special exam.)	Nov. 8, 1914
Gladys E. Fuche	Jan. 28, 1914
Bertha Rutherford	Jan. 28, 1914
Barbara Barton	Jan. 28, 1914
Frances Grosvenor	Jan. 28, 1914
Mrs. Mamie F. Sieber	Jan. 28, 1914
G. H. Anderson	Jan. 28, 1914
Rose A. Rogers	Jan. 28, 1914
Sophie A. Wilhelm	Jan. 28, 1914
W. W. Watt	Jan. 28, 1914
Margaret Reed	Jan. 28, 1914
Ethel Neilson	Jan. 28, 1914
Agnes Lucey	Jan. 28, 1914
Frankie Hill	Jan. 28, 1914
Raymond Beacraft (spec. exam.)	Mar. 3, 1914
Myrtle Brown	July 14, 1914
Carol Rising	July 14, 1914
Alice Osborne	July 14, 1914
Inez Shirley	July 14, 1914
Mrs. Gerald Salls	July 14, 1914
Lottie Clark	July 14, 1914
Henry Morton	July 14, 1914
Marguerite Drumm	July 14, 1914
Gertrude M. Hague	July 14, 1914
Clara Kiernan	July 14, 1914
Mabel Bishopps	July 14, 1914
Verne Haywood	July 14, 1914
Lela Halsell	July 14, 1914
Berthe Heinze	July 14, 1914
Evelyn Sheehan	July 14, 1914
Bertha F. Byrne	July 14, 1914
Edith Wyman	July 14, 1914
Blanche Harris	July 14, 1914
Lois A. Clayton	July 14, 1914
Nevada Johnson	July 14, 1914
Myra A. Harris	July 14, 1914
Geraldine Breen	July 14, 1914
George Dees	July 14, 1914
A. E. Phillips	July 14, 1914
Nan Murphy	July 14, 1914
Jeanette Roberts	July 14, 1914
Inez Luce (special exam.)	July 18, 1914
Eula Franklin[a]	Sept. 4, 1914
Katherine Rannells[a]	Sept. 4, 1914
Alma Crowley (special exam.)	Sept. 4, 1914
Lela Halsell (duplicate)	Nov. 21, 1914
J. H. Allen (duplicate)	Nov. 21, 1914

[a]And Summer-School credits.

THIRD-GRADE ELEMENTARY

To whom issued	*When issued*
Mrs. Mayme Smith	Feb. 28, 1913
C. R. Marquand	Feb. 28, 1913
Mary Connelly	Feb. 28, 1913
A. P. Seiber	Feb. 28, 1913
S. A. Campbell	Feb. 28, 1913
Alvina A. Vickers	Feb. 28, 1913
Mrs. Susie Wadsworth	Feb. 28, 1913
Nellie T. Hines	Feb. 28, 1913
Mabel Tobin	Feb. 28, 1913
Agnes Griswold	Feb. 28, 1913
Frances Hill	Feb. 28, 1913
Mabel Ferrin	Feb. 28, 1913
Lois Clayton	Feb. 28, 1913
Hazel Tinney	Feb. 28, 1913
Nellie Gabler	Feb. 28, 1913
Estella McMyan	Feb. 28, 1913
Ernest Pritchett	Feb. 28, 1913
Helen Voris	Feb. 28, 1913
Alberto Axt	Jan. 28, 1914
Rose M. Hatch	Jan. 28, 1914
Mrs. W. C. Smart	Jan. 28, 1914
Frances Gleason	Jan. 28, 1914
Anna Mae Mack	Feb. 11, 1914
Byrom Ahlstrom	Feb. 11, 1914
Hilda Sumison	Feb. 11, 1914
Florence McMullin	Feb. 11, 1914
Della Gilbert	Feb. 11, 1914
Anna Murphy	Mar. 3, 1914
A. E. Phillips	Mar. 3, 1914
Gertrude Hague	Apr. 27, 1914
Jane Robinson	Apr. 27, 1914
Mrs. Anna Dowden	May 27, 1914

SPECIAL CERTIFICATES

To whom issued	*Subject*	*When issued*
Josie Musselman	Physical Culture	Feb. 4, 1913
Meda Menardi	Kindergarten	Feb. 4, 1913
Mrs. C. J. Jones	Domestic Science	Feb. 4, 1913
Vinnie Hill	Music and Drawing	Feb. 28, 1913
Mildred E. Caton	Commercial	Feb. 28, 1913
Ethelyn Coverson	Manual Arts	Feb. 28, 1913
Pauline J. Hayes	Commercial	Feb. 28, 1913
Mary Artie Barley	Manual Arts	Feb. 28, 1913
Augusta M. Jahn	Domestic Science	Sept. 20, 1913
Mrs. A. L. Kelly	Art and Manual Arts	Sept. 20, 1913
Irma Foltz	Kindergarten	Sept. 20, 1913
W. L. Foley	Commercial	Sept. 20, 1913
F. T. Hamill	Manual Training	Sept. 20, 1913
Vera B. Ames	Music and Drawing	Sept. 20, 1913
Erma Warren	Kindergarten	Sept. 20, 1913
Eleanor MacKenzie	Kindergarten	Sept. 20, 1913
A. C. Blair	Manual Training	Oct. 9, 1913
Phoebe Duane	Commercial	Oct. 9, 1913
Stiles D. Clinton	Commercial	Nov. 7, 1913
Jesse Crandal	Commercial	Nov. 7, 1913
Anna Murphy	Music	Nov. 7, 1913
John E. Richards	Commercial	Dec. 23, 1913
M. M. MacKinder	Commercial	Dec. 23, 1913
L. R. Bronson	Manual Training	Jan. 6, 1914
Mildred N. Bray	Music	Jan. 6, 1914
Anna T. Alexander	Sewing	Jan. 6, 1914
Amy Willard Westcott	Music and Drawing	Feb. 11, 1914
Mrs. A. E. Thomson	Manual Arts and Sewing	Mar. 3, 1914
Jos. D. Scott (valid until July 1, 1914)	Commercial	May 27, 1914
Lucile Snyder	Commercial	July 14, 1914
Ruth Byrkit	Music	Sept. 4, 1914
J. F. Mayes	Commercial	Sept. 4, 1914
Elizabeth Burkheiser	Commercial	Sept. 4, 1914
Mrs. A. C. Thomson	Manual Arts and Sewing	Sept. 24, 1914
W. H. Watkins	Commercial	Sept. 24, 1914
Mary C. Beall	Kindergarten	Sept. 26, 1914
Florence C. Austin	Domestic Science	Sept. 26, 1914
Martha S. Pittman	Domestic Science	Sept. 26, 1914
W. J. Clark	Commercial	Sept. 26, 1914
Florence L. Bray	Economics	Sept. 26, 1914
Margaret Rood	Music	Dec. 7, 1914
Irene Cunningham	Cooking	Dec. 7, 1914
Bertha Rich	Sewing	Dec. 7, 1914

HIGH-SCHOOL LIFE DIPLOMAS

To whom issued	*When issued*
Miss H. K. Smith	Feb. 28, 1913
Sarah O. Chase	July 1, 1913
Laura Arnot	July 29, 1913
B. G. Bleasdale	Aug. 28, 1913
Mrs. Ida Mostellar Henry	Nov. 7, 1913
Riene V. Ross	Feb. 11, 1914
Mrs. Amy Parker Heritage	May 27, 1914
C. E. Overman	May 27, 1914
Dorothy Singer	Sept. 4, 1914
Ola S. Hillis	Nov. 21, 1914
R. H. Fetter	Nov. 21, 1914
Georgia McNa[illegible]	Nov. 21, 1914
Mary Gertrude O'Neil	Dec. 18, 1914

GRAMMAR-GRADE LIFE DIPLOMAS

To whom issued	*When issued*
Katie Drown	Feb. 28, 1913
Mrs. Jennie Nesmith	Aug. 28, 1913
Emilie Yparraguirre	Nov. 22, 1913
Cecelia Meighan	May 27, 1914
Mrs. Blanche Aldrich	May 27, 1914
Emma Henningsen	July 13, 1914
Mabel E. Harrison	June 14, 1914
Pearl M. Roush	June 14, 1914
Astrid Erixon	June 14, 1914
Mattie B. Nesbitt	Nov. 21, 1914
Irene V. Brown	Nov. 21, 1914

FIRST-GRADE ELEMENTARY LIFE DIPLOMAS

To whom issued	*When issued*
Anna S. Lederer	Feb. 4, 1913
Mamie Tannahill	Feb. 4, 1913
Theresa Romano	Feb. 28, 1913
Mary P. Henry	Apr. 12, 1913
Mary L. Nichols	Apr. 12, 1913
Jennie E. Baker	May 2, 1913
Mrs. Bertha Smith Murphy	May 2, 1913
R. A. Dean	July 1, 1913
Ethel Folsom	July 1, 1913
Matilda Feretti	July 1, 1913
Beulah Morgan	July 1, 1913
Doty Tipton	July 1, 1913
Rose McMullen	July 1, 1913
Olive Ogilvie	July 1, 1913
Edna Feily	July 1, 1913
Sofena Jepsen	July 1, 1913
Mildred E. Caton	July 1, 1913
Emma Higley	July 1, 1913
Mrs. Nina Sheckler	July 29, 1913
Anna Pion	Sept. 29, 1913
Ida J. Fischer	Nov. 7, 1913
Mrs. Minnie Lewis	Nov. 7, 1913
Mrs. Mollie Richardson	Nov. 22, 1913
Mattie Ingoldsby	Apr. 27, 1914
Leta Tower	June 14, 1914
Mrs. Emma G. Abbott	June 14, 1914
Genevieve T. Lyng	Nov. 21, 1914
Mrs. Julia McGowan	Nov. 21, 1914
Gertrude A. Cowles	Nov. 21, 1914
Alma E. Plumb	Nov. 21, 1914

RENEWAL OF HIGH-SCHOOL CERTIFICATES

To whom issued	*When issued*
J. F. Graham	Feb. 4, 1913
Chas. E. Overman	Aug. 28, 1913
Alice Dillon	Sept. 20, 1913
Katheryn M. Taylor	Sept. 20, 1913
Richard C. Wilton	Sept. 20, 1913
Fridolin Muller	Jan. 1, 1914
Edw. J. Posvar	Nov. 7, 1913
Elmer R. Young	Sept. 4, 1914
Mrs. Maude Johnson (prov.)	Nov. 21, 1914

RENEWAL OF GRAMMAR-GRADE AND FIRST-GRADE ELEMENTARY CERTIFICATES

To whom issued	*When issued*
Theresa Romano	Feb. 4, 1913
John W. Holdman	Feb. 4, 1913
Queen Wilson	Feb. 28, 1913
Rose McMullin	July 20, 1910
Genevieve Wilson	May 2, 1913
Georgia C. Damm	July 1, 1913
Mabel B. McVicar	July 1, 1913
Emilie Yparraguirre	July 1, 1913
Mattie Ingoldsby	July 1, 1913
Marie Borrego	July 1, 1913
Mrs. Fannie Moon	July 1, 1913
Florence McNeil	July 1, 1913
Mrs. Blanche Aldrich	July 1, 1913
Mrs. Mildred De Sautele	July 29, 1913
Mrs. Jennie Parlenda	July 29, 1913
Mrs. Dora Groesbeck	July 29, 1913
Mrs. Katie Blake Quirk	July 29, 1913
Florence Fuss	July 29, 1913
Emma Bowler	July 29, 1913
Mrs. Gussie McGinnis	July 29, 1913
Mrs. Ethel Kibbie (provisional)	Aug. 28, 1913
Annie E. Sullivan	Aug. 28, 1913
Kate Conway	Aug. 20, 1913
Christine English	Sept. 20, 1913
Fannie McKay	Sept. 20, 1913
Grace McCormack	Sept. 20, 1913
Mrs. May Kendrick	Sept. 20, 1913
Mabel Langdon	Sept. 20, 1913
Clemenza E. Barber	Sept. 29, 1913
Mrs. R. H. Workman	Nov. 7, 1913
Mrs. Ruby Seamonson	Nov. 7, 1913
C. B. Luce	Nov. 7, 1913
Claudia Walker	Nov. 7, 1913
Mrs. Mary B. Branch	Jan. 11, 1914
Elizabeth M. Halsted	Jan. 11, 1914
Mrs. Edgar Sadler	Jan. 28, 1914
Elzina Holmes	Jan. 28, 1914
Mrs. Mary Bray	Jan. 28, 1914
Mrs. Elizabeth Rand Walker	Apr. 27, 1914
Margaret Sullivan	Apr. 27, 1914
Mrs. Cora Watt	May 27, 1914
Maude Elva Conway	June 27, 1914
Josephine A. Helwinkle	June 27, 1914
Mrs. M. L. Whipple (prov.)	July 14, 1914
Mrs. P. Malloy (provisional)	July 14, 1914
Vevia Brown	Sept. 4, 1914
Marguerite Sullivan	Apr. 27, 1914
Mrs. Nora McCabe	Sept. 4, 1914
Mrs. Jessie Hurd	Sept. 4, 1914
Mrs. W. Gibson	Sept. 4, 1914
Laura Gallagher	Sept. 4, 1914
Mrs. Lottie M. Rockey (prov.)	Sept. 4, 1914
Edna Belle Hancock	Sept. 25, 1914
Mrs. Marietta Legate (prov.)	Nov. 21, 1914
Mrs. Ida M. Sanford (prov.)	Nov. 21, 1914
Mrs. Nora Hummel (prov.)	Nov. 21, 1914
Mrs. Belle McMillan (prov.)	Nov. 21, 1914
Mrs. Laura Lynch Isaac	Nov. 21, 1914
Agnes Ramsey	Nov. 21, 1914
Alma E. Plumb	Nov. 21, 1914
Edwina Alan	Nov. 21, 1914
Rose Hancock	Nov. 21, 1914
Sofena Jepsen	Nov. 21, 1914
Edna B. Hancock	Nov. 21, 1914
Lavina Mullie	Nov. 21, 1914
Rebecca Eccles	Nov. 21, 1914
Fred Leslie Wood	Dec. 7, 1914
Mrs. Artie W. Zedler	Dec. 7, 1914
Mrs. Josephine Hylton	Dec. 7, 1914
Edna Sullivan	Dec. 7, 1914

TEMPORARY CERTIFICATES

Issued since January 1, 1903, under the law approved March 14, 1899, and enactments in 1907, 1911, and 1913.

To whom issued	*When issued*
McCullum, Libby	Jan. 12, 1907
Burke, Della E.	Jan. 12, 1907
Bartlett, Elsie C.	Jan. 18, 1907
Dingle, Irene G.	Jan. 21, 1907
Webster, Lillian	Jan. 28, 1907
Crandall, Mamie E.	Jan. 28, 1907
Platt, Mrs. Julia	Jan. 28, 1907
Hough, Leila B.	Jan. 28, 1907
Odett, Mrs. Lillian	Jan. 28, 1907
Swick, Kate	Jan. 28, 1907
Wright, Helen C.	Feb. 7, 1907
Wheeler, Bessie C.	Feb. 11, 1907
Laughlin, Nellie	Feb. 13, 1907
Sullivan, Edna A.	Feb. 20, 1907
Dangberg, Bertha D.	Feb. 21, 1907
Hardin, Bernice A.	Feb. 23, 1907
Edwards, May	Mar. 2, 1907
Smith, K. M.	Mar. 8, 1907
Wilcox, Bessie	Mar. 18, 1907
Singleton, Maude	Mar. 18, 1907
Bonnifield, Anna D.	Mar. 28, 1907
King, Grace	Apr. 5, 1907
Anderson, Adaline	Apr. 17, 1907
Murphy, Anna	Apr. 17, 1907
Phipps, Minnie	Apr. 27, 1907
Franklin, Ernest	May 7, 1907
McCormick, Annie	May 15, 1907
Johnson, Wm.	May 15, 1907
Billman, Mrs. L. S.	May 21, 1907
Smith, Mary P.	June 4, 1907
Richie, C. J.	June 19, 1907
Chapman, Gladys	June 10, 1907
Johnson, Wm.	July 15, 1907
Mitchell, Mrs. Anna	Aug. 14, 1907
Droan, Louise	Aug. 27, 1907
Syphus, Anna	Aug. 23, 1907
Dewar, Lucy E.	Sept. 10, 1907
Greeley, Julia E.	Sept. 14, 1907
McCue, Rebecca	Sept. 17, 1907
Prowett, W. E.	Sept. 21, 1907
Brown, Mrs. Jean C.	Sept. 21, 1907
Van Camp, E. J.	Sept. 21, 1907
Scheckler, Mrs. Mina	Sept. 23, 1907
Curnow, May	Oct. 1, 1907
Darst, Alberta	Oct. 1, 1907
Sutherland, Esther	Oct. 2, 1907
DeLorie, Reno	Sept. 3, 1907
Schelledy, Ruth	Sept. 3, 1907
Batchelder, Minnie	Sept. 3, 1907
Gibson, Mrs. W. R.	Sept. 3, 1907
Pierce, Anna	Sept. 3, 1907
Martin, Samuel	Sept. 3, 1907
Obrist, Alice	Sept. 3, 1907
Linsea, Edith	Sept. 3, 1907
Palmer, Florence E.	Sept. 3, 1907
Pfeiffer E. C.	Sept. 3, 1907
Wyatt, W. A.	Sept. 3, 1907
Tower, Leta L.	Sept. 3, 1907
Wenger, Agnes A.	Sept. 3, 1907
Drummond, Louise	Sept. 3, 1907
Brace, Ella	Sept. 3, 1907
Callaghan, Alice	Sept. 3, 1907
Moon, Grace L.	Sept. 3, 1907
McCaffrey, Mattie	Sept. 3, 1907
Lederer, Anna	Sept. 3, 1907
Nichols, May	Sept. 3, 1907
Worthing, Leigh	Sept. 3, 1907
Stauffer, Etta	Sept. 3, 1907
Bigler, Maude	Sept. 3, 1907
Wood, Princella	Sept. 3, 1907
Goldstein, Louis	Oct. 1, 1907
Haywood, Alice J.	Nov. 29, 1907
Dill, Rufus	Nov. 29, 1907
Gotfredson, Addie	Nov. 29, 1907
McCann, Mrs. Lee	Nov. 29, 1907
Schermann, Mary	Nov. 29, 1907
Holland, Mrs. Nellie	Nov. 29, 1907
Whitehead, Effie	Nov. 29, 1907
Menea, Helen	Nov. 29, 1907
Wigstead, Mrs. D. S.	Nov. 29, 1907
Jensen, Mary	Nov. 29, 1907
Perkins, B. A.	Nov. 29, 1907
Kline, John	Nov. 29, 1907
Strain, Clara V.	Nov. 29, 1907
Ashley, Addie M.	Nov. 29, 1907
Bob, Catherine E.	Nov. 29, 1907
Jensen, Christine	Dec. 9, 1907
Colton, Addison C.	Dec. 9, 1907
Goetz, M. A.	Dec. 9, 1907
Connor, Mary S.	Dec. 9, 1907
Simmons, Jesse	Jan. 10, 1908
Thorne, Wm. F.	Jan. 10, 1908
Wyatt, W. A.	Jan. 10, 1908
Holt, Mrs. Irene	Jan. 10, 1908
Syphus, Anna	Jan. 10, 1908
Bigler, Maude	Jan. 21, 1908
Morrison, Mary	Jan. 21, 1908
Ivey, Ethel	Jan. 21, 1908
Thomas, Margaret	Jan. 28, 1908
Winning, Carrie	Jan. 28, 1908
Russell, Richard	Feb. 4, 1908
Weathers, Carrie E.	Feb. 11, 1908
Ellis, Edith R.	Feb. 2, 1908
Burke, Della	Jan. 13, 1908
Heinz, Louise	Mar. 2, 1908
Heaps, Jane	Mar. 3, 1908
Dickerman, Daisy	Mar. 3, 1908
Short, Frances	Mar. 9, 1908
Albred, Emmaline	Mar. 11, 1908
Barrington, Lillian	Mar. 11, 1908
Mitchell, Louise	Mar. 10, 1908
Brace, Ella M.	Mar. 10, 1908
Ellis, Ella R.	Mar. 10, 1908
Schofield, W. U.	Mar. 17, 1908
Blackwell, Lizzie	Mar. 17, 1908
Keene, Mary J.	Mar. 17, 1908
Brown, Mrs. Jean C.	Jan. 10, 1908
Smith, Essie F.	Mar. 21, 1908
Anderson, Bird E.	Apr. 17, 1908
Underwood, Minnie E.	Apr. 18, 1908
Blaine, Adela	Apr. 18, 1908
Perkins, Daisy M.	Apr. 18, 1908
Hardy, Winfred	Apr. 6, 1908
Gillispie, Augusta M.	May 5, 1908
Windey, Ruth J.	May 15, 1908
Hildebrand, Dora	June 30, 1908
Lowery, Mrs. F.	July 27, 1908
Lewis, Mrs. Mary M.	Aug. 18, 1908
Byrnes, Alice	Aug. 21, 1908
McMullin, Etta	Aug. 22, 1908
Buck, Mrs. Harriet J.	Sept. 11, 1908
Chamberlain, Winnie	Sept. 11, 1908
Todd, Rose M.	Sept. 14, 1908
Fleming, Fay	Sept. 14, 1908
Hansen, Laura	Sept. 14, 1908
Carter, William H.	Sept. 1, 1908
Watkins, Alice H.	Sept. 14, 1908
Sperry, Dorothy	Sept. 18, 1908
Carpenter, Kate H.	Sept. 22, 1908
Brown, Veria	Sept. 22, 1908
Dunn, Mamie	Sept. 22, 1908
Moon, Mrs. Fannie	Sept. 22, 1908

TEMPORARY CERTIFICATES—*Continued*

To whom issued	*When issued*
Barton, Hampton	Sept. 28, 1908
Richardson, Mrs. Nellie	Sept. 28, 1908
Reed, John H.	Sept. 30, 1908
Quirk, Anna M.	Sept. 30, 1908
Bunker, John M.	Sept. 30, 1908
Riddell, Clara	Oct. 7, 1908
West, Mary	Oct. 14, 1908
Rencher, Maude	Oct. 14, 1908
Crumby, Mabel	Oct. 14, 1908
Haentjens, Charles	Oct. 23, 1908
Cahill, Agnes	Oct. 28, 1908
Rhodes, Zada A.	Nov. 7, 1908
Watkins, Alice H.	Nov. 7, 1908
Peterson, Louis A.	Nov. 7, 1908
Morris, Wm. T.	Nov. 7, 1908
O'Connel, Patrick	Nov. 7, 1908
Farmer, Gail M.	Nov. 9, 1908
Canaga, Roy W.	Nov. 24, 1908
Turnbaugh, Ellis	Jan. 23, 1909
Castles, Clara M.	Jan. 23, 1909
Farmer, Gail	Jan. 27, 1909
Riddell, Clara	Jan. 27, 1909
Weaver, Lulu	Jan. 27, 1909
Stinson, Mrs. Lizzie	Feb. 8, 1909
Goodale, Edith Pearl	Feb. 8, 1909
Powell, Essie	Feb. 16, 1909
Grant, Laura D.	Feb. 24, 1909
Byrnes, Alice M.	Feb. 24, 1909
Morris, Agnes	Feb. 24, 1909
Rule, Mrs. Elizabeth G.	Mar. 16, 1909
Fisher, Mary	Apr. 1, 1909
Kaye, Sara Elizabeth	Apr. 1, 1909
Harrod, Panthea	Apr. 9, 1909
Kingree, Mary	Apr. 12, 1909
Stevens, Mrs. F. J.	Apr. 20, 1909
Warr, Clara	Apr. 26, 1909
Scott, Ellen S.	May 31, 1909
Hoffman, Mrs. Etta	June 1, 1909
Ware, Herman	June 25, 1909
Stumpf, Zora B.	Aug. 28, 1909
McDonald, Thomas F.	Aug. 28, 1909
Griffin, El Varo	Aug. 28, 1909
Sweeney, Mrs. E. J.	Sept. 1, 1909
Wheeler, Ina B.	Sept. 1, 1909
Sager, Pearl S.	Sept. 1, 1909
Rost, Elizabeth N.	Sept. 1, 1909
Redmond, Mrs. Ella L.	Sept. 1, 1909
Schiffer, Marie	Sept. 1, 1909
Schiffer, Catherine	Sept. 1, 1909
McCune, Josephine	Sept. 1, 1909
Sherritt, Isabella	Sept. 1, 1909
Lukens, Mary	Sept. 1, 1909
Hopple, Grace	Sept. 1, 1909
Price, Josephine E.	Nov. 4, 1909
McCabe, Mrs. W. J.	Nov. 9, 1909
Chamberlain, Stella	Nov. 9, 1909
Robb, Muriel	Nov. 9, 1909
McCarthy, Julia	Nov. 9, 1909
Goboury, Florence	Nov. 9, 1909
Goens, Olive	Nov. 9, 1909
Greener, Jewl H.	Nov. 9, 1909
Lyng, Irene	Nov. 9, 1909
Lowe, Louis	Nov. 9, 1909
Ernst, Mrs. Grace	Nov. 9, 1909
McAdams, Lola I.	Nov. 9, 1909
Callahan, Jessie	Nov. 26, 1909
Shedd, Evelyn	Jan. 22, 1910
Evans, Rosina S.	Jan. 22, 1910
Landon, Mary Augusta	Jan. 22, 1910
Young, Elmer R.	Jan. 22, 1910
Bonham, Chas. L.	Jan. 22, 1910
Hillis. Ola S.	Feb. 26, 1910
Brink, Dora	Mar. 22, 1910
Parker, Rev. D. L.	Apr. 20, 1910
Palmer, Flora E.	Jan. 8, 1910
Fletcher, Ethel Louise	July 19, 1910
Allen, Cecyl E.	Sept. 2, 1910
Appel, Mrs. Chas. L.	Oct. 5, 1910
Sandburg, Dutie	Oct. 5, 1910
Diffendarfer, Sadie	Oct. 5, 1910
Blanchard, Gladys C.	Oct. 5, 1910
Hugh, Lucy	Oct. 5, 1910
Dieringer, Retta	Oct. 5, 1910
Reid, Jessie M.	Oct. 5, 1910
Brett, Sarah E.	Oct. 5, 1910
McMunn, Estella	Nov. 22, 1910
Short, Mrs. G. M.	Nov. 22, 1910
Wright, Laura E.	Nov. 22, 1910
Murphy, Anna	Nov. 22, 1910
Ingalls, Gertrude	Nov. 22, 1910
Bracken, Ida	Nov. 22, 1910
Padden, May E.	Nov. 22, 1910
Clays, Burton	Nov. 22, 1910
Smith, Mrs. C. W.	Nov. 22, 1910
English, Nellie	Nov. 22, 1910
Shoen, Delphine	Nov. 22, 1910
McCord, Julia	Nov. 22, 1910
Roberts, Alice May	Nov. 22, 1910
Yung, Clara	Dec. 6, 1910
Charlson, Helen	Dec. 6, 1910
Sperry, Nettie	Dec. 26, 1910
McCormick, Annie	Dec. 30, 1910
Tinney, Hazel	Dec. 30, 1910
Hatch, Olive	Apr. 28, 1911
Cowan, Elinor	May 1, 1911
Webb, Karl	May 1, 1911
Suttle, Irene	May 1, 1911
Connell, Mary	May 1, 1911
Edwards, Mrs. G. A.	Feb. 9, 1911
Hunter, M. D.	Feb. 9, 1911
Warden, Herbert E.	Nov. 3, 1911
Scholari, Celia	Nov. 3, 1911
Herrington, Francis B.	Feb. 9, 1911
Whitaker Sylva	Feb. 9, 1911
Clay, Mabel A.	Feb. 9, 1911
Seitler Beulah	Feb. 9, 1911
McDonald, Lenore	Feb. 9, 1911
Gleason, Josephine	Feb. 9, 1911
Wayman, Josephine	Feb. 9, 1911
Andrews, Pearletta	Feb. 9, 1911
Martin, Fay	Feb. 9, 1911
Pritchett, Ernest	Feb. 9, 1911
Lear, Lois	May 1, 1911
Mead, M. H.	May 1, 1911
Tobie, Eleanore	May 1, 1911
Hurd, Mrs. Jessie	May 1, 1911
Haywood, Verne F.	May 1, 1911
Halford, Lillian	Sept. 11, 1911
Knox, Desmond	Sept. 16, 1911
Huskey, Cora	Sept. 24, 1911
Jepsen, Melvin E.	Sept. 29, 1911
Kaufmann, Georgia	Sept. 16, 1911
Hirsch, Caryl	Sept. 16, 1911
Judd, Sarah H.	Apr. 5, 1911
McQuarrie, Irwine	Apr. 5, 1911
McIntyre, Lillian	Apr. 5, 1911
Partridge, Harriett	Apr. 5, 1911
Norwood, C. C.	Apr. 5, 1911
Gwaring, Mabel L.	Mar. 7, 1911
Hokonson, Belle	May 7, 1911
Barker, Elsie	May 31, 1911
Ryan, Mrs. F. E.	July 31, 1911
Morris, W. T.	July 24, 1911
Bridges, Gladys	Sept. 1, 1911
Pape, Hattie E.	Sept. 1, 1911
Crumby, Mabel E.	Oct. 30, 1911

TEMPORARY CERTIFICATES—*Continued*

To whom issued	*When issued*
Jones, Cora	Oct. 30, 1911
Lester, Mabel	Sept. 29, 1911
West, Margaret	Nov. 18, 1911
Woods, Ada	Nov. 18, 1911
Fowler, Mrs. Jessie E.	Nov. 18, 1911
Parker, Irene	Nov. 18, 1911
Liston, Ida	Nov. 18, 1911
Bracken, Ida	Nov. 18, 1911
Lipps, Bertie	Nov. 18, 1911
Harris, Corinne	Nov. 18, 1911
Hickman, Leonidas	Nov. 18, 1911
Richards, Carrie	Nov. 18, 1911
Hasselstrom, Florence	Nov. 18, 1911
Mendes, Irene	Oct. 1, 1911
Reed, Margaret	Oct. 1, 1911
Reed, Katherine	Oct. 1, 1911
Watkins, Alice	Oct. 23, 1911
Feidler, Josephine	Oct. 23, 1911
Lansing, Jessie M.	Feb. 9, 1912
Hastings, Mrs. Julia	Feb. 9, 1912
Wolf, Britomart	Feb. 9, 1912
Harmon, Rose	Feb. 9, 1912
Bacher, Charlotte	Feb. 9, 1912
Pries, Etta	Feb. 9, 1912
Drake, Mary L.	Feb. 9, 1912
Snyder, Howard	Feb. 9, 1912
Emory, E. L.	Oct. 5, 1912
Jones, Beatrice	Oct. 5, 1912
Smith, Mrs. Margaret	Oct. 29, 1912
Holmes, Belle	Mar. 25, 1912
Stewart, Edna	Sept. 24, 1912
Colyer, Lydia	Oct. 5, 1912
Melender, Ellen	Oct. 18, 1911
Hull, Mrs. E. M.	Oct. 18, 1911
Sandberg, Josephine	Oct. 30, 1911
Covert, Nellie	Oct. 30, 1911
Fergison, Valerie	Oct. 30, 1911
Coakley, Blanche	Oct. 30, 1911
Vleet, Mrs. Bessie M.	Oct. 30, 1911
Anderson, Mary	Oct. 30, 1911
Durst, Ethel	Feb. 6, 1912
James, Mrs. Margaret	Mar. 16, 1912
Webb, Harrington	Mar. 16, 1912
Lee, Roy	Mar. 16, 1912
Harding, Gladys	Apr. 16, 1912
Freemeyer, Mrs. Pearl	Oct. 19, 1912
Burnham, Octavia	Dec. 4, 1912
Strotts, Mrs. Adda	Apr. 16, 1912
Miller, Avera	Mar. 26, 1912
Dresser, Gladys	Sept. 9, 1912
Reid, Mrs. Maud	Sept. 9, 1912
Hopper, Gladys	Sept. 9, 1912
Gilbreath, Mrs. Edna	Sept. 9, 1912
Smith, Carrie	Oct. 9, 1912
Shirley, Florence	May 10, 1912
Stone, Marian	Oct. 5, 1912
Jones, C. J.	Oct. 5, 1912
Turpin, Beulah	Oct. 25, 1912
McDonald, Anna	Oct. 29, 1912
Holdeman, J. W.	Oct. 29, 1912
Bingay, Norna	Nov. 24, 1912
Morgan, Beulah	Nov. 24, 1912
Connelly, Mary	Nov. 30, 1912
Challis, Mary	Nov. 30, 1912
Seiber, A. P.	Nov. 30, 1912
Marquam, Chester	Nov. 30, 1912
Wise, Emma	Feb. 9, 1911
Rothermund, Karl	Nov. 18, 1912
Egge, Annette	Nov. 18, 1912
Grutsch, Louisa	Nov. 18, 1912
Hill, Vinnie	Nov. 18, 1912
Wadsworth, Mrs. Susie	Nov. 18, 1912
Jones, Effie	Nov. 18, 1912
Hines, Nettie I.	Nov. 18, 1912
Brown, Margery	Dec. 5, 1912
Campbell, Miss S. M.	Nov. 18, 1912
Boston, E. Mae	Nov. 18, 1912
Vickers, Alvina	Nov. 18, 1912
Nickerson, Alice	Nov. 18, 1912
Prescott, Christa	Nov. 18, 1912
Williams, Katherine	Nov. 18, 1912
Schlinger, Julia	Nov. 18, 1912
Lossee, W. E.	Nov. 18, 1912
Lords, Elsa	Nov. 18, 1912
Tobin, Mabel	Dec. 5, 1912
Hendrickson, Jo C.	Dec. 5, 1912
Brunswicker, Lulu	Dec. 31, 1912
Coburn, Mrs. Adelaide	Dec. 31, 1912
Marshal, Etta	Apr. 5, 1911
Brokaw, Mary L.	Apr. 5, 1911
Hatch, Olive	Apr. 5, 1911
Curto, Rose	Apr. 5, 1911
Petersen, Minnie L.	Apr. 5, 1911
Sharpe, Mrs. Geo.	Apr. 5, 1911
Pries, Henrietta	Oct. 18, 1911
Voris, Helen	Oct. 18, 1911
Griswold, Agnes	Sept. 10, 1912
Hill, Frances	Sept. 14, 1912
Fanning, C. H.	Sept. 19, 1912
Vaughn, Vara	Oct. 30, 1912
Hackward, Ella	Oct. 3, 1912
Wolf, Wilford	Sept. 9, 1912
McAbee, Eva	Sept. 9, 1912
Ferrin, Mabel	Sept. 9, 1912
Dunlop, Ruth	Sept. 9, 1912
Brown, Katie	Sept. 19, 1912
Gabler, Nellie	Sept. 19, 1912
Clayton, Lois	Sept. 19, 1912
Rogers, Rose	Oct. 25, 1912
Sullivan, Rose	Oct. 14, 1912
Olney, Frank B.	Nov. 4, 1912
Holdeman, J. W.	Dec. 13, 1912
Smith, C. W.	Dec. 13, 1912
McKinder, M. M.	Dec. 13, 1912
Buffington, Chas. S.	Jan. 5, 1913
Wasson, Maud	Jan. 13, 1913
Bowes, Maud E.	Jan. 13, 1913
Duncan, Mrs. Fannie W.	Jan. 28, 1913
Lucey, Agnes	Feb. 17, 1913
Leckler, Anna	Mar. 18, 1913
Young, Nellie K.	Mar. 18, 1913
McMullen, Rose	Mar. 18, 1913
Burton, Louise	Mar. 18, 1913
Henry, Etta	Mar. 18, 1913
Conwell, S. W.	Mar. 28, 1913
Orrison, Eunice	Mar. 28, 1913
Erwin, Josephine	Apr. 14, 1913
Sinn, Eva May	Apr. 14, 1913
Miner, Mrs. Paul	Apr. 14, 1913
Allen, Mrs. Bell	Apr. 17, 1913
Watt, W. A.	Sept. 3, 1913
Schlavbaum, Mrs. Jessie	Sept. 4, 1913
Lewis, Pearl E.	Sept. 4, 1913
McGarr, Rose	Sept. 5, 1913
Trimble, E. Esther	Sept. 5, 1913
Sieber, Mrs. Mamie E.	Sept. 12, 1913
Gleeson, Frances	Sept. 12, 1913
Hook, Theodore S.	Sept. 12, 1913
Sneed, Albert C.	Sept. 12, 1913
Teeter, Arthur L.	Sept. 12, 1913
Ames, Veva Bell	Sept. 12, 1913
Lewis, Ralph M.	Sept. 12, 1913
Johnson, Harold Bray	Sept. 12, 1913
Hoobler, Hal Rexford	Sept. 12, 1913
MacKenzie, Elinor	Sept. 12, 1913
Warren, Erma B.	Sept. 12, 1913

TEMPORARY CERTIFICATES—*Continued*

To whom issued	*When issued*
Palmer, Frank Harlan	Sept. 12, 1913
Swan, Mrs. Anna E.	Sept. 17, 1913
Axt, Alberto	Sept. 17, 1913
Hatch, Rose M.	Sept. 17, 1913
Bishop, Ned	Sept. 20, 1913
Barton, Barbara	Oct. 6, 1913
McMullen, Florence	Oct. 6, 1913
Sumston, Hilda	Oct. 6, 1913
Bergstrom, Mary	Oct. 6, 1913
Crandal, Jesse	Oct. 6, 1913
Robinson, Jane A.	Oct. 8, 1913
Dahleen, Agusta G.	Oct. 11, 1913
Bogert, E. G.	Oct. 11, 1913
Moore, Mrs. Edna E.	Oct. 11, 1913
Hall, Alice E.	Oct. 11, 1913
Haskett, Mary E.	Oct. 11, 1913
Hafen, Ella	Oct. 27, 1913
Wise, Gertrude	Oct. 27, 1913
Wilson, O. V.	Oct. 27, 1913
Baker, Florence Lillie	Oct. 27, 1913
Phillips, A. E.	Oct. 27, 1913
English, Ruth	Nov. 4, 1913
Ketchpaw, Beatrice	Nov. 4, 1913
Milhorn, Maud	Nov. 4, 1913
Neilson, Ethel	Nov. 4, 1913
Cross, Alice	Nov. 4, 1913
Reed, Mrs. Maude	Nov. 4, 1913
Anderson, G. H.	Nov. 4, 1913
Ferguson, Helen	Nov. 4, 1913
Crabbe, J. B.	Nov. 4, 1913
Jensen, G. C.	Nov. 4, 1913
Smith, Carice	Nov. 4, 1913
Smith, Rachael	Nov. 4, 1913
Rutherford, Bertha	Nov. 5, 1913
Ahlstrom, Byrom	Nov. 5, 1913
Carterett, Marian	Nov. 5, 1913
Hague, Gertrude	Nov. 5, 1913
Griswold, Agnes	Nov. 5, 1913
Grosvenor, Fannie	Nov. 5, 1913
Nicolls, Bess E.	Nov. 6, 1913
Beacraft, Raymond	Nov. 6, 1913
Mack, Anna Mae	Nov. 12, 1913
Romney, E. S.	Dec. 23, 1913
Hayes, Pauline J.	Dec. 23, 1913
LaTourette, Winifred	Jan. 6, 1914
Blaylock, Frank	Jan. 15, 1914
deJannette, Henry K.	Jan. 31, 1914
Young, Elmer R.	Feb. 4, 1914
Sanford, Vina B.	Feb. 4, 1914
Rogers, Mrs. Jeanette	Feb. 14, 1914
Heinze, Bertha	Feb. 27, 1914
Renfro, Mrs. A. E.	Feb. 27, 1914
Smart, Mrs. V. C.	Feb. 27, 1914
Olney, Frank	Mar. 17, 1914
Mulliner, Clara W.	Mar. 29, 1914
Luce, Inez	Feb. 9, 1914
Breen, Kathleen	Sept. 10, 1914
Conser, P. E.	Sept. 11, 1914
Waldmann, Mrs. Susie	Sept. 11, 1914
Hyde, Ethel	Sept. 11, 1914
Morrison, Mrs. G. E.	Sept. 11, 1914
Mitchell, Karl M.	Sept. 11, 1914
McIntyre, Marjorie	Sept. 12, 1914
Storrs, Virginia	Sept. 19, 1914
Thompson, Beulah	Sept. 19, 1914
Prescott, Mrs. Carrie V.	Sept. 20, 1914
Hunter, Anna B.	Sept. 21, 1914
Rood, Margaret A.	Sept. 26, 1914
Bowhay, A. A.	Sept. 26, 1914
Wood, Helen	Sept. 26, 1914
Neilson, Ethel	Sept. 26, 1914
Bayne, Minnie M.	Sept. 26, 1914
Mackinson, Elizabeth	Sept. 26, 1914
Gammon, Walter E.	Sept. 30, 1914
Peterson, Elizabeth	Sept. 30, 1914
Baker, Hazel	Sept. 30, 1914
Perkins, Elizabeth M.	Sept. 30, 1914
Whiting, John M.	Sept. 30, 1914
Crosby, Hannah	Sept. 30, 1914
Vaughn, Elizabeth	Sept. 30, 1914
Peck, Gladys	Sept. 30, 1914
Williams, Francell	Oct. 4, 1914
Heward, Elmer	Oct. 16, 1914
Grosvenor, Jessie	Oct. 20, 1914
Mabie, C. E.	Oct. 20, 1914
Nelson, Miranda	Dec. 31, 1914
Crossman, Ruth	Dec. 31, 1914

EDUCATIONAL STATISTICS

From Reports of School Census Marshals, Teachers, Trustees, and Deputy Superintendents

EDUCATIONAL STATISTICS

TABLE NO. 1

Showing number of census children in each County and Supervision District for the year 1913

County	Boys	Girls	Total	District totals
Elko	677	638	1,315	First District 1,315
Eureka	149	145	294	
Lander	175	133	308	Second District 1,706
White Pine	562	542	1,104	
Churchill	346	296	642	
Humboldt	420	411	831	Third District 1,473
Douglas	189	149	338	
Lyon	387	342	729	
Mineral	72	62	134	
Ormsby	312	269	581	Fourth District 5,427
Storey	210	258	468	
Washoe	1,714	1,463	3,177	
Clark	376	387	763	
Esmeralda	440	449	889	
Lincoln	297	241	538	Fifth District 3,193
Nye	508	495	1,003	
Totals	6,834	6,280	13,114	13,114

TABLE NO. 2

Showing number of census children in each County and Supervision District for the year 1914

County	Boys	Girls	Total	District totals
Elko	740	688	1,428	First District 1,428
Eureka	142	142	284	
Lander	178	134	312	Second District 1,862
White Pine	658	608	1,266	
Churchill	364	318	682	
Humboldt	473	423	896	Third District 1,578
Douglas	175	167	342	
Lyon	408	341	749	
Mineral	74	75	149	
Ormsby	343	309	652	Fourth District 5,655
Storey	203	246	449	
Washoe	1,742	1,572	3,314	
Clark	419	411	830	
Esmeralda	367	385	752	
Lincoln	294	234	528	Fifth District 3,000
Nye	437	453	890	
Totals	7,017	6,506	13,523	13,523

TABLE NO. 3

Statistics from return of School Census Marshals for year ending June 30, 1913

Counties	Number of boys between 6 and 18 years of age	Number of girls between 6 and 18 years of age	Total number of children between 6 and 18 years of age	Number of children under 6 years of age	Number of children between 18 and 21 years of age	Number of children between 4 and 6 years of age	Number of children between 4 and 6 years attending public schools	Total number of children reported as attending public schools	Total number of children reported as attending private schools	Number of children between 6 and 18 years not attending any school	Number of children between 8 and 16 years attending public schools	Number of children between 8 and 16 years attending private schools	Number of children between 8 and 16 years not attending any school	Number of deaf and dumb, irrespective of age	Number of blind, irrespective of age	Number of white children under 21 years of age	Number of Indian children under 21 years of age	Number of Negro children under 21 years of age	Number of Mongolian children under 21 years of age	Number of children under 21 born in Nevada	Number of children under 21 born in other States or Territories	Number of children under 21 born in foreign countries	Total number of children under 21 years of age	No. of children between 4 and 6 yrs. attending public kindergartens
Churchill	346	296	642	404	70	131	8	557	10	73	413	6	27	0	0	1,111	4	0	1	516	582	18	1,116	0
Clark	376	387	763	461	80	146	2	645	24	90	505	6	28	0	0	1,382	1	1	0	605	658	41	1,304	0
Douglas	189	149	338	155	49	56	3	285	2	46	213	1	12	0	0	541	0	1	0	472	60	10	542	0
Elko	677	638	1,315	728	130	256	19	1,043	50	208	801	17	97	1	0	2,159	9	13	2	1,253	840	80	2,173	1
Esmeralda	440	449	889	424	102	118	27	772	70	85	500	39	25	0	0	1,386	12	17	0	466	902	44	1,412	23
Eureka	149	145	294	117	52	35	7	261	1	21	197	0	8	1	0	434	28	0	0	385	63	14	462	0
Humboldt	420	411	831	562	107	192	5	648	29	192	479	14	96	0	1	1,413	8	3	16	857	535	48	1,440	0
Lander	175	133	308	142	26	34	2	259	9	34	211	6	9	0	0	432	34	10	0	376	86	14	476	0
Lincoln	297	241	538	243	54	86	7	489	14	55	360	3	28	0	0	830	5	0	0	549	269	17	835	1
Lyon	387	342	729	389	77	146	5	647	8	101	566	0	18	1	0	1,187	5	0	3	744	364	87	1,195	0
Mineral	72	62	134	86	12	26	6	95	2	32	67	1	9	0	0	223	9	0	0	139	86	7	232	
Nye	508	495	1,003	544	129	118	11	769	79	195	562	42	37	5	0	1,620	42	2	12	788	826	62	1,676	3
Ormsby	312	269	581	150	28	50	0	438	31	103	276	22	7	2	0	733	18	3	5	568	183	8	759	0
Storey	210	258	468	152	69	60	3	384	19	69	275	5	18	1	1	689	0	7	20	538	141	10	689	0
Washoe	1,714	1,463	3,177	1,437	457	473	66	2,729	188	477	1,901	82	169	1	0	5,033	11	7	2,773	2,036	1,109	262	5,071	99
WhitePine	562	542	1,104	887	84	257	5	920	29	98	685	21	36	1	0	2,063	14	8	0	803	163	0	2,075	0
Totals	6,834	6,280	13,114	6,821	1,526	2,184	176	10,941	565	1,879	8,011	265	624	13	4	21,146	200	65	59	11,832	8,740	885	21,457	127

TABLE NO. 4

Statistics from returns of Teachers and Trustees for year ending June 30, 1913

Counties	Whole number of boys enrolled on public school register	Whole number of girls enrolled on public school register	Total number of pupils enrolled on public school register	Average number belonging	Average daily attendance	Number attending school between 4 and 6 years of age	Number of Indian children attending public school	Average duration of the school in months (of four weeks)	Average monthly salary paid to the teachers	Number of teachers' institutes	Number of teachers who attended State or District Institutes	Number of teachers attending summer school during school year	Districts which have made reports according to law	Number of visits made by School Trustees	Number of school visits by other persons	Number of volumes in school libraries
Churchill	328	321	649	502.0	464.0	8	0	9.8	61.49	0	19	6	.....	40	179	1,829
Clark	382	390	772	602.0	569.0	11	1	7.6	84.19	0	1	3	.....	74	225	1,860
Douglas	137	146	283	268.7	246.7	3	0	8.6	87.99	13	20	4	.....	30	225	3,225
Elko	641	593	1,234	910.9	846.2	21	0	8.5	84.39	0	39	5	.....	115	469	5,153
Esmeralda	354	380	734	596.0	561.0	63	0	8.1	133.3	0	1	2	.....	28	261	8,737
Eureka	134	153	287	261.0	242.0	0	12	8.3	87.38	0	8	5	.....	39	179	2,280
Humboldt	403	383	786	589.0	543.0	6	0	8.4	95.50	1	27	11	.....	50	345	6,551
Lander	131	104	235	201.0	192.0	0	17	7.9	82.35	0	6	2	.....	25	166	1,072
Lincoln	250	236	486	385.0	357.0	10	0	7.6	86.66	0	2	3	.....	48	306	2,459
Lyon	345	314	659	537.8	502.2	9	1	8.6	84.37	30	17	9	.....	83	376	3,005
Mineral	68	50	118	81.8	76.7	4	2	7.8	91.05	0	7	1	.....	14	95	1,496
Nye	423	426	849	638.0	604.0	9	9	7.1	99.09	0	23	13	.....	106	608	2,092
Ormsby	223	204	427	348.2	333.0	4	0	9.6	92.43	0	14	5	.....	10	43	2,306
Storey	177	233	410	359.9	327.2	0	0	9.6	88.37	12	6	3	.....	16	173	2,503
Washoe	1,410	1,257	2,667	2,146.4	2,036.3	2	2	8.2	87.12	21	58	14	.....	106	2,026	8,358
White Pine	549	555	1,104	828.0	660.0	0	2	8.2	98.04	0	2	3	.....	60	831	4,275
Totals	5,955	5,745	11,700	9,255.7	8,560.3	151	46	.....	.....	77	250	89	.....	942	6,507	57,201

TABLE NO. 5

Statistics from returns of Teachers and Trustees for year ending June 30, 1913

Counties	Districts using the entire state series of text books	Number of inspections made by the Deputy Superintendent	Number of districts which have voted a district tax	Valuation of schoolhouses and furniture	Valuation of school libraries	Valuation of school apparatus	Number of teachers who subscribe for an educational journal	Longest time any teacher has taught the same school (months)	Number of teachers who have taught in same district 2 years and over	Total valuation of school property
Churchill	17	20	0	$43,450.00	$1,087.00	$2,007.00	17	63	6	$46,544.00
Clark	15	34	6	53,488.00	2,288.00	1,982.00	17	30	15	57,756.00
Douglas	10	23	1	17,140.00	1,394.50	2,025.00	20	18	8	20,559.50
Elko	62	63	9	134,353.00	3,718.00	1,961.00	61	130	15	140,032.00
Esmeralda	9	12	3	205,627.00	5,271.00	4,140.00	17	30	16	215,038.00
Eureka	14	38	0	14,935.00	902.00	930.00	17	30	11	16,767.00
Humboldt	32	39	0	86,265.00	3,846.00	4,370.00	41	140	18	94,481.00
Lander	14	35	0	9,700.00	658.00	639.00	19	40	7	10,997.00
Lincoln	20	41	2	50,070.00	1,640.00	1,684.00	23	30	9	53,394.00
Lyon	22	52	3	61,575.97	2,029.79	2,372.48	29	27	7	65,978.24
Mineral	10	10	0	10,948.37	1,262.28	1,178.15	8	37	4	13,388.80
Nye	30	46	1	101,625.00	1,562.00	2,022.00	29	8	13	105,209.00
Ormsby	4	7	2	47,700.00	1,590.00	900.00	11	180	7	50,190.00
Storey	3	11	0	56,950.00	1,615.00	1,240.00	10	366	5	59,804.00
Washoe	30	125	4	516,276.00	4,901.77	8,526.97	95	219	57	529,704.84
White Pine	25	95	4	98,495.00	4,203.00	2,173.00	38	60	18	104,871.00
Totals	317	651	35	$1,508,598.44	$37,966.34	$38,150.60	452	.....	216	$1,584,715.38

TABLE NO. 6

Miscellaneous Statistics for 1913. Each building having elementary grades is classed as an elementary school

	In First Supervision District	In Second Supervision District	In Third Supervision District	In Fourth Supervision District	In Fifth Supervision District	Totals
Whole number of elementary schools	55	55	49	88	70	317
Whole number of district high schools	7	3	0	12	3	25
Whole number of county high schools	1	2	3	3	2	11
Whole number of high schools	8	5	3	15	5	36
Total number of schools	63	60	52	103	75	353
Total number of school districts	61	55	49	89	69	323
Schoolhouses built of brick	4	4	4	10	2	24
Schoolhouses built of adobe	1	1	0	0	2	4
Schoolhouses built of wood	40	40	46	70	45	241
Schoolhouses built of stone	2	2	0	1	9	14
Schoolhouses rented	3	1	9	6	1	20
Schoolhouses unfit for use	15	0	0	0	4	19
New schoolhouses erected	5	1	1	4	4	15
Male teachers	7	14	11	18	19	69
Female teachers	68	70	62	169	106	475
Total	75	84	73	187	125	544
Average monthly salary paid to male teachers	$120.48	$120.70	$126.11	$153.57	$142.63	$132.70
Average monthly salary paid to female teachers	$83.94	$83.60	$84.02	$82.41	$95.00	$85.80
Schools maintained less than three months	3	1	1	2	2	9
Schools maintained only three months	0	0	0	1	0	1
Schools maintained more than three and less than six months	4	2	2	1	5	14
Schools maintained more than six and less than nine months	14	26	19	30	41	130
Schools maintained nine months and over	35	27	50	36	27	175
Average number of months of all schools in each county	Elko 8.9	Eureka 8.3 Lander 7.9 WhitePine 8.2	Churchill 9.8 Humboldt 8.4	Douglas 8.6 Lyon 8.4 Mineral 7.2 Ormsby 9.6 Storey 9.6 Washoe 8.2	Clark 7.6 Esmeralda 8.1 Lincoln 7.6 Nye 7.1	
Teachers who have made reports according to law	66	84	73	187	125	535
Teachers who have failed to make such reports	9	0	0	0	0	9
Amount of money expended for county institutes	No report	No report	No report	No report	No report	No report
Salary of Deputy Superintendent	$2,000.00	$2,000.00	$2,000.00	$2,000.00	$2,000.00	
Number of school visits made by Deputy Superintendent	73	168	59	219	133	652
Number of districts having had special tax	9	4	0	8	13	34

NOTE—The above figures are from data furnished by the Deputy Superintendents.

TABLE NO. 7

Statistics from return of School Census Marshals for year ending June 30, 1914

Counties	Number of boys between 6 and 18 years of age	Number of girls between 6 and 18 years of age	Total number of children between 6 and 18 years of age	Number of children under 6 years of age	Number of children between 18 and 21 years of age	Number of children between 4 and 6 years of age	Number of children between 4 and 6 years attending public schools	Total number of children reported as attending public schools	Total number of children reported as attending private schools	Number of children between 6 and 18 years not attending any school	Number of children between 8 and 16 years attending public schools	Number of children between 8 and 16 years attending private schools	Number of children between 8 and 16 years not attending any school	Number of deaf and dumb, irrespective of age	Number of blind, irrespective of age	Number of white children under 21 years of age	Number of Indian children under 21 years of age	Number of Negro children under 21 years of age	Number of Mongolian children under 21 years of age	Number of children under 21 born in Nevada	Number of children under 21 born in other States or Territories	Number of children under 21 born in foreign countries	Total number of children under 21 years of age	No. of children between 4 and 6 yrs. attending public kindergartens
Churchill	364	319	682	418	59	134	8	590	13	97	449	4	18	0	0	1,155	4	0	0	574	555	30	1,159	0
Clark	419	411	830	514	97	179	5	748	12	92	559	8	42	0	0	1,437	2	0	2	544	766	131	1,441	6
Douglas	175	167	342	151	30	58	4	281	3	60	174	1	7	0	0	323	0	0	0	454	57	12	523	0
Elko	740	688	1,428	822	209	282	17	1,152	27	208	880	18	75	0	0	2,404	30	21	4	1,474	902	83	2,459	1
Esmeralda	367	385	752	425	89	119	24	692	47	85	498	24	27	0	0	1,248	11	7	0	449	780	37	1,266	4
Eureka	142	142	284	139	46	49	13	253	5	36	181	3	11	0	0	440	29	0	0	374	79	15	468	0
Humboldt	473	423	896	551	115	178	8	729	32	149	554	20	75	1	1	1,542	6	4	10	951	665	30	1,646	0
Lander	178	134	312	149	35	40	2	261	0	44	204	0	16	0	0	427	57	10	2	384	107	5	496	0
Lincoln	294	234	528	231	68	90	2	473	4	45	365	3	15	0	0	825	2	2	0	529	273	25	827	0
Lyon	408	341	749	376	84	134	13	619	14	110	460	3	26	0	1	1,207	2	0	0	739	414	56	1,209	17
Mineral	74	75	149	140	15	34	4	113	2	29	79	4	20	0	0	280	24	0	0	159	140	5	304	0
Nye	437	453	890	613	103	182	7	836	32	108	555	17	31	0	0	1,560	35	4	7	889	747	50	1,606	54
Ormsby	343	309	652	145	34	28	1	496	52	110	344	33	15	2	0	798	22	3	8	614	209	8	831	0
Storey	203	246	449	132	63	65	0	382	23	54	281	12	12	1	1	644	0	0	0	515	118	11	644	0
Washoe	1,742	1,572	3,314	1,440	468	500	18	2,820	235	480	1,915	103	150	1	0	5,177	5	11	29	2,906	2,059	257	5,222	84
WhitePine	658	608	1,266	831	94	270	14	1,086	23	139	788	9	27	1	0	2,156	25	10	0	920	1,185	86	2,191	0
Totals	7,017	6,506	13,523	7,077	1,609	2,352	140	11,531	524	1,846	8,286	282	567	6	3	21,823	254	70	62	12,395	8,956	841	22,192	166

TABLE NO. 8

Statistics from returns of Teachers and Trustees for year ending June 30, 1914

Counties	Whole number of boys enrolled on public school register	Whole number of girls enrolled on public school register	Total number of pupils enrolled on public school register	Average number belonging	Average daily attendance	Number attending school between 4 and 6 years of age	Number of Indian children attending public school	Average duration of the school in months (of four weeks)	Average monthly salary paid to the teachers	Number of teachers who attended county institute	Number of teachers who attended state and district institutes	Number of teachers who attended summer school in school year
Churchill	341	324	665	541.0	508.0	6	0	8.5	88.15	0	20	1
Clark	398	405	803	624.0	584.0	9	1	8.0	101.90	0	28	3
Douglas	147	141	288	235.3	224.5	1	0	8.6	87.48	7	15	3
Elko	671	656	1,327	1,011.8	956.4	24	11	8.6	85.37	0	0	13
Esmeralda	344	341	685	497.0	476.0	3	3	8.3	118.40	0	18	2
Eureka	132	143	275	241.0	229.0	14	16	8.4	88.05	0	13	1
Humboldt	454	441	895	667.0	632.0	6	6	8.2	88.50	0	35	7
Lander	133	104	237	209.0	201.0	2	24	8.3	84.55	1	7	2
Lincoln	215	186	401	342.0	331.0	3	2	6.8	91.60	0	23	1
Lyon	391	308	699	549.0	517.2	8	2	8.6	92.03	0	26	2
Mineral	72	74	146	110.2	100.5	3	6	7.8	89.10	0	11	6
Nye	419	424	843	652.0	620.0	65	24	8.0	103.30	0	27	4
Ormsby	250	221	471	389.4	376.0	1	6	9.6	92.95	12	15	5
Storey	152	203	355	316.6	303.6	0	0	9.6	90.48	10	14	3
Washoe	1,255	1,138	2,393	1,627.0	1,563.0	6	1	8.1	91.44	65	89	2
White Pine	623	604	1,227	1,008.0	930.0	19	21	8.3	97.04	0	49	1
Totals	5,997	5,713	11,710	9,020.3	8,552.2	165	123	.....	.....	95	390	74

TABLE NO. 9

Statistics from returns of Teachers and Trustees for year ending June 30, 1914

Counties	Number of inspections made by the Deputy Superintendent	Number of visits made by School Trustees	Number of school visits by other persons	Number of volumes in the school libraries	Districts using the entire state series of text books	Number of districts which have voted a district tax	Valuation of schoolhouses and furniture	Valuation of school libraries	Valuation of school apparatus	Number of teachers who subscribe for an educational journal	Longest time any teacher has taught the same school (months)	Number of teachers who have taught the same school 2 years and over	Total valuation of school property
Churchill	26	20	320	2,795	17	0	$43,950.00	$1,650.00	$2,365.00	23	72	12	$47,965.00
Clark	88	43	126	1,133	13	7	59,205.00	2,285.00	2,279.00	24	54	10	63,769.00
Douglas	13	27	116	1,904	9	0	17,400.00	1,747.25	2,320.00	18	27	5	21,467.25
Elko	64	141	634	6,095	60	8	139,377.00	3,558.50	1,718.00	74	140	25	144,653.50
Esmeralda	30	54	274	5,109	9	4	200,000.30	4,880.00	3,720.00	20	30	10	208,632.00
Eureka	25	38	246	1,765	15	1	10,280.00	1,242.00	930.00	16	40	7	12,450.00
Humboldt	66	44	529	6,332	32	1	86,740.00	3,811.00	3,535.00	45	150	19	94,086.00
Lander	30	38	157	1,065	15	0	14,260.00	1,361.00	527.00	17	50	5	16,148.00
Lincoln	36	56	225	1,663	20	4	49,355.00	1,892.00	2,030.00	25	27	3	53,277.00
Lyon	49	61	365	3,033	22	3	90,407.25	2,891.84	3,245.00	27	30	8	96,544.09
Mineral	11	18	80	1,412	12	0	10,100.00	1,411.92	1,456.00	12	47	3	12,967.92
Nye	51	66	522	2,695	27	2	100,130.00	2,079.00	2,488.00	0	36	16	104,697.00
Ormsby	7	8	61	2,386	5	0	44,100.00	1,550.00	340.00	10	180	13	45,990.00
Storey	10	13	21	4,416	3	0	56,950.00	1,613.00	1,240.00	12	370	11	59,803.00
Washoe	130	220	1,606	5,848	33	4	440,000.00	2,300.00	6,600.00	72	229	39	448,900.00
White Pine	107	123	248	4,008	28	6	149,681.00	3,862.00	3,340.00	49	50	21	156,883.00
Totals	743	970	5,530	51,659	320	40	$1,511,965.25	$38,134.51	$38,133.00	444	.....	207	$1,588,232.76

TABLE NO. 10

Miscellaneous Statistics for 1914. Each building having elementary grades is classed as an elementary school

	In First Supervision District	In Second Supervision District	In Third Supervision District	In Fourth Supervision District	In Fifth Supervision District	Totals
Whole number of elementary schools	62	62	51	86	66	327
Whole number of district high schools	1	7	0	9	4	21
Whole number of county high schools	4	2	3	3	2	14
Whole number of high schools	5	9	3	12	6	35
Total number of schools	67	71	54	98	73	363
Total number of school districts	64	68	39	84	65	320
Schoolhouses built of brick	4	5	5	10	2	26
Schoolhouses built of wood	47	47	48	75	48	265
Schoolhouses built of adobe	1	0	0	0	6	7
Schoolhouses built of stone	2	2	0	5	6	15
Schoolhouses rented	2	2	10	1	0	15
Schoolhouses unfit for use	15	0	9	0	1	25
New schoolhouses erected	5	5	0	4	2	16
Male teachers	11	13	15	27	30	96
Female teachers	71	83	61	166	99	480
Total number of teachers	82	96	76	193	129	576
Average monthly salary paid to male teachers	$119.03	$128.00	$110.00	$146.20	$127.30	$126.10
Average monthly salary paid to female teachers	$85.20	$77.66	$85.98	$83.22	$95.70	$85.55
Schools maintained less than 6 months	2	1	1	3	1	8
Schools maintained 6 months	4	5	4	9	16	38
Schools maintained more than 6 and less than 8 months	7	7	4	6	10	34
Schools maintained 9 months and over	49	49	43	72	42	255
Schools maintained 9 months and over	40	26	26	51	55	165
Schools maintained 10 months	20	15	7	18	9	69
Average number of months of all schools in each county	Elko 8.7	Eureka 8.3 Lander 8.1 WhitePine 8.3	Churchill 8.5 Humboldt 8.2	Douglas 8.6 Lyon 8.6 Mineral 7.8 Ormsby 9.5 Storey 9.6 Washoe 8.1	Clark 8.0 Esmeralda 8.3 Lincoln 6.8 Nye 8.0	
Teachers who have made report according to law	77	96	76	182	129	560
Teachers who have failed to make such reports	8	0	0	0	0	8
Amount of money expended for county institutes		$240.00	$142.10	$195.00	$475.00	$1,052.10
Salary of Deputy Superintendents	$2,000.00	$2,000.00	$2,000.00	$2,000.00	$2,000.00	$10,000.00
Number of school visits made by Deputy Superintendents	64	162	92	211	219	748
Number of districts having had special tax	8	6	5	11	11	41

NOTE—The above figures are from data furnished by the Deputy Superintendents.

FINANCIAL STATISTICS

FINANCIAL STATISTICS

TABLE A

Showing the number of children between 6 and 18 years of age, and the annual apportionments of the state school moneys to the several counties in the State since its admission.

Year	Number of boys	Number of girls	Total number of children	State apportionment to counties
1865	1,289	1,312	2,601	$5,075.72
1866	1,306	1,253	2,559	7,960.95
1867	1,352	1,429	2,781	6,806.97
1868	1,729	1,564	3,293	13,440.61
1869	1,735	1,688	3,423	14,734.53
1870	2,068	1,884	3,952	16,975.59
1871	2,152	2,257	4,409	17,823.70
1872	2,529	2,421	4,950	22,613.74
1873	2,859	2,816	5,675	25,669.90
1874	3,121	3,194	6,315	30,510.89
1875	3,796	3,742	7,538	36,783.55
1876	4,383	4,092	8,475	44,154.27
1877	4,761	4,603	9,364	45,312.28
1878	5,055	4,867	9,922	49,670.33
1879	5,240	5,055	10,295	40,653.81
1880	5,223	5,369	10,592	38,325.75
1881	5,198	5,335	10,533	42,851.42
1882	5,039	5,444	10,483	55,162.94
1883	4,965	4,935	9,900	47,650.60
1884	4,089	3,809	7,898	52,955.86
1885	4,587	4,697	9,184	56,320.99
1886	4,658	4,662	9,320	56,406.06
1887	4,890	4,938	9,828	53,682.37
1888	4,852	4,864	9,716	55,191.24
1889	4,919	4,870	9,789	56,842.68
1890	4,951	5,071	10,022	59,722.18
1891	4,924	4,831	9,755	99,825.00
1892	4,908	4,775	9,686	94,997.00
1893	4,837	4,617	9,454	108,897.00
1894	4,797	4,623	9,420	109,918.59
1895	4,896	4,589	9,485	109,786.58
1896	4,625	4,464	9,089	118,284.85
1897	4,688	4,411	9,099	125,431.99
1898	4,535	4,461	8,996	119,539.45
1899	4,531	4,495	9,026	119,844.88
1900	4,594	4,481	9,075	125,339.82
1901	4,688	4,442	9,130	126,306.21
1902	4,784	4,493	9,277	131,442.87
1903	4,673	4,478	9,151	136,106.21
1904	4,851	4,579	9,430	135,305.31
1905	5,069	4,855	9,924	138,631.56
1906	5,730	5,507	11,237	144,035.86
1907	6,673	6,392	13,065	159,267.85
1908	6,164	5,863	12,027	241,663.27
1909	6,442	5,903	12,325	248,677.87
1910	6,375	6,060	12,319	208,568.73
1911	6,441	5,940	12,381	214,330.15
1912	6,511	6,010	12,521	217,514.52
1913	6,812	6,263	13,075	233,602.23
1914	7,016	6,505	13,521	216,957.61

NOTE—The apparent decrease in 1908 is misleading. The school census that year, under state supervision and investigation, showed that preceding censuses, in many districts, had been excessive. There was no real decrease in 1908.

TABLE B

Showing receipts of the several county school funds for year ending June 30, 1913

Counties	Balance on hand at beginning of school year	Amount received from state apportionment	Amount received from county tax	Amount received from district tax	Amount received from all other sources	Total income
Churchill	$3,948.38	$10,816.29	$8,456.71		$233.00	$23,454.38
Clark	1,326.56	11,872.46	10,952.12	$2,423.08	3,146.80	29,721.02
Douglas	1,479.16	6,019.24	4,352.31	79.35	103.08	12,033.14
Elko	35,560.01	27,729.33	58,298.88	4,950.24	33,311.43	159,749.89
Esmeralda	24,508.10	15,185.39	14,613.83	7,409.86	8,570.69	70,287.87
Eureka	4,328.89	6,623.28	5,905.82			16,857.99
Humboldt	17,629.38	17,067.14	25,511.59		242.70	60,450.81
Lander	5,457.16	6,633.16	8,870.36		106.10	21,066.78
[a]Lincoln	7,240.01	8,884.33	7,856.04		16.05	23,996.43
Lyon	16,339.43	12,513.96	10,430.38	877.65	5,891.24	46,052.66
Mineral	3,056.62	3,228.90	6,938.09	400.00	63.50	13,787.11
Nye	48,247.52	16,606.87	27,239.04	4,071.16	5,316.90	103,481.49
Ormsby	10,588.29	8,568.94	5,396.28	3,078.57	3,582.00	31,214.08
Storey	378.56	7,157.31	9,177.60		312.70	17,026.17
Washoe	13,761.80	46,674.04	31,814.66	30,177.64	13,945.52	133,373.66
White Pine	21,160.96	19,941.44	21,434.20	7,647.00	15,735.58	85,919.18
Totals	$215,010.83	$228,522.08	$257,247.91	$61,114.55	$90,577.29	$852,472.66

[a]Lincoln County report not received. Figures estimated on basis of 1912 report.

N. B.—Some of the reports received are incomplete. Figures have been tabulated on the basis of reports as rendered.

TABLE C

Showing expenditures of the several county school funds for year ending June 30, 1913

Counties	For teachers' salaries	For sites, repairs, buildings, etc.	For libraries and apparatus	For rent, contingent expenses and insurance	Total expenditures	Balance on hand at close of the school year	Indebtedness at close of school year
[a] [b]Churchill			$46.80		$19,808.20	$3,646.18	
[b] [c]Clark	$18,235.68		96.33	$4,790.67	23,122.68	5,161.01	
Douglas	8,374.00	$450.43	421.79	943.08	10,189.30	1,843.84	
Elko	60,640.96	55,792.40	2,272.18	15,316.39	134,021.93	25,727.96	$1,250.00
Esmeralda	32,334.50	6,701.12	1,232.70	7,206.23	47,474.55	22,813.32	68,284.27
[a] [b]Eureka					11,939.66	4,918.33	
Humboldt	32,356.84	7,068.01	197.62	10,050.10	49,672.67	10,778.14	
Lander	14,105.00	459.75	159.69	1,552.88	16,277.22	4,789.56	
Lincoln	16,074.95	915.96	654.58	3,437.06	21,082.55	2,913.88	
Lyon	13,263.68	18,904.85	206.22	10,674.51	43,049.26	3,003.40	
Mineral	8,149.80	482.30	262.98	1,351.48	10,246.54	3,540.57	
[c]Nye	46,328.55	30,202.26	326.22	1,700.00	78,557.03	26,879.98	
[c]Ormsby	14,647.97	3,078.57	100.69	3,085.62	20,912.85	10,405.77	
Storey	11,350.00	964.35	160.35	3,536.95	16,011.65	1,014.52	
[c]Washoe	71,823.28	29,771.73	1,138.13	11,751.72	114,448.86	17,289.80	
White Pine	36,691.92	15,009.38	169.35	9,801.77	61,672.42	24,246.76	1,317.00
Totals	[a]$384,377.13	[b]$169,701.11	$7,445.53	$85,198.54	$678,523.37	[c]$168,982.92	$70,851.27

[a]Item for teachers' salaries not received from Churchill and Clark Counties.

[b]Item for sites, etc., not received from Churchill, Clark, and Eureka Counties.

[c]Balances for these counties as indicated by figures reported are: Clark, $6,598.34; Nye, $24,924.46; Ormsby, $10,301.23; Washoe, $22,888.80. Total balance, $173,949.29.

TABLE D

Showing receipts of the several county funds for the year ending June 30, 1914

Counties	Balance on hand at beginning of school year	Amount received from state apportionment	Amount received from county tax	Amount received from district tax	Amount received from all other sources	Total income
Churchill	$3,647.18	$9,951.20	$9,403.91		$164.20	$23,166.49
Clark	3,205.52	11,007.48	12,478.72	$2,169.59	19,401.00	48,262.29
Douglas	1,843.84	5,455.32	4,646.57		530.50	12,476.23
Elko	25,727.96	25,812.90	50,461.89	8,868.88	476.57	111,348.20
Esmeralda	14,592.61	12,324.26	26,989.25	7,714.53	8,384.32	70,004.97
Eureka	4,918.33	6,084.60	7,451.76		543.40	18,998.09
Humboldt	10,788.14	15,642.48	32,841.47		2,417.17	61,689.26
[a]Lander	5,457.16	6,633.16	8,870.36		106.10	21,066.78
[b]Lincoln	7,240.01	8,884.33	7,856.04		16.05	23,996.43
Lyon	2,953.73	11,772.18	11,220.32	3,171.17	15,675.04	44,792.44
Mineral	3,540.57	3,343.95	8,142.74		662.79	15,690.05
Nye	26,879.98	17,844.26	24,966.24	1,888.07	5,717.52	77,296.07
Ormsby	10,405.77	8,250.16	5,552.26	3,203.98	3,809.06	31,221.23
Storey	1,014.52	6,207.91	9,115.91		80.37	16,418.71
Washoe	17,289.80	45,931.49	37,456.33	29,316.70	1,017.20	131,011.52
White Pine	24,246.76	18,273.63	33,368.14	21,177.00	1,660.19	98,725.72
Totals	$163,751.88	$213,420.31	$290,821.91	$77,509.90	$60,661.48	$806,164.48

[a]Report not received. Figures estimated on the basis of the 1913 report.
[b]Report not received. Figures estimated on the basis of the 1912 report.

TABLE E

Showing expenditures of the several county school funds for year ending June 30, 1914

Counties	For teachers' salaries	For sites, repairs, buildings, etc.	For libraries and apparatus	For rent, contingent expenses and insurance	Total expenditure	Balance on hand at close of the school year	Indebtedness at close of school year
Churchill	$15,963.00	$16.48	$67.34	$5,472.12	$21,518.94	$1,647.55	
Clark	8,896.58		167.51	16,260.46	25,324.55	1,600.07	(a)
Douglas	8,206.73	502.91	158.12	1,235.12	10,102.88	2,373.35	
Elko	57,527.10	11,510.80	1,410.95	15,959.07	86,407.92	24,940.28	$152.50
Esmeralda	29,196.75	16,681.18	999.01	20,401.84	67,278.78	2,726.19	1,726.95
Eureka	6,084.60		7.21		16,015.53	3,011.96	(b)
Humboldt	33,305.67	1,587.76	175.55	13,684.96	48,753.94	12,935.32	
[c]Lander	14,105.00	459.75	159.69	1,552.88	16,277.22	4,789.46	
[d]Lincoln	16,074.95	915.96	654.58	3,437.06	21,082.55	2,913.88	
Lyon	25,925.50	15,285.00	203.15		41,413.65	3,592.25	(e)
Mineral	8,361.86	1,030.88	444.30	1,891.06	11,728.10	3,961.95	100.00
Nye	33,230.67	19,690.35	236.08	17,243.64	70,400.74	5,007.26	(f)
Ormsby	18,429.42	701.18	2,227.97	2,471.86	23,830.43	8,870.04	[g]6,148.21
Storey	10,360.21	296.85	855.13	3,876.50	15,388.69	1,030.02	
Washoe	91,769.26	6,437.54	2,527.88	15,027.47	115,762.15	15,249.37	
White Pine	40,014.31	15,995.46	376.82	11,987.11	68,373.70	30,352.02	
Totals	$417,271.61	$91,102.10	$10,671.29	$130,501.15	$659,659.77	$123,400.90	[h]$8,127.60

[a]Balance, as indicated by figures reported, should be $22,937.74.
[b]Balance, as indicated by figures reported, should be $2,982.46.
[c]No report received. Figures estimated on basis of 1913 report.
[d]No report received. Figures estimated on basis of 1912 report.
[e]Balance, as indicated by figures reported, should be $3,378.79.
[f]Balance, as indicated by figures reported, should be $6,894.33.
[g]Balance, as indicated by figures reported, should be $7,390.80.
[h]Total balance, as indicated by figures reported, should be $146,504.71.

TABLE F

(As reported by State Controller)

Showing transactions in Educational Funds in State Treasury for 1913

1913	*State School Fund*	*Dr.*	*Cr.*
Jan. 1	Balance in fund		$191,702.34
Dec. 31	Land contracts		66,030.16
	Interest on United States 4 per cent bonds		3,219.65
	Sale of United States 4 per cent bonds		238,325.00
	Interest on Massachusetts State 3 per cent bonds		350.00
	Interest on Idaho State 4 per cent bonds		300.00
	Interest on Nye County 6 per cent bonds		516.10
	Redemption of Nevada State 4 per cent bonds		44,000.00
	Escheated estates		36.16
	United States, 5 per cent of sales of lands		2,042.31
	Transfer from General School Fund		.23
	County Treasurers		7,751.66
	State of Nevada State 4 per cent bonds		161,000.00
	Warrants paid during 1913	$642,907.06	
	Balance	72,326.55	
		$715,273.61	$715,273.61
	Balance in fund, December 31, 1914		$72,326.55

1913	*General School Fund*	*Dr.*	*Cr.*
Jan. 1	Balance in fund		$88,933.04
Dec. 31	Interest on land contracts		67,584.19
	Interest on irredeemable bond		19,000.00
	Interest on Nevada State 4 per cent bonds		5,571.65
	Interest on Nevada State 5 per cent bonds		3,572.90
	Interest on United States 4 per cent bonds		3,381.46
	Interest on Massachusetts State 3 per cent bonds		22,242.25
	Interest on Massachusett State 3½ per cent bonds		8,862.65
	Interest on Idaho State 4 per cent bonds		7,081.55
	Interest on Nye County 6 per cent bonds		52.40
	Interest on California 4 per cent bonds		3,133.25
	School tax of 1911		7,071.72
	Transfer from Emergency School Fund		1,750.00
	Transfer from State Library Fund		8,991.35
	County Treasurers		58,503.34
	Transfer to State School Fund	$0.23	
	Transfer to Emergency School Fund	6,000.00	
	Warrants paid during 1913	220,506.48	
	Balance	79,225.04	
		$305,731.75	$305,731.75
	Balance in fund, December 31, 1913		$79,225.04

1913	*University Fund, 90,000-Acre Grant*	*Dr.*	*Cr.*
Jan. 1	Balance in fund		$11,233.84
	Sale of land		30.00
	Redemption of Nevada State 4 per cent bonds		28,000.00
	Warrants paid during 1913	$39,000.00	
	Balance	263.84	
		$39,263.84	$39,263.84
	Balance in fund, December 31, 1913		$263.84

1913	*Interest Account, 90,000-Acre Grant*	*Dr.*	*Cr.*
Jan. 1	Balance in fund		$674.84
Dec. 31	Interest on land sales		1,075.08
	Interest on Nevada State 4 per cent bonds		795.00
	Interest on Nevada State 5 per cent bonds		568.75
	Interest on Massachusetts State 3 per cent bonds		704.00
	Interest on Massachusetts State 3½ per cent bonds		1,575.00
	Transfer from Contingent University Fund		223.70
	Warrants paid during 1913	$294.10	
	Balance	5,322.27	
		$5,616.37	$5,616.37
	Balance in fund, December 31, 1913		$5,322.27

TABLE F—*Continued*

1913	*State University Fund*	*Dr.*	*Cr.*
Jan. 1	Balance in fund		$15,100.40
Dec. 31	Sale of land		10.00
	Redemption of Nevada State bonds		1,000.00
	Warrants paid during 1913	$16,000.00	
	Balance	110.40	
		$16,110.40	$16,110.40
	Balance in fund, December 31, 1913		$110.40

1913	*Contingent University Fund*	*Dr.*	*Cr.*
Jan. 1	Balance in fund		$38,957.07
Dec. 31	Interest on land sales		537.64
	Interest on Nevada State 4 per cent bonds		28.35
	Interest on Nevada State 5 per cent bonds		233.35
	Interest on Massachusetts State 3 per cent bonds		554.00
	Interest on Massachusetts State 3½ per cent bonds		490.00
	Receipts from County Treasurers		57,594.54
	Warrants paid during 1913	$55,441.67	
	Balance	42,953.28	
		$98,394.95	$98,394.95
	Balance in fund, December 31, 1913		$42,953.28

1913	*Contingent University Fund, 1905, No. 1*	*Cr.*	*Dr.*
Jan. 1	Balance in fund		$1,435.56
Dec. 31	Transfer from Orphans' Home Interest and Sinking Fund		2,674.44
	Receipts from County Treasurers		399.63
	Transfer to General Fund	$399.63	
	Warrants paid during 1913	4,110.00	
		$4,509.63	$4,509.63

1913	*Contingent University Fund, 1905, No. 2*	*Dr.*	*Cr.*
Jan. 1	Balance in fund		$2,062.94
Dec. 31	Transfer from Orphans' Home Interest and Sinking Fund		939.79
	Transfer from Territoral Interest Fund		4,197.27
	Receipts from County Treasurers		1,198.98
	Transfer to General Fund	$1,138.98	
	Warrants paid during 1913	7,200.00	
		$8,398.98	$8,398.98

1913	*Emergency School Fund*	*Dr.*	*Cr.*
Dec. 31	Transfers from General School Fund		$6,000.00
	Transfers to General School Fund	$1,750.00	
	Warrants paid during 1913	4,250.00	
		$6,000.00	$6,000.00

1913	*Normal Training School, Lincoln County*	*Dr.*	*Cr.*
Jan. 1	Balance in fund		$416.70
Dec. 31	Transfer from General Fund		750.00
	Warrants paid during 1913	$1,166.70	
		$1,166.70	$1,166.70

1913	*Normal Training School, Storey County*	*Dr.*	*Cr.*
Jan. 1	Balance in fund		$250.05
Dec. 31	Transfer from General Fund		750.00
	Warrants paid during 1913	$1,000.05	
		$1,000.05	$1,000.05

1913	*Normal Training School, Eureka County*	*Dr.*	*Cr.*
Oct. 31	Transfer from General Fund		$900.00
Dec. 31	Warrants paid during 1913	$333.30	
	Balance	566.70	
		$900.00	$900.00
	Balance in fund, December 31, 1913		$566.70

TABLE F—*Continued*

1913	*Normal Training School, Nye County*	*Dr.*	*Cr.*
Oct. 31	Transfer from General Fund		$900.00
Dec. 31	Warrants paid during 1913	$600.00	
	Balance	300.00	
		$900.00	$900.00
	Balance in fund, December 31, 1913		$300.00

1913	*School of Industry Fund*	*Dr.*	*Cr.*
Dec. 31	Receipts from County Treasurers		$9,402.59
	Balance	$9,402.59	
		$9,402.59	$9,402.59
	Balance in fund, Dec. 31, 1913		$9,402.59

TABLE G

(As reported by State Controller)

Showing the amount of state debt, with accrued interest, on December 31, 1913; also the cash assets applicable to the payment of the same

State debt	Amount of principal	Accrued interest	Total
Nevada 5 per cent bond (irredeemable)	$380,000.00	$9,500.00	$389,500.00
Nevada 5 per cent bonds			
Payable on or before March 15, 1933	300,000.00	7,500.00	307,500.00
Totals	$680,000.00	$17,000.00	$697,000.00
Assets			
Cash in State Treasury, December 31, 1913, applicable to payment of state debt			$21,042.27
Amount of state debt, over all assets applicable to payment of same, exclusive of the $380,000 irredeemable bond			292,948.05

TABLE H

(As reported by State Controller)

Showing the amount of bonds, with accrued interest, and cash held by the State of Nevada in trust for the Educational Funds, not applicable to the payment of the state debt, and the amounts of warrants outstanding against said funds December 31, 1913

Kind of bonds	Amount	Accrued interest	Total
State bond, 5 per cent (irredeemable) belonging to the State School Fund	$380,000.00	$9,500.00	$389,500.00
State bonds, 5 per cent, belonging to the State School Fund	245,000.00	6,125.00	251,125.00
State bonds, 5 per cent, belonging to the University Fund, 90,000-Acre Grant	39,000.00	975.00	39,975.00
State bonds, 5 per cent, belonging to the State University Fund	16,000.00	400.00	16,400.00
Massachusetts State bonds, 3 per cent, belonging to the State School Fund	755,000.00	11,270.00	766,270.00
Massachusetts State bonds, 3 per cent, belonging to the University Fund, 90,000-Acre Grant	23,500.00	345.00	23,845.00
Massachusetts State bonds, 3 per cent, belonging to the State University Fund	18,500.00	215.00	18,715.00
Massachusetts State bonds, 3½ per cent, belonging to the State School Fund	254,000.00	3,826.30	257,826.30
Massachusetts State bonds, 3½ per cent, belonging to the University Fund, 90,000-Acre Grant	45,000.00	752.50	45,752.50
Massachusetts State bonds, 3½ per cent, belonging to the State University Fund	14,000.00	175.00	14,175.00
Idaho State bonds, 4 per cent, belonging to the State School Fund	185,000.00	2,970.00	187,970.00
California State bonds, 4 per cent, belonging to the State School Fund	157,000.00	3,140.00	160,140.00
Churchill County bonds, 5 per cent, belonging to the State School Fund	6,500.00	243.90	6,743.90
New Mexico State bonds, 5 per cent, belonging to the State School Fund	125,000.00	2,083.40	127,083.40
Nye County bonds, 6 per cent, belonging to the State School Fund	19,000.00		19,000.00
Clark County bonds, 6 per cent, belonging to the State School Fund	75,000.00	2,250.00	77,250.00
Totals	$2,357,000.00	$44,271.10	$2,401,771.10

TABLE I

(As reported by State Controller)

Description, cost, and value of securities owned by the State Educational Funds December 31, 1913

Description of security	Rate of interest	Date of last interest payment	Date acquired	Face value	Cost value	Present market value
Nevada State bond (irredeemable)	5 per cent	July, 1913	1879	$380,000.00	$380,000.00	$380,000.00
Nevada State bonds	5 per cent	July, 1913	1913	300,000.00	300,000.00	300,000.00
Massachusetts State bonds	3 per cent	July, 1913	1903	537,000.00	549,082.00	483,300.00
Massachusetts State bonds	3 per cent	July, 1913	1906	95,000.00	90,487.50	85,500.00
Massachusetts State bonds	3 per cent	July, 1913	1907	100,000.00	94,550.00	90,000.00
Massachusetts State bonds	3 per cent	July, 1913	1908	25,000.00	24,584.30	22,500.00
Massachusetts State bonds	3 per cent	Sept. 1913	1908	40,000.00	39,261.20	36,000.00
Massachusetts State bonds	3½ per cent	Sept. 1913	1903	189,000.00	203,411.25	175,770.00
Idaho State bonds	3½ per cent	July, 1913	1905	124,000.00	131,680.00	115,320.00
California State bonds	4 per cent	Oct. 1913	1909	185,000.00	189,867.65	185,000.00
Churchill County bonds	5 per cent		1913	157,000.00	156,474.26	157,000.00
New Mexico State bonds	5 per cent		1913	6,500.00	6,567.70	6,500.00
Nye County bonds	5 per cent		1913	125,000.00	129,825.00	125,000.00
Clark County bonds	6 per cent		1913	19,000.00	19,516.10	19,000.00
	6 per cent		1913	75,000.00	77,162.50	75,000.00
Totals				$2,357,500.00	$2,492,469.46	$2,255,890.00

TABLE J

(As reported by State Controller)

Showing transactions in Educational Funds in State Treasury for 1914

1914	*State School Fund*	*Dr.*	*Cr.*
Jan. 1	Balance in fund		$72,326.55
Dec. 31	Land contracts		32,602.64
	Interest on Massachusetts State 3 per cent bonds		350.00
	Interest on Idaho State 4 per cent bonds		300.00
	Interest on Clark County 6 per cent bonds		2,162.50
	Interest on California State 4 per cent bonds		3,285.89
	Interest on Churchill County 5 per cent bonds		67.70
	Interest on New Mexico State 5 per cent bonds		250.00
	Redemption Churchill County 5 per cent bonds		500.00
	Redemption Idaho State 4 per cent bonds		10,000.00
	Escheated estates		837.25
	Inheritance tax		96.81
	County Treasurers		5,420.80
	Warrants paid during 1914	$108,333.21	
	Balance	19,866.93	
		$128,200.14	$128,200.14
	Balance in fund, December 31, 1914		$19,866.93

1914	*General School Fund*	*Dr.*	*Cr.*
Jan. 1	Balance in fund		$79,225.04
Dec. 31	Interest on land contracts		64,375.40
	Interest on Nevada State 5 per cent irredeemable bond		19,000.00
	Interest on Nevada State 5 per cent bonds		12,250.00
	Interest on Massachusetts State 3 per cent bonds		22,267.60
	Interest on Massachusetts 3½ per cent bonds		8,868.10
	Interest on Idaho State 4 per cent bonds		7,056.50
	Interest on California State 4 per cent bonds		4,480.21
	Interest on New Mexico State 5 per cent bonds		5,982.70
	Interest on Nye County 6 per cent bonds		1,137.10
	Interest on Clark County 6 per cent bonds		2,331.90
	Interest on Churchill County 5 per cent bonds		255.30
	School tax, 1911		3,293.82
	Transfer from Emergency School Fund		750.00
	Transfer from State Library Fund		1,608.84
	County Treasurers		53,631.12
	Transfer to Emergency School Fund	$6,000.00	
	Warrants paid during 1914	226,702.57	
	Balance	53,811.06	
		$286,513.63	$286,513.63
	Balance in fund, December 31, 1914		$53,811.06

1914	*University Fund, 90-000-Acre Grant*	*Dr.*	*Cr.*
Jan. 1	Balance in fund		$263.84
Dec. 31	Sale of land		329.28
	Warrants paid during 1914	$8.75	
	Balance	584.37	
		$593.12	$593.12
	Balance in fund, December 31, 1914		$584.37

1914	*Interest Account, 90,000-Acre Grant*	*Dr.*	*Cr.*
Jan. 1	Balance in fund		$5,322.27
Dec. 31	Interest on land sales		949.41
	Interest on Nevada State 5 per cent bonds		1,950.00
	Interest on Massachusetts State 3 per cent bonds		704.00
	Interest on Massachusetts State 3½ per cent bonds		1,575.00
	Warrants paid during 1914	$8,672.82	
	Balance	1,827.86	
		$10,500.68	$10,500.68
	Balance in fund, December 31, 1914		$1,827.86

1914	*State University Fund*	*Dr.*	*Cr.*
Jan. 1	Balance in fund		$110.40
Dec. 31	Sale of land		150.76
	Balance	$261.16	
		$261.16	$261.16
	Balance in fund, December 31, 1914		$261.16

TABLE J—*Continued*

1914	*Contingent University Fund*	*Dr.*	*Cr.*
Jan. 1	Balance in fund		$42,953.28
Dec. 31	Interest on land sales		565.84
	Interest on Nevada State 5 per cent bonds		800.00
	Interest on Massachusetts State 3 per cent bonds		554.00
	Interest on Massachusetts State 3½ per cent bonds		490.00
	Receipts from County Treasurers		59,027.86
	Warrants paid during 1914	$89,437.05	
	Balance	14,953.93	
		$104,390.98	$104,390.98
	Balance in fund, December 31, 1914		$14,953.93

1914	*Emergency School Fund*	*Dr.*	*Cr.*
Dec. 31	Transfers from General School Fund		$6,000.00
	Transfers to General School Fund	$750.00	
	Warrants paid during 1914	4,750.00	
	Balance	500.00	
		$6,000.00	$6,000.00
	Balance in fund, December 31, 1914		$500.00

1914	*Normal Training School, Eureka County*	*Dr.*	*Cr.*
Jan. 1	Balance in fund		$566.70
Dec. 31	Transfer from General Fund		1,650.00
	Transfer to General Fund	$300.00	
	Warrants paid during 1914	1,500.00	
	Balance	416.70	
		$2,216.70	$2,216.70
	Balance in fund, December 31, 1914		$416.70

1914	*Normal Training School, Nye County*	*Dr.*	*Cr.*
Jan. 1	Balance in fund		$300.00
Dec. 31	Transfer from General Fund		1,800.00
	Warrants paid during 1914	$1,600.00	
	Balance	500.00	
		$2,100.00	$2,100.00
	Balance in fund, December 31, 1914		$500.00

1914	*Normal Training School, Lyon County*	*Dr.*	*Cr.*
Dec. 31	Transfer from General Fund		$810.00
	Warrants paid during 1914	$360.00	
	Balance	450.00	
		$810.00	$810.00
	Balance in fund, December 31, 1914		$450.00

1914	*School of Industry Fund*	*Dr.*	*Cr.*
Jan. 1	Balance in fund		$9,402.59
Dec. 31	Receipts from County Treasurers		14,150.53
	Warrants paid during 1914	$20,921.18	
	Balance	2,631.94	
		$23,553.12	$23,553.12
	Balance in fund, December 31, 1914		$2,631.94

TABLE K

(As reported by State Controller)

Showing the amount of state debt, with accrued interest, on December 31, 1914; also the cash assets applicable to the payment of the same

State debt	Amount of principal	Accrued interest	Total
Nevada State 5 per cent bond (irredeemable)	$380,000.00	$9,500.00	$389,500.00
Nevada 5 per cent bonds			
Payable on or before March 15, 1933	300,000.00	7,500.00	307,000.00
Totals	$680,000.00	$17,000.00	$697,000.00
Assets			
Cash in State Treasury, December 31, 1914, applicable to payment of state debt			$17,548.59
Amount of State debt, over all assets applicable to payment of same, exclusive of the $380,000 irredeemable bond			307,500.00

TABLE L

(As reported by State Controller)

Showing the amount of bonds, with accrued interest, and cash held by the State of Nevada in trust for the Educational Funds, not applicable to the payment of the state debt, and the amounts of warrants outstanding against said funds December 31, 1914

Kind of bonds	Amount	Accrued interest	Total
State bond 5 per cent (irredeemable), belonging to the State School Fund	$380,000.00	$9,500.00	$389,500.00
State bonds, 5 per cent, belonging to the State School Fund	245,000.00	6,125.00	251,125.00
State bonds, 5 per cent, belonging to the University Fund, 90,000-Acre Grant	39,000.00	975.00	39,975.00
State bonds, 5 per cent, belonging to the State University Fund	16,000.00	400.00	16,400.00
Massachusetts State bonds, 3 per cent, belonging to the State School Fund	755,000.00	11,270.00	766,270.00
Massachusetts State bonds, 3 per cent, belonging to the University Fund, 90,000-Acre Grant	23,500.00	345.00	23,845.00
Massachusetts State bonds, 3 per cent, belonging to the State University Fund	18,500.00	215.00	18,715.00
Massachusetts State bonds, 3½ per cent, belonging to the State School Fund	254,000.00	3,826.30	257,826.30
Massachusetts State bonds, 3½ per cent, belonging to the University Fund, 90,000-Acre Grant	45,000.00	752.50	45,752.50
Massachusetts State bonds, 3½ per cent, belonging to the State University Fund	14,000.00	175.00	14,175.00
Idaho State bonds, 4 per cent, belonging to the State School Fund	185,000.00	2,970.00	187,970.00
California State bonds, 4 per cent, belonging to the State School Fund	157,000.00	3,140.00	160,140.00
Churchill County bonds, 5 per cent, belonging to the State School Fund	6,000.00	225.00	6,225.00
New Mexico State bonds, 5 per cent, belonging to the State School Fund	125,000.00	2,083.40	127,083.40
Nye County bonds, 6 per cent, belonging to the State School Fund	19,000.00	----------	19,000.00
Clark County bonds, 6 per cent, belonging to the State School Fund	75,000.00	2,250.00	77,250.00
Esmeralda County bonds, 6 per cent, belonging to the State School Fund	25,000.00	----------	----------

TABLE M

(As reported by State Controller)

Description, cost, and value of securities owned by the State Educational Funds December 31, 1914

Description of security	Rate of interest	Date of last interest payment	Date acquired	Face value	Cost value	Present market value
Nevada State bond (irredeemable)	5 per cent	July, 1914	1879	$380,000.00	$380,000.00	$380,000.00
Nevada State bonds	5 per cent	July, 1914	1913	300,000.00	300,000.00	300,000.00
Massachusetts State bonds	3 per cent	July, 1914	1903	537,000.00	549,082.00	[a]
Massachusetts State bonds	3 per cent	July, 1914	1906	95,000.00	90,487.50	
Massachusetts State bonds	3 per cent	July, 1914	1907	100,000.00	94,550.00	
Massachusetts State bonds	3 per cent	July, 1914	1908	25,000.00	24,584.30	
Massachusetts State bonds	3 per cent	Sept. 1914	1908	40,000.00	39,261.20	
Massachusetts State bonds	3½ per cent	Sept. 1914	1903	189,000.00	203,411.25	
Massachusetts State bonds	3½ per cent	July, 1914	1905	124,000.00	131,680.00	
Idaho State bonds	4 per cent	Oct. 1914	1909	185,000.00	189,867.65	
California State bonds	5 per cent	July, 1914	1913	157,000.00	156,474.26	
Churchill County bonds	5 per cent	April, 1914	1913	6,000.00	6,567.70	
New Mexico State bonds	5 per cent	Oct. 1914	1913	125,000.00	129,825.00	
Nye County bonds	6 per cent	Dec. 1914	1913	19,000.00	19,516.10	
Clark County bonds	6 per cent	July, 1914	1913	75,000.00	77,162.50	
Esmeralda County bonds	6 per cent	July, 1914	1914	25,000.00	25,125.00	

[a] Unable to get bond quotations.

TABLE N

Showing the rate of school tax levied in each county in the State on each $100 taxable property

Counties	County school, 1913	County high school, 1913	County school, 1914	County high school, 1914
Churchill	$0.20	$0.10	$0.20	$0.10
Clark	.30	.15	.30	.20
Douglas	.30	.30	.19	.19
Elko	.20	.08	.20	.07
Esmeralda	.30	----------	.30	----------
Eureka	.20	----------	.20	.15
Humboldt	.20	.10	.20	.10
Lander	.38	----------	.32	----------
Lincoln	.44	.20	.39	.20
Lyon	.20	.27	.20	.27
Mineral	.35	----------	.35	----------
Nye	.35	----------	.35	----------
Ormsby	.25	----------	.25	----------
Storey	.50	----------	.50	----------
Washoe	.20	----------	.32	----------
White Pine	.20	----------	.25	.10

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