

STATE OF NEVADA

BIENNIAL REPORT

OF THE

Superintendent Public Instruction

1917-1918

JOHN EDWARDS BRAY
Superintendent of Public Instruction



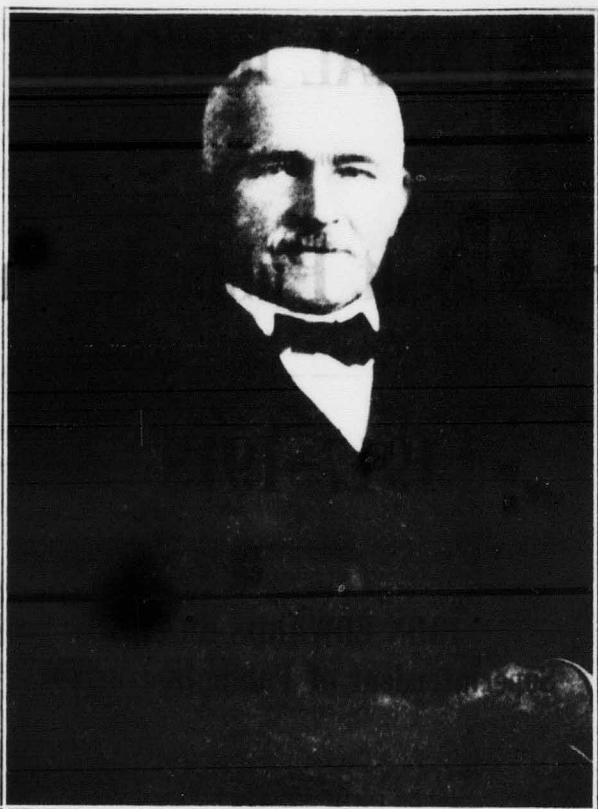
CARSON CITY, NEVADA

STATE PRINTING OFFICE

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JOE FARNSWORTH, SUPERINTENDENT

1919



JOHN EDWARDS BRAY
Superintendent Public Instruction, 1910-1918

LETTER OF TRANSMITTAL

STATE OF NEVADA,

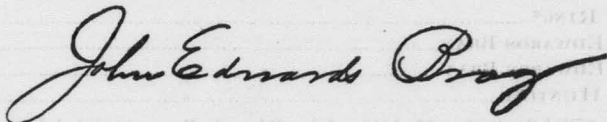
DEPARTMENT OF EDUCATION,

CARSON CITY, NEVADA, December 14, 1918.

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 nonstatistical part of my Biennial Report of the Superintendent of Public Instruction for the years 1917 and 1918. The statistical facts will be presented later.

Very respectfully yours.

A handwritten signature in cursive script that reads "John Edwards Bray". The signature is written in dark ink and is positioned above the typed name of the sender.

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
JOHN EDWARDS BRAY.....	1911-1914
JOHN EDWARDS BRAY.....	1915-1918
W. J. HUNTING.....	1919-1922

*Died September 13, 1910. John Edwards Bray appointed for unexpired term.

TWENTY-FIFTH BIENNIAL REPORT

ADVANCE SHEETS

For the first time I believe in our history, the descriptive and recom-mendatory portions of the Biennial Report of the State Superintendent are presented in advance of the statistical portion instead of all being presented together later, though the State law for many years has required this report to be made "to the Governor biennially on or before the first day of December of the years preceding the regular Session of the Legislature." Instead thereof, the whole has been brought out together usually not until some time in February, the State Controller's Report containing financial statistics required by law to be included in the biennial not being available until after January first.

Thus it has happened that for years our legislators have assembled in Carson without any official report as to the status and conditions of the schools and of needed legislation at hand for them to consider, though the reports of practically all other departments of the State Govern-ment have been distributed to them in advance of the session or are found on their desks the first day thereof. *This condition of affairs has been of much disadvantage to the schools* as it has given opportunity to some good people, with grievances more or less imaginary, to circulate among the legislators rumors and misstatements as to the work and supervision of the schools before the real facts and figures were pre-sented officially by the State Department of Education.

Obviously a biennial report coming in thus late when the desks of members were piled with reports, could receive but scant, if any, attention.

To overcome this deficiency I have arranged this year to get out the descriptive and recommendatory features of the report *before the meeting of the Legislature*, and to publish separately later the statistical portions. I am under obligations to State Printer Farnsworth for the courtesy of enabling me to do this.

SCHOOL SUPERVISION

While a protagonist of Federal, State and local school supervision, each within its sphere, I am not blind to the fact that each may be largely strengthened and improved. The Federal Government has rightly something to say about the conditions and requirements of schools for which it is directly authorizing the use of its funds, as in the case of the various school land grants, college grants, and the grants under the Smith-Lever and the Smith-Hughes Acts, but it depends largely on the State to see that these funds are properly and efficiently handled. The State has the largest interest in the education of its children because its very existence and prosperity depends upon education, and it is the source of all authority for the creation of the means of education. It therefore must look at the question from all angles, see that sufficient money is provided for the maintenance of the schools, that the educational system is in accord with the State's needs and that it is efficiently maintained. A system of supervision that can best get these results is clearly what is wanted. It must of course be a

modern system, but whether it costs a few thousand dollars more or less than a less efficient system should not by any means be the determining factor as to its retention and improvement or its elimination. Sufficient local control should be allowed and with us is now allowed to insure large local support and harmonious relations; and where a school district has a principal or city superintendent who is a competent supervisor he should be invested with the direct supervision of his schools and be held accountable therefor. This latter is now the plan in Nevada and is set forth in all its courses of study.

In retiring from the office of State Superintendent after a little over eight years of pleasant, and I trust useful service, I feel most grateful to the people of Nevada for the generous support that has been accorded me. It has been my great pleasure during that time to encourage everywhere the introduction of some form of practical education and the most of my recommendations have been embodied in law. The greatest of these, I believe, is the vocational work authorized by the Smith-Hughes Act which will give us \$15,000 a year at least, up to and including the fiscal year ending June 30, 1923, and thereafter \$30,000 a year. To obtain this Federal aid I made a special trip to Washington in October, 1917, upon invitation of the Federal Board for Vocational Education. This Act will eventually stabilize and standardize all vocational education in Nevada, and if properly encouraged by the State and by the State Department of Education it will vastly increase the value and efficiency of all educational work in our State.

Some Accomplishments Under State Supervision

In view of the fact that every Legislature for ten years now has shied somewhat at State supervision, which was adopted in 1907 on general demand of the people, the opposition almost invariably coming from localities that had profited largely from census-padding under the old county supervision plan; and in further view of the fact that more recently State supervision has been decried in Nevada as inefficient and too costly, and as autocratic and out of date, I trust it will not be out of place for me here and now to give a brief summary of accomplishments under State supervision.

I feel sure that legislators, newspapers and the people generally will welcome school facts submitted to them in the coolness and sobriety that naturally follows a campaign. Legislation will doubtless be asked for in change of the system, if the prelection platform and promises of those opposed to it are carried out. The facts presented may aid you in determining whether the system needs elision or cultivation and improvement.

Eleven Years of Progress

In September, 1907, State Superintendent Ring, with his five Deputy Superintendents, took direct charge of public school supervision under State authority. The schools had been for over 40 years under county supervision and were in an unorganized and feeble condition except in a few towns. There were then 13,065 school census children reported as in the State with only 7,532 enrolled in the schools and only 5,630 in daily attendance. Under 11 years of State supervision, while the school census had increased scarcely 1,200, the enrollment in 1918 was 14,231 and the daily attendance was 10,225. The high-school enrollment in 1907 was but scant 600 while in 1918 it had risen to 1,775, the

latter being an increase of 195.8 per cent, though the increase in school population was only 10.5 per cent.

Some allowance must be made for census padding in 1907 taken entirely under local authority, but after allowing therefor, these figures tell their own story, speaking louder than words. And these are but a few of the remarkable changes wrought under the inspiration of State supervision.

Uniform and elastic courses of study have been from time to time prepared by the State Department of Education after conference with many teachers; teachers have been aided, encouraged and directed in their work; school trustees and principals have received needed advice and cooperation; legislation has been devised for aiding new school districts with State money; additional training for teachers has been provided through county normal schools; the school laws have been revised and codified; new and enriched courses of study for all the schools, carefully adjusted to the improved educational conditions in Nevada, have been prepared in the last two years and put into operation in the schools; a new bulletin (No. 2) on vocational education for high schools has been got out, covering all features of Nevada work that may come under the benefits of the Smith-Hughes Act for the school year 1918-1919. Through the encouragement of the State Board of Education and the Board of Directors of the State Orphans' Home the School Trustees of Carson City were induced, soon after my election in 1910, to admit the Orphans' Home children to the public schools, guaranteeing them equal opportunity with all other children in the way of treatment and instruction. This guaranty was enacted into law, and Carson school district was given the right of placing all these children (now numbering about 100) on its census rolls and a bonus of \$1,000 a year for the work. (This was later raised to \$1,500 with the express provision that commercial work, manual training and domestic arts should be features of the school work to the satisfaction of the State Board of Education.) This was the greatest boon the orphans had had as it was instrumental in giving them a larger outlook on life and preparation therefor. At the same time it compelled quite a forward movement in Carson City schools for the benefit of all the children of Carson City.

Another forward movement was the public school teachers' retirement salary fund of 1915. There are now five most worthy exteachers getting the benefit of this legislation and about four-fifths of the teachers of the State contribute \$9 each yearly to the benefit of the fund, the State itself contributing some hundreds of dollars yearly more than the teachers.

Elsewhere the State Auditor's report on this fund is shown. The interest on invested funds is now paying the cost of administration. Mr. James T. Davis of Carson City is the executive secretary of the fund.

I should add here that all these progressive and vitalizing movements have had the direct aid and approval of the State Superintendent, the Deputy Superintendents and the entire State Department of Education. They have brought and are bringing to our boys and girls and to our teachers something besides the mere book knowledge imparted in our schools twelve years ago—something of real study and working in agriculture, housekeeping and home-making; of the use of tools, of actual work in wood and iron, and in business and commercial lines.

Both State and Nation are now at a critical juncture in education. A great movement in vocational education, fostered by the Federal Government, has been undertaken. This is not a temporary movement, but one that is to last with the Government itself and so designed to make us a nation of efficient citizens and homemakers. A world war has opened our eyes to some serious shortcomings in the past and some serious problems that the immediate future must meet. Illiteracy, to an alarming extent, stalks in the land and must be eliminated. The crippled soldiers of the country must be educated and prepared for new lines of work where that may be necessary and possible. The school teachers of the Nation must be given better preparation for their work and their salaries must be largely increased.

The children everywhere must receive better physical training and the moral tone of the Nation must be kept at a high level through the schools.

This cannot be done rightly and in equal justice to those needing school training throughout the land by communities or States alone. A great movement is on in every State to have the National Government come to the rescue with an appropriation of \$100,000,000 yearly, and a bill has already been introduced in the United States Senate for that amount. Of course the States will have to put up some money too and the Government will require careful supervision for all work for which public money is expended.

Not dissipation but concentration of power is the watchword in government, in business and in education today. Bolshevik democracy is a stench in the nostrils of the world today. But power is in no wise inimical to democracy. A real democracy is the strong government, for no matter how much power is concentrated it has back of it constitutional authority and the popular will, and its abuse may at any time be checked by the recall. So in education, State after State is today giving larger authority to the State Superintendent or State Commissioner of Education. Strong men and women are being put in the educational field everywhere to supervise or to supplement the work of the county Superintendents, to overcome local inertia and apathy. County Superintendents are being made appointive, and in some States they have to undergo an examination by the State Superintendent before taking office, and may be dismissed at any time by the latter.

This is the situation today in the great State of New York:

He (The Commissioner of Education) shall have general supervision over all schools and institutions which are subject to this act, or of any statute relating to education, and shall cause the same to be examined and inspected, and shall advise and guide the school officers of all districts and cities of the State in relation to their duties and the general management of the schools under their control.

He may annul upon cause shown to his satisfaction any certificate of qualification granted to a teacher by any authority whatever or declare any diploma issued by a state normal school ineffective and null as a qualification to teach a common school within this State, and he may reconsider and reverse his action in any such matter.

Whenever it shall be proved to his satisfaction that any trustee, member of a board of education, clerk, collector, treasurer, school commissioner, superintendent of schools or other school officer has been guilty of any wilful violation or neglect of duty under this chapter or any other act pertaining to common schools or other educational institution participating in State funds, or wilfully disobeying any decision, order or regulation of the regents or of the commissioner of education, said commissioner may, by an order under his hand and seal, which order shall be recorded in his office, remove such school officer from his office.

Said commissioner of education may also withhold from any district or city its share of the public money of the State for wilfully disobeying of law or any decision, order or regulation as aforesaid.

California is striving to get out of the hands of elective county superintendents and to have a unified State system of education. Already it has special representatives of the State Board of Education directly controlling and supervising important features of education throughout the State.

New York has gone much farther in delegating educational powers than Nevada, but Nevada led the way, while California is just trying to start toward State supervision, impelled by the imperative need of change which has been specially demonstrated in the working of the Smith-Hughes Act.

In ten years every State in the Union will have gone forward to large State supervision. Shall we turn backward now?

RECOMMENDATIONS

Auditing School Bills

1. Under the present law there is no direct authority for auditing school bills. Some person in each county should have this authority.

Local Aid

2. Should not each school district raise sufficient money locally to pay in whole or in part the running expenses other than teachers' salaries or text-book supplies?

Free Text-Books

3. The contracts for text-books now in use in the elementary schools, with possibly one or two exceptions, should be continued in force for the next two years, and such books as are considerably worn might at a slight expense be rebound. Thousands of dollars would thus be saved to the State.

Apportionment of School Funds

4. Under the present system of apportioning school moneys as adopted by the last Legislature, one of the large city districts (in point of census) having the lowest daily attendance in the State, gets the largest percentage of relief money from the State. The law should be amended as to recognize attendance as a factor in the distribution of school money.

Eight Months as Minimum School Term

5. The minimum school term should be legally fixed at eight months, and sufficient money provided for every rural school to run efficiently for that time.

The School a Community Center

6. Every school should by law be made a community center. The people own the schoolhouses. They should have the right to use them for community and social purposes when school is not in session.

State Library Books

7. The circulation of state library books authorized two years ago should be continued.

Supervision Districts

8. There should be at least six supervision districts in the State and the salaries of the supervisors should be at least \$3,000 each per year. A proper budget of office and traveling expenses should be allowed and at least two inspection visits a year to every school should be requisite to draw salary.

School Consolidation

9. School consolidation is now well under way in three counties—Churchill, Clark and Douglas. It has come to stay and many boys and girls in rural districts are now getting thereby the benefits of city schools and of country life at the same time.

Uniform and Simplified County Reports

10. State Auditor Sullivan has devised a simplified and uniform system of keeping accounts with school funds on the part of County Auditors and County Treasurers, and forms for their yearly reports, to the State Superintendent, which if authorized by law will be a great convenience to all concerned.

The State Normal School—Why Not Train More of Our Own Teachers?

11. Although I have not consulted President Clark, the University Regents or the professors in the State Normal School, I make bold to renew my recommendation of two years ago, as I believe today there is greater need than ever before to provide liberally for teachers' training at the University of Nevada as the shortage of trained teachers has been far greater than at any time heretofore, and we have not yet at the University the all-round training our teachers in the rural schools need.

We are paying yearly for teachers' salaries (not counting the University) approximately \$480,000, a considerable portion 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 yearly scarcely one-third of the new teachers needed in our 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 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 now bringing into the State yearly approximately 150 teachers, the majority of these teaching here, on an average, but one year. And we are, in consequence, paying out to teachers brought in yearly from other States approximately \$125,000 in salaries.

Why not erect a suitable building at the University, with ample training school quarters and sufficient instructors, for the state normal school, and arrange to train advantageously our own young women and men as teachers? Would it not be a good investment educationally, a paying investment financially?

The County Normals and Normal Training in High Schools

12. The introduction of normal training for rural teachers in high schools was urged upon the Legislature two years ago and passed the Senate. Properly safeguarded these would be preferable as recruiting ground for home talent in teaching, to the county normal schools.

Evening Schools

13. Owing to local and war conditions in a large measure, I think, evening schools have not flourished in Nevada and scarcely any of the appropriation of \$10,000 made two years ago has been expended. There seems, however, to be some awakening on the subject now and it would be advisable to continue the appropriation. The evening schools may be made of great service in eliminating illiteracy and in connection with the Smith-Hughes Act may be made invaluable in enabling boys and girls as well as men and women to continue the education dropped perhaps in the grammar school.

Vocational Education and the Smith-Hughes Act

14. I have already discussed somewhat the importance of this Act in its application to industrial education now considered so important and essential the world over. It should be remembered that it does not supersede academic education but goes hand in hand with it, supplementing where necessary. Appropriation for this should be made.

The Proposed \$100,000,000 Federal Yearly Appropriation for Schools Below College Grade

15. This is the greatest continuous financial grant ever proposed by any government for the physical, civic and educational improvement of its people. If it should pass, and it seems to have strong support throughout the Nation, it will afford wonderful opportunity for physical, civic and educational growth in our country, for the States or communities must as in the case of the Smith-Hughes Act put up dollar for dollar.

Instruction To Be in English Language

16. A law should be passed making the English language only the basis of instruction in the common-school branches of all schools, public and private. This is a fundamental requirement of the proposed \$100,000,000 appropriation for schools below college grade.

MINUTES OF STATE BOARD OF EDUCATION

During the year 1917 the State Board of Education held 21 meetings. At these meetings certificates were granted as follows:

<i>Certificates Granted</i>	
High-school certificates.....	85
First-grade elementary certificates.....	180
Second-grade elementary certificates.....	65
Third-grade certificates.....	4
Special certificates.....	91
High-school certificates renewed.....	9
First-grade elementary certificates renewed.....	40
High-school life diplomas granted.....	9
Elementary life diplomas granted.....	27
County normal-training school diplomas granted.....	22

In addition to the important work of certification of teachers, which occupies the major portion of the time devoted to State Board meetings and of which any summary other than that given above is here impracticable, in accordance with law I submit the following record of proceedings of the State Board for the two years ending December 31, 1918, the minutes of the Board containing all the transactions of the Board being on file in my office.

June 9, 1917—Mrs. Al Ninnis of Gold Hill requests that the State Board take favorable action in the matter of granting lost credits and diplomas to high-school boys who have enlisted in the U. S. war service and missed getting their credits in the Reno high school.

The Secretary of the Board was authorized to refer the letter of Mrs. Ninnis to Superintendent Billinghurst of the Reno schools and inform him of the favorable action of other high schools in this regard and ask his views in the premises, as this is not a matter coming wholly under the jurisdiction of the State Board of Education, unless by request from the high schools themselves. Later other high-school people were written to the same effect, but to date no answers have been received.

June 9, 1917—Graduates of Clark, Nye, and Storey County Normal Schools were granted diplomas.

July 24, 1917—Salaries of all county normal instructors were fixed at \$1,800.

Application for county normal training school at Tonopah approved and school ordered organized.

August 21, 1917—Courses of study for the high schools were adopted. The preparation of these courses had been under consideration for nearly two years and had been given very large attention.

Board approved the establishment of a county normal training school at Eureka, proper petitions having been filed.

Application of Miss Anna J. Rieve for a year's leave of absence, with no loss of seniority, as county normal teacher was granted.

September 8, 1917—Superintendent Bray presented the City and Town Elementary Course of Study prefacing it substantially by the following statement: "This course had been authorized for preparation in 1916, but was necessarily delayed by preparation of the New Rural Elementary Course of Study which was considered more urgently needed at that time. The City and Town Course is based on the Rural Course and is an expansion of the latter to meet better the needs of schools having four or more teachers. In addition to the regular features of the Rural Course it provides courses in Domestic Arts, Manual Training and Physical Training. It holds substantially to all

the eliminations made in the Rural Course and thus provides through a longer term and better adjustment of work through the larger teaching force for much of the new work coming into the schools. Important portions of the course were gone into by the State Board. It developed that suggestions as to various features of the course had been sought from many teachers and principals in the elementary schools and that these suggestions had been more or less fully used. Recent courses of study of other States had been consulted and drawn upon where applicable to our needs and conditions."

Upon motion the City and Town Course was unanimously adopted.

September 12, 1917—Preparation of vocational courses for Nevada high schools under the Smith-Hughes Act authorized.

September 17, 1917—Miss Mina Connell was employed as instructor in the Eureka county normal as Miss Rieve had definitely declined the position.

October 2, 1917—Commissioner Claxton submits letter from the Chairman of the Federal Board for Vocational Education regarding the administration of the Smith-Hughes Act. The Board unanimously decided to have the State Superintendent go to Washington with full power to act for the Board in connection with plans to secure the benefits of the Smith-Hughes bill for Nevada. This action was necessary as per letters from Federal Board.

Board decided that certificates granted to Nevadans who have graduated from colleges in other States shall be valid for a period of four years. Graduates from Nevada University receive certificates valid for five years.

It appeared to the Board that there would be no county normal school at Tonopah this year, notwithstanding earlier favorable action, as five students failed to qualify.

October 11, 1917—Deputy Superintendent George E. McCracken of Supervision District No. 3 and Deputy Superintendent B. G. Bleasdale of Supervision District No. 4 each resigned his position. Resignation in each case was accepted. B. G. Bleasdale was then unanimously elected to the position of Deputy Superintendent of the Third Supervision District for the unexpired term ending August 31, 1919, to take office October 11, 1917. George E. McCracken was then unanimously elected to the position of Deputy Superintendent of the Fourth Supervision District for the unexpired term ending August 31, 1919, to take office October 11, 1917. It was ordered that each of the deputies take over the State property of his predecessor all inventoried, and that a copy of the inventory in each case be filed with the State Superintendent of Public Instruction.

November 6, 1917—Superintendent Bray stated that temporary arrangements had been made whereby Superintendent McCracken had been allowed the use of the office-room adjoining Superintendent Bray's main office.

Superintendent Bray reported on his trip to Washington, D. C., and submitted the Nevada plan as finally approved.

It was decided that to certificate in physical training an applicant must show such training and practical experience as in the discretion of the State Board of Education are satisfactory.

November 15, 1917—Deputy Superintendent McCracken presented "A Classified List" of library books for consideration and adoption by

the Board. Said list was approved by the Board as supplementary (in part) to the 1915 list.

December 4, 1917—Proposed number work for first four grades of Reno schools was submitted by City Superintendent B. D. Billingham, with the request that the State Board permit the Reno teachers to do work in arithmetic as outlined in this course. State Board granted this request.

December 29, 1917—The Nevada teacher's certificate of Dorothy Adams was formally revoked, vote of the State Board thereon being unanimous.

Principal G. C. Jenson of Elko High School submits petition to change the English Course in the Elko High School. (No book used on composition and rhetoric—papers from all departments having grammatical errors and misspelling on them are sent to department of statistics. Errors are noted and periodically a tabulation sheet of same is handed the student for study. Frequent, short but thorough, drills in grammar, rhetoric and composition matter are given. Reference books used. Composition is not neglected—students actually create something. Will use all the books assigned in the Course of Study but not this year in the order given—will use a great many more books than those mentioned in the Course of Study.)

Petition was granted for the school year 1917-18.

December 29, 1917—Deputy Superintendent B. G. Bleasdale presented his resignation as Deputy Superintendent of The Third Supervision District, same to take effect January 6, 1918. Board accepted this resignation and in doing so expressed its appreciation of Superintendent Bleasdale's services as Deputy Superintendent during the past ten years. Mr. Chauncey W. Smith was elected to fill the vacancy in the Third Supervision District, to take office on January 6, 1918.

New School Districts

Emergency warrants were drawn for 18 new school districts which had complied with the legal requirements for eligibility for emergency school money, as follows:

Churchill County.....	Dixie School District
Elko County.....	Diamond A, Lincoln, Ten Mile, H. D. and I. L. School Districts
Esmeralda County.....	Clayton School District
Eureka County.....	Alpha and Birch School Districts
Humboldt County.....	Blakeslee, Jungo, and Packard School Districts
Lincoln County.....	Carp School District
Lyon County.....	Vail School District
Mineral County.....	Belleville School District
Nye County.....	Garden Valley, Success, and Tybo School Districts

The districts received \$4,500, or \$250 each.

MINUTES OF THE STATE BOARD OF EDUCATION, 1918

In 1918 the State Board of Education held 20 meetings, and transacted the following business and issued certificates as noted below:

<i>Certificates Granted</i>	
High school.....	65
First-grade elementary.....	138
Second-grade elementary.....	43
Third-grade certificates.....	2

Special certificates.....	108
High-school life diplomas.....	9
Elementary life diplomas.....	20
Renewals of high-school certificates.....	13
Renewals of first-grade elementary certificates.....	48
County normal-training school diplomas granted.....	5
Provisional certificates (war measure).....	14

The following 15 new school districts, having complied with requirements of law, were granted emergency school money:

Churchill County.....	Ocala School District
Clark County.....	Enterprise School District
Elko County, Bruneau, Clayton, Fair View, Hunter, and Shafter School Districts	
Eureka County.....	Ferrari School District
Humboldt County.....	Adelaide, Big Creek, Dyke, and McGhee School Districts
Lincoln County.....	Groom Mine School District
Nye County.....	Reed, Twin Springs, New Bonnie Claire School Districts
White Pine County.....	Willow Grove School District

The above new districts have received \$3,750, or \$250 each.

The new school districts of Bluestone, in Lyon County, McGhee Valley in Humboldt County, Bonnie Claire in Nye County, and Wilson in White Pine County have not as yet met all requirements of the law governing the granting of emergency school money.

January 19, 1918—Public School Bulletin No. 1 on Smith-Lever Agricultural Extension Fund Club-Work Credits was presented to the Board. The State Superintendent was authorized to submit this to leading teachers in bulletin form for approval and comment.

February 16, 1918—In furtherance of the war emergency work of the Nation, the National Government is arranging to make an agricultural survey of every State in the Union. The work in Nevada is under the supervision of Professor C. A. Norcross, Director of Agricultural Extension Work for Nevada. At the request of Professor Norcross the State Board gives its authorization for this work and advises school boards to allow their teachers and children March 14 and 15, 1918, to make the survey required. The State Board felt this was an excellent opportunity for the schools to get in fuller touch with the growing farming interests of Nevada, and at the same time to render a most patriotic and valuable service to the Nation.

March 6, 1918—The Attorney-General's office has given opinion that supervision work may be counted the same as teaching experience toward a life diploma.

March 30, 1918—The State Board authorized radio-buzzer work for evening-school students at Reno under the Act of the Legislature of 1917.

April 10, 1918—A special meeting to consider the application of Principal T. S. Hook of the Douglas County High School at Gardnerville to drop the German language from the Course of Study for the balance of the school year. Said application was based on a petition signed by the students of said high school who have been pursuing the study of said language. This application was conditioned upon students taking up in place of German the study of President Wilson's war messages and patriotic speeches and writings. Each member of the State Board expressed himself as gratified at the action of Princi-

pal Hook and the Douglas County students, construing it as an evidence of real Americanism by the students.

June 1, 1918—Five graduates of the Eureka county normal school were granted diplomas as per recommendation of county normal teacher, Miss Mina Connell.

June 1, 1918—A resolution was passed by the Board approving of the work of the Junior Red Cross, and stating that later the Board would have prepared an outline of a brief course in such work to be recommended to Nevada schools for the coming school year.

August 14, 1918—Amendments to High-School Courses of Study and to the City and Town and Rural Courses of Study as prepared by the Deputy Superintendents and the State Superintendent were adopted.

August 30, 1918—The State Board authorized the Deputy Superintendents to give examinations, in their discretion, to applicants for admission to county high schools. Upon satisfactory showing therein such applicants may be admitted to county high school.

September 25, 1918—In the matter of credits to be given to high-school boys who have entered the military service, the State Board felt that the amount of these credits should be recommended by the high-school principals or faculties, and should be set forth in a communication to the State Board. If high-school principals or faculties could agree substantially upon the number of credits in question the State Board would be pleased to add such confirmation as might be proper.

The Clark county normal was established at Bunkerville, petition therefor having been duly filed. Miss Mina Connell was elected teacher.

October 4, 1918—The State Board authorized two hours once each two weeks for boys' and girls' club work in home economics and manual training in rural and village schools. The work is under the supervision of Miss Margaret M. Johnson of the University of Nevada.

October 17, 1918—The State Board passed a resolution suspending restrictions on the issuance of temporary certificates as an emergency or war measure. High-school graduates who shall be well recommended may be certificated as well as deserving exteachers.

The State Board recommended the investment of \$20,000 in Fourth Liberty Loan registered bonds from the State School Permanent Fund, \$5,000 to be credited to Washoe, Esmeralda, Humboldt, and Elko counties in case these counties wished this amount.

October 17, 1918—Board granted Principal G. C. Jensen of Elko County High School permission to continue his English course as presented to the State Board in 1917.

November 16, 1918—Superintendent G. E. Anderson wired his intention to resign as Deputy Superintendent of the Fifth Supervision District. Board instructed the Secretary to notify Superintendent Anderson to get in all his reports, and also notify him that his resignation would take effect on November 20, 1918. T. W. Chapman was unanimously elected to fill the vacancy in the Fifth Supervision District. Mr. Chapman is to take office on November 20, 1918.

Board decided to hold no teachers' examinations in December, 1918. It was the sense of the Board that it would be advisable to dispense with the State Teachers' Institute because of the influenza and condi-

tions generally. State Superintendent Bray had asked the advice of the Board in the premises.

November 22, 1918—The Board decided, in accordance with advice of Attorney-General's Office, that all second-grade elementary certificates expiring prior to June 30, 1919, shall be considered in full force and effect in the districts in which the holders are teaching for the remainder of the current year, unless discontinued for cause.

TEACHERS' EXAMINATIONS

Three regular teachers' examinations have been held in this biennial period as follows:

June 11-14, 1917, at which examination there were 48 applicants, of which 12 received first-grade elementary certificates and 15 received second-grade certificates.

December 26-29, 1917, at which examination there were 38 applicants, of which 9 received first-grade elementary certificates and 13 received second-grade elementary certificates.

June 17-20, 1918, at which examination there were 32 applicants, of which 2 received first-grade elementary certificates and 5 received second-grade elementary certificates.

MINUTES OF THE STATE BOARD OF VOCATIONAL EDUCATION

During the year 1918 the State Board of Vocational Education held 16 meetings.

At the first meeting of the Board on December 11, 1917, Mr. Leslie E. Brigham was unanimously elected to the position of State Director of Vocational Education in Nevada.

On January 19, 1918, courses of study in agriculture, mining and home economics, designed to meet the requirements of the Smith-Hughes Act as set forth in the vocational education plan for Nevada, were presented and adopted.

The training of radio and buzzer operators was discussed and the Board decided that everything possible should be done to help out in the national war emergency.

An appropriation of \$3,690 for the year ending June 30, 1918, and \$10,050 for the year ending June 30, 1919, was made. These were the estimated expenses planned for all purposes except mining.

At the Board meeting held May 20, 1918, it was decided to grant aid from federal funds for the four schools of secondary mining located at Ely, Tonopah, Goldfield, and Virginia City.

Doctor C. A. Prosser, Director of the Federal Board for Vocational Education, in acknowledging the receipt of the report said: "It is very gratifying to me indeed to know that you have undertaken in such a satisfactory manner the organization of secondary schools in mining."

On July 7, 1918, Director Brigham reported to the Board that there were six radio-buzzer classes in operation as follows: Reno, Ely, Winnemucca, Elko, Sparks, and Tonopah.

At this meeting the final report of Principal T. S. Hook of the Douglas County High School at Gardnerville on agriculture done there during the past year was presented. The Board approved the work.

The State Board at the meeting held July 22, 1918, adopted and

ordered to be printed Bulletin No. 2, The Nevada Plan for Vocational Education under the Smith-Hughes Act.

At the Board meeting held October 4, 1918, State Director Brigham resigned his position as State Director of Vocational Education. This was accepted with regret by the Board in order that Mr. Brigham may go into more direct war service.

The State Superintendent of Schools was appointed Acting Director of Vocational Education to be assisted in field work by Dean Knight in Agriculture, Miss Millicent L. Sears in Home Economics, and Director Lincoln in Industry and Mining, as Supervisors who shall supervise work in their respective lines, in connection with itinerant teaching.

On November 16, 1918, the Board received and considered the final course of study from Principal B. G. Bleasdale of the Lyon County High School at Yerington, Nevada, on Home Economics which was endorsed by Miss Sears. The Board approved the work.

Churchill County High School and the High School at Metropolis have made applications for work under the Smith-Hughes Act in Agriculture and their courses of study are nearly prepared. They both may give Home Economics also.

The radio-buzzer classes at both Reno and Tonopah were very successful, reflecting much credit on the instructors and to the loyal bunch of men in those classes. At the other centers Ely, Elko, Sparks, and Winnemucca much useful work was accomplished by equally loyal men. The patriotic interest in this work shown by many leading business men is worthy of special mention, Mr. Charles H. Burke of Reno being a good example of such. He even attended most of the nightly sessions, keeping the attendance record of same.

The State Superintendent of Schools, who is also the Acting State Director of Vocational Education, wishes to place on record his hearty appreciation of the efficient manner in which he has been assisted by the itinerant teacher training force and the supervisors from the University of Nevada.

NEVADA'S SECONDARY MINING SCHOOLS (Extracts from One of Professor Lincoln's Reports)

Nevada was the first State to introduce a system of secondary mining education for men employed in its metal mines and mills. Beginning with a single school operated as an extension department of the University of Nevada, the system has grown until it now consists of five distinct schools. Four of these are permanently located at Virginia City, Tonopah, Goldfield, and Ely; while the fifth is a moving school which is at present in session at McGill, but is free to go to any camp in Nevada where the demand is sufficient.

The object of Nevada's secondary mining schools is to enable working miners and millmen to fit themselves for higher positions without stopping work. Positions for which training is given are such as foreman, sampler, assayer, surveyor, and prospector. No attempt is made to train mining engineers and metallurgists, but young men doing well in the secondary schools are encouraged to go to the Mackay School of Mines at the University of Nevada for engineering training. Thus these schools fulfil the twofold purpose of enabling men at work to study mining subjects and of supplying trained men for minor positions about the mills and mines.

The only requirement for entrance into these schools is the ability to talk and read English, and the instruction is elementary and practical in character. The regular class work consists of two hours daily, excepting Saturdays and Sundays, divided between two subjects. Instruction is given at two different two-hour periods to accommodate men working on different shifts. The laboratories are open throughout these days, and also on Saturday mornings.

Thirty-one courses are offered, and suggestions are made for the grouping of these courses to train for different positions. Courses and groupings are on file with Professor F. C. Lincoln, in the office of the Mackay School of Mines, where they can be seen by anyone interested, or copies may be obtained by writing to the Director of the Mackay School of Mines at Reno, Nevada.

On October 7, 1918, the attendance at the secondary mining schools was as follows: Ely, 18; Goldfield, 27; Tonopah, 27; and Virginia City, 8. Soon after this the influenza began to make its appearance in Nevada and the Ely and Tonopah schools shut down completely, while the Goldfield school ran with a small number in attendance, several of its students having been affected. This also interfered with the Traveling Mining School at McGill, where a big preliminary enrollment indicated that it would prove a success.

STATE AUDITOR'S REPORT ON THE SCHOOL TEACHERS' PERMANENT FUND AND THE PUBLIC SCHOOL TEACHERS' RETIREMENT SALARY FUND.

The following report of Hon. D. J. Sullivan, State Auditor, shows a present healthy condition of the Public School Teachers' Permanent and Retirement Salary Funds, and economical management of the same. The interest on investments now a little more than meets the expenses of administration.

Some reduction in the cost of collection might be made if the law were changed so as to make deduction for teachers' installments when school moneys are apportioned to the schools in January and July of each year. This would secure, too, a fairer enforcement of the law of payment of installments by teachers, which is now often evaded.

Eventually, according to the authority of insurance experts, a larger reserve will have to be provided to meet a continuously increasing pension roll. The State ought to and probably will bear the increase.

On December 10, 1918, the State Teachers' Permanent Fund had assets as follows:

Cash in State Treasury.....	\$680.29
Cash in Carson Valley Bank.....	2,824.60
Investment in Liberty Loan Bonds.....	21,200.00
Total.....	\$24,704.89

Report of State Auditor

To the Honorable Board of the Teachers' Retirement Salary Fund, Carson City, Ormsby County, Nevada.

GENTLEMEN: Pursuant to the request of your Secretary, I have audited the accounts of the Public School Teachers' Permanent Fund and the Public School Teachers' Retirement Salary Fund for the period beginning January 1, 1918, and ending June 30, 1918.

The present condition of the Funds and the transactions of the period under examination are shown in the following Exhibits:

- Exhibit No. 1—Cash Account.
- Exhibit No. 2—Financial Statement.
- Exhibit No. 3—Retirement Salaries.

As stated in my previous report, it is difficult to determine or even estimate the contingent liabilities of the Fund, and a further experience will probably be required before this is attempted.

The operations of the Fund at this time may be briefly summarized as follows:

Annual revenue from taxes	\$6,000.00	
Annual revenue from teachers' contributions	4,500.00	
Annual revenue from investments	890.00	
Total annual revenue		\$11,390.00
Annual requirements for retirement salaries	\$1,863.32	
Annual requirements for office salaries and expense	750.00	
Total annual expense		2,613.32
Excess of revenue over present annual requirements		\$8,686.68

CASH ACCOUNT

Cash in funds January 1, 1918

Teachers' Permanent Fund	\$5,721.79	
Teachers' Retirement Fund	208.68	
Total cash in funds		\$5,930.47

Receipts

Teachers' contributions	\$3,159.00	
Pensioners' contributions	240.00	
Taxes, 3-mill levy	3,944.86	
Interest on Liberty Bonds	220.00	
Interest on warrant10	
Total receipts		\$7,563.96
Total		\$13,494.43

Disbursements

Purchase of Liberty Bonds	\$8,000.00	
Retirement salaries	465.83	
Executive secretary's salary	500.00	
Office expense	41.59	
Total disbursements		\$9,007.42
Balance June 30, 1918		\$4,487.01

Verification

In Carson Valley Bank	\$1,386.83	
In State Treasury	3,100.08	
Total		\$4,487.01

FINANCIAL STATEMENT AS OF JUNE 30, 1918

RESOURCES

Cash

Public School Teachers' Permanent Fund	\$4,294.65	
Public School Teachers' Retirement Fund	192.36	
Liberty bonds		\$4,487.01
Investments		19,000.00
Sundries		
Office furniture	\$142.98	
Interest earned	60.82	
Interest due from State Distributive School Fund	192.50	
Due from pensioners' contributions	240.00	
		636.30
Total resources		\$24,123.31

LIABILITIES

Outstanding Claims

No. 111	\$125.00	
No. 112	100.00	
No. 113	125.00	
No. 114	115.83	
No. 115	52.00	
		\$517.83
Surplus as per previous report	\$17,050.78	
Surplus for six months ending June 30, 1918	6,554.70	
Total liabilities		\$23,605.48
Total liabilities		\$24,123.31

INCOME AND EXPENSES JANUARY-JUNE, 1918

Income

Retirement Fund contributions	\$3,159.00	
Permanent Fund contributions	480.00	
Interest earned	235.09	
Taxes	3,944.86	
Total income		\$7,818.95

	<i>Expenses</i>	
Retirement salaries.....		\$931.66
Executive Secretary's salary.....		300.00
Postage.....		3.00
Office expense.....		29.59
Total expense.....		1,264.25
Excess of income over expenses.....		\$6,554.70
<i>Retirement Salaries, January 1, 1918, to June 30, 1918</i>		
Mrs. Adelaide Brower, Dayton.....		\$250.00
Mamie E. Dopsan, Reno.....		200.00
Emma S. F. Leete, Carson City.....		231.66
Kate Neall, Santa Anna, Cal.....		250.00
Total.....		\$931.66

The foregoing figures, while partially estimated, are believed to be approximately correct, and may assist the Board in determining how long the present revenue arrangements are to be continued.

Respectfully yours,

D. J. SULLIVAN, *State Auditor.*

THE DEAF AND THE BLIND AND THE FEEBLE-MINDED

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

On account of the epidemic of influenza which made its appearance at the Berkeley institution, and which made it impossible to accommodate more there during the present year, several applicants have been held back who desire admission. The number of unfortunates who desire the privileges of this special training which they can get in no other way increases from year to year, and the Legislature should provide an appropriation large enough to accommodate all who wish to attend.

An appropriation of \$11,380 was asked for from the last Legislature which would have been none too much for the numbers who have been cared for by Nevada in the last two years, but the Legislature appropriated only \$8,000. In the last two years the attendance has increased more than I expected, and my original estimate would not have been sufficient to have cared for all who have been admitted to these institutions. In June last we faced a deficit which was met by a deficit allowance of \$3,750 by the State Board of Examiners. There are now at the various California institutions 20 persons from Nevada, as follows:

Deaf—Hilda Backlund, Rochester; Elbert Dowling, Sparks; Ralph Donnelly, Carson City; Joseph Devencenzi, Reno; Jennie Gibellini, Prospect; Edith Stauts, Lovelock; Ruth Pittman, Elko; Florence Brown, Goldfield; Iva Looorz, Lovelock; Madge Oliver, Las Vegas.

Blind—John Anderson, Goldfield; Martin Christopher, Hilltop; Merle Gallagher, Reno; Hervy Hoskins, Austin; William Gerry, Virginia City; Robert McClure, Reno.

The above are all at the California School for the Deaf and the Blind, Berkeley, and we are under contract to pay said school \$340 each for care and instruction yearly.

Adult Blind—Joseph Pascoe, Virginia City, is at the Home for the Adult Blind, Oakland, Cal.

Feeble-Minded—Grace Sullivan, Virginia City; James Barrett, Mason; Willie Cook, Austin.

These are at Dr. Osborne's Home in Santa Clara, Cal.

Marie Zoanni, of White Pine county, who for ten years or more was a student at the School for the Deaf and the Blind at Berkeley, reached a point about three years ago beyond which she could not make any progress, and I was requested to withdraw her from the institution. She had no relatives here who could take care of her, and I requested Superintendent Milligan to look after her as best he could until we might be able to find a home for her. Friends of hers in White Pine and Eureka Counties were consulted but it was found impossible to arrange satisfactory care of her. In the meantime Superintendent Milligan found he could get her placed in the Glen Ellen Institute in Sonoma county on the ground of having been so long a resident of California with no home elsewhere. She was placed at Glen Ellen by order of the court early in the present year and will henceforth be cared for by the State of California.

In view of the foregoing I respectfully recommend that the sum of \$13,000 be appropriated for the care and instruction of the deaf and the blind and the feeble-minded wards of the State for the next two years.

Care of the Deaf and the Blind at the California School for the Deaf and the Blind, at Berkeley, Cal.

<i>From January 1, 1917, to March 31, 1917</i>	
J. Anderson, 1½ months at \$340 per year	\$42.50
F. Brown, 2½ months at \$340 per year	70.83
H. Backlund, 3 months at \$340 per year	85.00
J. Devincenzi, 3 months at \$340 per year	85.00
R. Donnelly, 3 months at \$340 per year	85.00
E. Dowling, 3 months at \$340 per year	85.00
J. Gibellini, 3 months at \$340 per year	85.00
F. Phillips, 3 months at \$340 per year	85.00
E. Stauts, 3 months at \$340 per year	85.00
M. Zoanni, 3 months at \$340 per year	85.00
R. Pittman, 3 months at \$340 per year	85.00
<i>From April 1, 1917, to September 30, 1917</i>	
J. Anderson, 6 months at \$340 per year	170.00
H. Backlund, 6 months at \$340 per year	170.00
F. Brown, 6 months at \$340 per year	170.00
E. Dowling, 6 months at \$340 per year	170.00
R. Donnelly, 6 months at \$340 per year	170.00
J. Devincenzi, 6 months at \$340 per year	170.00
J. Gibellini, 6 months at \$340 per year	170.00
R. Pittman, 6 months at \$340 per year	170.00
E. Stauts, 6 months at \$340 per year	28.33
M. Christopher, 1 month at \$340 per year	28.33
H. Hoskins, 1 month at \$340 per year	28.33
M. Gallagher, 1 month at \$340 per year	141.66
T. Phillips, 5 months at \$340 per year	141.66
M. Zoanni, 5 months at \$340 per year	141.66
<i>From October 1, 1917, to January 1, 1918</i>	
J. Anderson, 3 months at \$340 per year	85.00
H. Backlund, 3 months at \$340 per year	85.00
F. Brown, 3 months at \$340 per year	85.00
E. Dowling, 3 months at \$340 per year	85.00
R. Donnelly, 3 months at \$340 per year	85.00
J. Devincenzi, 3 months at \$340 per year	85.00
J. Gibellini, 3 months at \$340 per year	85.00
R. Pittman, 3 months at \$340 per year	85.00
E. Stauts, 3 months at \$340 per year	85.00
M. Christopher, 3 months at \$340 per year	85.00
H. Hoskins, 3 months at \$340 per year	85.00
M. Gallagher, 3 months at \$340 per year	85.00
Care of Marie Zoanni to January 14, 1918 (including clothing)	100.50
<i>Miscellaneous</i>	
Transportation—February 16-17	27.95
Transportation—May 23	79.30
Transportation—May 24 (chaperon)	27.30
Transportation—August 21-30	141.55
Telegrams, May	1.20
Telegrams, August	2.05
Clothing, etc.	37.38
Total for 1917	\$4,213.87

**Care and Training of Feeble-Minded at Dr. Osborne's
Home, Santa Clara, Cal.**

*Year 1917**

For care of two at the rate of \$35 per month for 12 months.....	\$840.00
For clothing, etc. for the two.....	35.65
Feeble-minded total for 1917.....	\$875.65

*There were two children at this home, Grace Sullivan and James Barrett.

Care of Joe Pascoe in Industrial Home for Adult Blind

Year 1917

Care and board for 12 months, at \$25 per month.....	\$300.00
December, 1917, for clothing.....	50.00
Adult blind total for 1917.....	\$350.00
Total for deaf and blind at Berkeley.....	\$4,213.87
Total for deaf, blind, and feeble-minded for year 1917.....	\$5,439.52

**Care of Deaf and Blind at California School for the Deaf and the Blind at
Berkeley, Cal.**

From January 1, 1918, to June 30, 1918

J. Anderson, Goldfield, 6 months at \$340 per year.....	\$170.00
H. Backlund, Rochester, 6 months at \$340.00 per year.....	170.00
F. Brown, Goldfield, 6 months at \$340 per year.....	170.00
E. Dowling, Reno, 6 months at \$340 per year.....	170.00
R. Donnelly, Carson, 6 months at \$340 per year.....	170.00
J. Devincenzi, Reno, 6 months at \$340 per year.....	170.00
J. Gibellini, Prospect, Eureka County, 6 months at \$340 per year.....	170.00
R. Pittman, Elko, 6 months at \$340 per year.....	170.00
E. Stauts, Lovelock, 6 months at \$340 per year.....	170.00
M. Christopher, Lander County, 6 months at \$340 per year.....	170.00
H. Hoskins, Lander County, 6 months at \$340 per year.....	170.00
R. McClure, Reno, 4 months, 7 days at \$340 per year.....	119.85
Wm. Gerry, Virginia City, 3 months, 7 days at \$340 per year.....	91.52
	\$2,081.37

Miscellaneous

Railroad fare for M. Zoanni to Glen Ellen in February.....	\$1.85
Telegrams for May.....	1.55
Clothing, transportation, etc., for children from January to June.....	109.18
Transportation February 20.....	28.74
Transportation March 26.....	7.14
Transportation May 18-23.....	59.35
	217.81

Total to July 1, 1918..... **\$2,289.18**

From September there were 16 enrolled.

For Care and Training of Feeble-Minded at Home in Santa Clara, Cal.

Year 1918

James Barrett and Grace Sullivan for month of January, \$35 each per month.....	\$70.00
Month of February.....	70.00
Month of March.....	70.00
Month of April.....	70.00
Month of May for James Barrett.....	25.75
Month of May for James Barrett, transportation and clothing.....	13.40
Month of May for Grace Sullivan.....	35.00
Month of June for Grace Sullivan.....	35.00
Month of June for Grace Sullivan, clothing.....	16.20
June 23, transportation of William Cook and chaperon.....	39.94
Month of June, care and transportation of William Cook.....	15.55

Care of Joe Pascoe in Industrial Home for Adult Blind

Year 1918

For care from January 1, 1918, to July 1, 1918.....	\$150.00
For care from July 1, 1918, to January 1, 1919 (Not paid).....	150.00
For clothing.....	50.00
	\$350.00

Total, deaf and blind at Berkeley to July 1, 1918.....	\$2,289.18
Total, feeble-minded to July 1, 1918.....	460.84
Total, for Joe Pascoe to July 1, 1918.....	150.00

Total to July 1, 1918..... **\$2,900.02**

Deficit of \$3,750 allowed June 1, 1918.

The foregoing itemized statement shows the entire amount of money expended for Nevada's Deaf, Blind, and Feeble-Minded so far as bills

have been received therefor. I am daily expecting bills showing our full indebtedness up to and including December 31, 1918, all of which will be duly submitted to the Governor and the Legislature later.

TEACHERS' INSTITUTES

District teachers' institutes were dispensed with in the year 1917 for the reason that the Legislature of 1917 at the very end of the session passed an Act that caused a partial holdup of the Nevada school system until the courts might disentangle the situation. This disentanglement took place some time in October, 1917—too late a date for full school inspection and district institutes. The State teachers' institute has not been held in 1918 because of the general epidemic of influenza and the consequent closing of most of the larger schools for from three to eight weeks.

THE REPORTS OF DEPUTY SUPERINTENDENTS

Please read the Deputy Superintendents' biennial reports. These officers are in the field and get at first hand the information they present and they seem to have the courage of their convictions. School conditions are frankly discussed by those whose education, training, experience, and actual observation have enabled them to know what the schools are, what they are doing and what they ought to do. Some of them show very graphically what has been accomplished in the schools and the advantages, difficulties and cost of inspection. Read these reports.

THE TEACHERS

I cannot close without paying a tribute to the loyal teachers who have made possible the enviable reputation held by Nevada's schools. With many of them the work for the schools is, as it is with me, a real labor of love and when labor is thus dignified by the loftiest sentiment, real and lasting progress is attained. So I feel that Nevada owes a debt to her teachers that should be paid in part by salaries more nearly adequate to the service rendered and also by a just and cordial recognition of the great service given so freely and lovingly by them. Whether this work has been in book lines, in vocational lines or in war work and patriotism it has shown resplendent in the faces and lives of their pupils, and it will forever rank the teachers among the foremost of our country's civic patriots.

REPORTS OF DISTRICT SUPERINTENDENTS

FIRST SUPERVISION DISTRICT

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

DEAR SIR: Pursuant to the provisions of the law, I have the honor herewith to submit my biennial report as Deputy State Superintendent of the First Supervision District for the years 1917 and 1918.

General Statistics

At the close of the school year in June, 1917, there were 73 active districts in Elko county. This number includes Elko county as one supervision district, maintaining two county high schools, and nine dormant districts. At the close of the 1917-1918 school year there were 80 active school districts, two county high schools and nine dormant districts. In September, 1918, two of the dormant districts were reopened and one other is classed as not running because of lack of school children to meet the minimum requirement. During the 1917-1918 school year nine new districts were established; three maintained school in two parts of the district; seven districts employed two teachers each, two three teachers each, four seven teachers each, one eleven teachers, one thirteen teachers, and all others one teacher each. The two county high schools offer regular four-year courses; Metropolis offers a three-year high-school course; Carlin offers two years, and rural schools, Aura, Deeth, Midas, North Humboldt, Pilot Peak, Starr Valley, and White Rock were given permission to handle one year of high-school work.

In 1917 there were employed 103 teachers in the schools—15 men and 88 women; in 1918, 114 teachers were employed—14 men and 100 women. Statistics for 1918 show an increase of 12 districts and 18 teachers since 1915. In 1915 men teachers, including high-school principals and elementary teachers, received an average monthly salary of \$124.82; women teachers \$83.60; in 1917, men \$117.83, women \$87.57; in 1918 men \$137.57, and women \$94.23. Thus statistics show an increase in 1918 over 1915 of 10.2 per cent in the salaries of men and 12.7 per cent in the salaries of women teachers. It is interesting to note that for the school year 1918-1919 teachers' salaries show an even greater increase. The average monthly salary being paid women teachers in the elementary schools is \$95.50; women teachers in high schools \$137; men teachers in high schools \$175; men principals \$211; women principals \$135. For the school year 1918-1919 only six men teachers have been employed—two as principals of high schools, two as instructors in high school, one as city superintendent of schools, and one as principal of a district high school and grade school.

In 1917 there were 1,533 school census children, 91 per cent of this number being enrolled in the schools. In 1918, 1,498 school census children were reported, of which 95 per cent were enrolled. The 1918 statistics show an increase in attendance over 1915 of 2.1 per cent.

Statistics show that the average length of the school term for Elko county is very high as compared with many other States and with the United States. The average length of the school term in 1917 was 8.78 months; in 1918 it was 8.82 months, as compared with 8.5 months in 1915. This shows an increase of .32 months per year since 1915. The average length of the school term in Oklahoma for 1915 was 6.8 months, for Colorado 7 months, and for the United States 7.9 months. In 1917, 56 schools were maintained 8 months or more, and 14 were maintained 10 months; in 1918, 61 were maintained 8 months or more, and 15 were maintained 10 months. In 1918 only 2 schools were maintained less than 6 months—Bishop and Success. The Bishop school remained open only 5 months, because all children of school age moved away at the end of that period. There were no children of school age in the Success district until 3 months prior to July 1st hence it was possible to hold school only 3 months during the 1917-1918 school year.

In 1917 there were 1,395 pupils enrolled in all the schools of the county—of this number 94 were enrolled in the eighth grade, 72 received eighth-grade diplomas. In 1918 there were 1,424 pupils enrolled—105 were enrolled in the eighth grade, 81 of this number receiving eighth-grade diplomas. The high percentage of enrollment, the good attendance and the large average length of term is unmistakable evidence of general efficiency in the schools of the county.

In 1918, of the 114 teachers, 36 taught two years or longer in the same districts—an increase of 56.5 per cent over 1915. Investigation shows this to be due to the raise in salaries, the increase in length of term and the improvement in school buildings and equipment. In 1915 11 temporary certificates were issued, in 1918 only two—a decrease of 81 per cent. Of the 114 teachers employed for the school year 1917-1918 only 22 were certificated on credentials from the normal school and University of Nevada. The remaining 92 were certificated on credentials from other States or on grades received in the state teachers' examinations, hence the normal schools and state universities cannot supply the demand for trained teachers. Naturally the untrained and inexperienced teachers gravitate to the rural schools where they get experience and training at the expense of the country boys and girls. The fact that the number of teachers holding temporary certificates has been reduced more than 90 per cent during the past eight years is one of the most encouraging phases of educational progress in Elko county. At present there is a shortage of certificated teachers throughout the United States—a condition brought about by the fact that well-trained and certificated teachers have answered other calls that have resulted because of war conditions. This emergency will necessarily lower the high standard of teachers maintained in Nevada for some years to come. It is earnestly hoped, however, that in the near future only well-trained teachers will be put in charge of the rural schools of Nevada.

New Districts

In 1917 the following new districts were established: Diamond A, Fall Creek, Lincoln, Ten Mile, Ryndon, and Spring View. The assessed valuation of property in the Diamond A and Fall Creek Districts is so small that it was impossible to levy a special tax or to bond the districts for even small one-room schoolhouses. In the Diamond A and Lincoln Districts school is being maintained in private homes. The Diamond A

District now has sufficient money for a very small building. Fall Creek District was automatically abolished because of the fact that school was not opened within 120 days after the district was established. The Ryndon school is maintained in a small comfortable tie building donated by the Southern Pacific for school purposes. In the Ten Mile District a small schoolhouse has been built, which was paid for out of the county funds. The Spring View District was bonded for \$2,500, and a well-equipped modern schoolhouse built. In 1918 three districts were established by the division of old districts. Allegheny was created by the division of the Van Duzen District; Hoover by the division of the Arthur District, and Myers by the division of the Midas District. Small schoolhouses have been built in the Allegheny and Hoover Districts, and in the Myers District school is being maintained in a private home. Six new school districts were also established during 1918 from from unorganized territory, as follows: Bruneau, Fair View, Clayton, Hunter, Shafter, and Pine Valley. In the Bruneau district school is being maintained in a private home; in the Fair View, Clayton, Hunter and Shafter Districts small schoolhouses have been built. In most cases all labor in putting up the buildings was donated by the people of the districts. Pine Valley District is not yet completely organized. During 1917-1918 Franklin, Fall Creek, Pleasant Valley, Smith Creek, Warm Creek, and Ventosa Districts were established.

New Buildings and Improvements

The Elko county high-school buildings were accepted by the County High School Board in January, 1918. The high-school plant, which consists of three fine buildings—the main class-room quarters, the gymnasium, and the dormitory—is second to none in the West. The arrangement of all the buildings is modern and convenient, and as an educational institution designed as a piece of civic machinery to influence the thought of the entire county, it stands in a class by itself. The domestic science rooms, the science laboratories, the commercial rooms, and the manual training shop are supplied with the finest equipment and working materials that could be procured. The dormitory for non-resident students and teaches supplies a long-felt want and already is proving a potent factor in bringing students to the high school. The gymnasium is equipped with a splendid stage and scenery and is well arranged for all necessary purposes. The plant cost \$171,000, this including \$16,000 for equipment. It is an inspiration to examine this plant, which offers such splendid opportunity to the boys and girls of Elko county for educational advancement. To the Elko County Board of Education, the principal of the high school, and the taxpayers of Elko county is due a great deal of praise for the able manner in which they invested their legal resources and brought about the completion of so splendid a plant. Present indications are that the Elko county high school will continue to lead the high schools of the State, and will make a record for efficiency and service of which the people of the county may be justly proud.

In 1917 the Spring View District voted bonds for \$2,500 for a new schoolhouse and equipment. That the money was wisely invested is attested to by the fact that the Spring View District possesses one of the finest one-room buildings in the State. The building inside and out is artistic, with good desks, Smith heater, hyloplate blackboard, vie-

trola, drinking fountain, and sanitary indoor toilets. The Spring View school is the first one-room school in which indoor toilets have been installed.

The Ruby Valley District has voted bonds for \$1,500 to build a new one-room schoolhouse. Two other districts are planning to bond for new buildings and equipment in the near future.

Jarbridge has added a splendid one-room building to the school property of that district. The room is well arranged and equipped with new blackboard, desks and other up-to-date supplies.

The Allegheny, Aura, Clayton, Hoover, Hunter, Ten Mile, Shafter, and Twelve Mile Districts have erected small one-room schoolhouses. The trustees in five of these districts purchased Moulthrop adjustable chairs, hanging-globes, eight maps in sectional case, good teachers' desks and chairs, hyloplate blackboards and other necessary school supplies. Each of these buildings is conveniently arranged and well suited to the small number of pupils in attendance.

The trustees of the Arthur, Contact, North Humboldt, East Ruby, Cobre, Ruby City, Humboldt, Island Mountain, Jackson Creek, Rabbit Creek, Spruceмонт, McCall, and Wilson Districts have provided various general improvements, such as new outhouses, beaver-board on inside walls, new paint, flag poles, windows on one side, better water supply and better play grounds.

The Bruneau, Arthur, I. L., Kleckner, Lincoln, Ryndon, Fair View and H. D. Districts have had installed adjustable or Moulthrop chairs, hanging-globes, case of maps, teachers' desks and chairs.

The Smith heating and ventilating systems, or other heating systems, have been installed in the Clover Valley, Cobre, Contact, Mound Valley, Ruby City, Spruceмонт, Pilot Peak, Spring View, Carlin, Deeth, and South Fork Districts. The heating systems are giving first-class service and are proving as necessary for the smaller schools as are furnaces for the larger city schools.

This department has constantly aimed to raise the standard of school efficiency by urging the trustees to provide those minor supplies that aid much in making the work of teacher and pupils easier and more interesting. In most cases the trustees have been responsive and ready to cooperate and to put such recommendations into effect. The result has been that local authorities are beginning to realize more and more that money wisely spent for education is the most valuable investment that can be made by the taxpayers. Gradually the schools are being supplied with better library books, pictures, reference books, victrolas, drinking fountains, adjustable shades, sand-tables, manual training benches, and play apparatus.

Junior Red Cross

Practically all of the teachers in the county answered the "Call to the Colors" by rendering patriotic service in fostering wartime activities and imparting patriotic education. Through the organization of Junior Red Cross Auxiliaries children are being taught to rally under the banner of service and to sacrifice for humanity before considering gain for self. In conjunction with the Junior Red Cross a splendid civic program has been introduced which aims to teach something of the responsibility of citizenship. Almost every school in the county has sent in to the County Chapter refugee garments, knitted articles,

knitting needles, bedside tables, property bags, library tables, bedside bags, scrap-books, packing boxes, and so on. In most cases all work has been wonderfully well done. In the Elko high school approximately one hour each day is devoted to Red Cross work—on Monday the first period, on Tuesday the second, and so on. In the grammar school the sewing and manual training periods are devoted to Red Cross work. The pupils of the high school alone have finished an immense amount of work. The allotment includes refugee garments, several dozen of each garment; knitting several dozen sweaters, scarfs, helmets, socks, and wristlets; several hundred property bags, four hundred bedside bags, several hundred knitting needles, twelve seven-foot library tables, twenty-four five-foot benches, thirty-three tabourets, four hundred bedside tables.

In proportion the smaller schools have sent in as large allotments. Several small schools have raised large amounts of money for Red Cross purposes. Many schools have sent in large contributions to the Belgian Relief Fund.

The children of the Tuscarora school wove a beautiful wool rug, which was sold for the benefit of the Red Cross. The rug represented hours of work by a large number of pupils. Many teachers have caught the true spirit of the National and Community Life Leaflets, and are making the course a vital part of the school program. The Wells high school gives one double period each week to the work. The Deputy was present at one of these sessions and was delighted with the systematic manner in which the days' program was presented and the splendid results obtained.

Patient training in Red Cross activities, together with careful teaching in civic patriotism will do much to prepare our future citizens to answer the call "to enlist head, heart and hand in the struggle for a happier world."

Vocational Work

Vocational courses have been introduced in many of the districts and excellent work is being done in the boys' and girls' clubs. Metropolis is the first district in the county to introduce vocational courses as provided for in the Smith-Hughes vocational bill. A Smith-Hughes man has been secured to give the proper instruction in those practical branches that will mean a great advance in efficiency for the boys and girls of Metropolis. A domestic arts department has also been installed, and good work is being done. The work in agricultural extension, in domestic arts and by the boys' and girls' clubs engaged in garden and animal projects is bringing about closer cooperation between the school and the home. Three schools have full manual training courses, two have full domestic art courses, and about 40 schools are getting exceptionally good results in some branch of vocational work.

Supervision

The educational problem in Elko county is primarily rural in its nature, hence particular emphasis must be placed upon the development of the rural schools. When we take into consideration the fact that Elko County has a greater area than $3\frac{1}{2}$ times the area of the entire State of Connecticut, or a greater area than the combined areas of Delaware, Rhode Island and Massachusetts and Connecticut, and that the population of Elko county is less than one seven-hundredth that of

the combined population of these same four States, we are forced to realize that the rural school problem in Nevada is unique in character, and that the administrative educational program must suit special conditions. The educational program in this county certainly bears out the statement that state supervision is gradually conquering many problems with which the State was confronted before the present system became effective. Among these problems may be mentioned short terms, poor pay for teachers, low standard of certification, untrained and inexperienced teachers, poor buildings and inadequate equipment, no courses of study, poor attendance, and no supervision of any sort for rural schools. State supervision has by no means reached an ideal state, as in some cases local conditions have made it impossible to carry out successfully the full intent of the program, and in other cases unwise legislation has handicapped the progress of the system. The long winters, lack of funds for office assistance, and the influenza epidemic this year have made it practically impossible to do the required instructional supervision. However, in spite of these obstacles, the department has aimed to keep in close touch with the schools and to give assistance in the many problems that arise. During the past year this office has been swamped with work. New districts were organized; old districts were abolished; two districts voted bonds, and many districts upon recommendation from this office made necessary repairs. For the school year 1917-1918, over 50 per cent of the teachers were directly selected by this department. Trustees have been warned not to buy from agents whose sole purpose it is to induce them to invest all surplus money in knick-knacks that are of no educational value to the school. For this reason many trustees are requesting this office to order supplies for the schools. Thus school officers and teachers are given aid whenever possible in all matters relative to the conduct of the schools. In carrying on actual supervisory work it has been my aim to consider the following:

1. Better trained and experienced teachers.
2. Greater interest of the people in school affairs.
3. Increase in school attendance.
4. Better buildings and equipment.
5. Increase in teachers' salaries.
6. Instructional class-room supervision with reference to the Nevada courses of study.
7. Fostering of special and vocational work, as introduced by the county agents.
8. Bringing information of an educational character to trustees, teachers, pupils, and parents.

Recommendations

I. The law requiring the County Auditor, County Treasurer and Trustees to keep the various school funds segregated should be changed so that all state and county apportionments could be reported under one fund, and one form of voucher used to draw upon such fund. Such plan would do away with an immense amount of work and confusion.

II. A change in the apportionment law providing for an extra teacher in a district that has 30 or more school census children should be made. The law now requires a school to have 40 or more census

children, with an average attendance of 20 or more, before an extra teacher is allowed. This law works a hardship on every two-teacher district in the county, and has been the means of forcing several two-teacher schools to return to the one-teacher plan.

III. Compulsory physical training for every boy and girl should be provided for.

IV. Increase in state aid for all schools should be arranged for.

V. The deputies' salaries should be increased to at least \$3,000 per year, with provision for clerical help for eight months of the year. If the State plans to keep capable, experienced and well-trained educators in the work of supervision, salaries must be paid commensurate with the importance of the positions. The superintendents are poorer paid than any other county or state officials. All other officials are supplied with deputies and clerks, while the deputy superintendents must do all their own office work, and are required to look after the educational interests of hundreds of school children, scattered over immense territories. The deputies give the schools, with the exception of those who have supervising principals or city superintendents, all the supervision they get; they stand at the head of the school system of their respective supervision districts; they have spent years getting professional training and practical experience in preparation for the positions, and then receive smaller salaries than any other county or state official, and in many cases smaller salaries than the principals of some of the schools under their supervisions. In regard to clerical assistance and office supplies, it is a known fact the Elko county high school spends more money each year in taking care of the business of that office than the deputy is allowed for running the business of all the schools of the county. Furthermore, the work of supervision cannot be done without the use of an automobile. The deputy must pay for his own machine, and his traveling allowance does not begin to reimburse him for the outlay on repairs. Such conditions should be remedied, otherwise the best equipped and prepared supervisors will be lost to the work.

The appointment of school supervisors has been kept out of politics entirely. This one condition has made school supervision in Nevada more efficient than in many other States in which superintendents are required to enter politics to gain office. Statistics compiled by the Bureau of Education with reference to the education, training, experience and length of time of service of superintendents show that in States where they are appointed the time of service is much longer; that men and women of more general education and teaching experience are selected, and that the more efficient the superintendent is the sooner and surer is reelection made impossible in those States where superintendents are elected. If such holds true in States where the superintendents are elected by county boards, it stands to reason that an even higher standard of efficiency is secured in States where the superintendents are elected by the state board.

VI. State school administration should be reorganized. The keynote in governmental problems today is centralization of power and responsibility. There should be a state board of education appointed by the Governor, or elected by the people; a state commissioner of education appointed by the state board, and district superintendents

appointed by the commissioner. Each district superintendent should be made purchasing agent for the various schools of his supervision district, and should be held directly responsible to the commissioner of education for the conduct of educational affairs in his district.

Someone has said: "The world of today is to be the children's heritage. They cannot hold it without labor; they cannot make it into a worthier and more beautiful abiding place, as we would wish them to do, without learning to give their very best to the task." The vast possibilities and responsibilities before America to give the boys and girls a "fair chance in this race of life" are truly tremendous.

This report would indeed be incomplete without a few words of appreciation for the work of State Superintendent John Edwards Bray, who has devoted his life to the betterment of the schools of Nevada. He has been an energetic, zealous and faithful worker in the interest of his chosen profession, and has been instrumental in securing for the schools of Nevada many important reforms and benefits. When Superintendent Bray hands the keys of the office to his successor he may do so with the firm conviction that the schools have been made better because of his work as State Superintendent, and that he has well and faithfully served the people of Nevada.

Respectfully submitted,

BERTHA C. KNEMEYER.

ELKO, NEVADA, December 10, 1918.

SECOND SUPERVISION DISTRICT

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

DEAR SIR: In response to your recent request, I hereby submit the following report of conditions in the Second Supervision District for the years 1917-1918:

The sun here goes down on a land where a man's nearest neighbor may be 30 miles away, where his other friends and neighbors may be "50 mile odd," and where even his best friend and neighbor may be "70 mile over." It is a land where you can drain your car by the roadside and know that he will put you away somewhere for the night and make you welcome while you stay. It is a land that is dotted here and there with a ranch and near the ranch a school that is built of logs. The children who attend that school may be three or four in number, five or even more. But, they have learned to know at least one great character in history, a character whom they love, and they have grown to look with reverence on the image of his face, a face grown beautiful through tender associations, the face of Abraham Lincoln, their martyred President of the United States. This is the most striking characteristic of the children in these log schools. The teacher may have come from a normal school, a college or a university, or she may have been sent there by some unknown and unheralded teachers' agency.

BOGUS TEACHERS' AGENCIES

I believe in the good purpose that teachers' agencies perform when they are conducted by fair methods as so many of them are. I believe in it so firmly that I wish the State had an office of this kind, a clearing-

house to aid but not to interfere with the freedom of selection on the part of school boards. Many school boards now avail themselves of the services of reliable agencies and obtain excellent teachers thereby. Others have the service of agencies whose names they have never heard, and it is of these agencies that I write. If I may appear to use veiled language it is because I do not wish to betray any confidence or injure any teacher who in good faith now holds a position obtained by this means. On the whole the teachers are the victims of and the losers in this method of doing things. What follows is not a story and is not so intended to be. It is based on fact and is the truth.

There are other ways of making a living than those we know of. Rent an office in a coast city or elsewhere if you so desire. Advertise for teachers in Nevada and proceed. It is quite easy and simple or so it appears. There are in my office alone many model letters, models of how to apply for, how to accept, how to resign from a school, and how to substitute one teacher for another. This is how to do it and this is



The oldest house in Eureka. Similar in appearance to many log-cabin schools.

how it is done: In the year 1917-18, eleven schools in this supervision district netted two agencies a commission of 5 per cent on a total salary value of \$6,680. The school boards that engaged the teachers sent out by these agencies, strange as it may appear, may never have heard of the agencies. The teacher finally gets the position; is a success or a failure as the case may be and the agency goes serenely on. Mutt could not lay out a plan of action for little Jeff to pursue that would be simpler than that. But, in the field of action it is not quite so. Eight of the 11 teachers sent out were very successful and charming girls, even though they had paid for their positions in cold cash. Of the other three, one was always in trouble, was an inveterate letter writer and made one wish that she had lived in the days when they carved communications on boulders or moulded them in clay. The half-brother of the second, whom she had brought with her for company, turned out at the time of the draft to be her husband and to kill the monotony due to his absence she finally ran off with a cowboy. She

was dishonest, too, as she did not pay her final installments to the agency. The third was a good teacher, but something of a fire-eater. My first introduction to her was through a letter that read as follows:

"Dear Sir: I need your valuable assistance. On arriving here I find that there are no conveniences—no bath or hot water—everything seems to belong to the days of the caveman down here. I do not like paying for what I do not get. Anything you can do for me in this matter will be appreciated."

Permit me to say that I advised her I would do what I could to remedy the situation. I do not remember the exact words. However, she was an excellent teacher in spite of these inconveniences. Everything would have gone on harmoniously too, had she not later assailed the dignity of the school board by calling them bad names like Kaisers and Czars. They got even by raising the other teachers' salaries, but not her's. So, out of evil came good.

Mary Gardener is the mystical girl with the fine credentials, who gets positions, holds them long and then resigns them. She may be so named because she gleans in the fields of knowledge. In the end Mary always resigns. Her invalid mother is taken suddenly ill or unforeseen circumstances prevent her final acceptance. Her beautifully worded epistles, redolent with filial love and devotion, would move the heart of any man. *Mary now knows all about the terms and conditions of the position, as she herself states, and has been thoughtful in the midst of her sorrow to find a girl of excellent qualifications who wants just such a position. Mary's friend gets the school and Mary gets the commission.* This was how it was supposed to happen. Mary had asked the agency for help when she found she must resign and the teacher is warned not to make it known that she is from an agency "as this particular school board is prejudiced against agencies."

But Mary is not the only worker in the field. There are many others as I have letters and documents to prove. Julia Rose who has had the advantage of foreign travel, and maybe a course in swimming at Baden-Baden, is a close second. She has the advantage too of resigning under happier circumstances. Julia applies:

—————, —————, April 11, 1917.

John Doe, Roc, Nevada.

DEAR MR. DOE: Please consider me an applicant for your school for next year, should you have a vacancy.

I shall now give you only a brief statement of my qualifications as a teacher, but if your answer is favorable I shall at once send you a more detailed letter, a photo, if you care to see one, also recommendations concerning my efficiency and fitness for the position in all respects. I am an experienced teacher, have had normal training and have done a great deal of special work in music and elocution. I teach all the general subjects, and have also been very successful with discipline.

I shall be glad to learn the details of the position when you answer, and thank you for anything you may do to help me, either now or later on. I am

Yours sincerely,

JULIA ROSE.

—————, —————, April 25, 1917.

DEAR MR. DOE: Your prompt answer to my letter of recent date was received yesterday afternoon and I thought it best to send you a more detailed account of myself, also some recommendations and a photo, so that you could better act upon my application when the board meets to elect.

I have received my training at the Northwestern Oklahoma high school and

the Northwestern state normal and have had excellent experience in all the grades.

In connection with the general work of the school, I teach music, drawing, gardening, sewing, and handwork, which is so important for the little people, and I have specialized in elocution and Spanish. I am also considered quite a proficient performer on the violin.

The physical welfare of the children is also, in my opinion, of great importance and I supervise their games on the playground, usually making a point to be on the grounds during recess and the noon period. I often take an active part.

The recommendations, which you will find enclosed, will speak for me and you are at liberty to verify them. I can furnish more later on if desired.

The photo is a year old, but a good likeness. Concerning myself further, will state that I am 24 years old, of average size and in excellent health.

I hope to hear favorably from you some time in the near future, and thanking you for the present courtesy and anything further you may do to help me, I am

Yours sincerely,

JULIA ROSE.

May 10, 1917.

DEAR MR. DOE: Your good letter of May 6th, notifying me of my election as teacher of your school, was received this morning, and I am replying at once, to let you know that I accept the position with thanks.

Please extend my thanks to the other members of the Board of Education, and let me assure you that I shall do all I can to "make good" in every way.

The description of your school is very pleasing indeed, and I am going to ask you to give me a little more information about the position. I suppose that, as principal, I will have the four upper grades, and I would like to know how many pupils are enrolled in the whole school and how many in my grades as nearly as you can tell.

Also will there be any ninth- and tenth-grade work? I should like to know the date of opening, length of term, cost of living, and something about the climate.

I hope that you will not mind sending this information at your convenience, as I shall make my plans accordingly.

Again thanking you for the position, and hoping to meet you personally in the fall, I am

Yours sincerely,

JULIA ROSE.

You will note that Julia accepts on May 10. A few weeks later the Deputy Superintendent hears that there will be a vacancy in this school. He sends a teacher, qualified for the position, to the school board. She learns that the position has already been filled, and so reports. There is still hope, however, as he knows of another good vacancy and again the good teacher makes personal application only to learn that Mary Gardner has the place.

"Why is it," the teacher asks, "that I am unable to get a position worth trying for?" and reads the advertisement: **TEACHERS WANTED FOR NEVADA SCHOOLS.**

The summer goes by. There are no vacancies. The teachers' directory is practically ready for the State Printer, when something happens. Julia resigns:

August 18, 1917.

DEAR MR. DOE: It is with some regret that I am writing to you at this time to resign my position in your school for next year, but I have decided to take a school of one instead, and shall be married soon. This matter has been pending since the latter part of July, for I just hated to give up my fine position, but my intended husband has been offered a fine position in the East and absolutely refuses to accept it unless I go with him. As such opportunities come seldom in a lifetime, I thought I would not let it slip by, even though it has taken a month at least to make up my mind.

I am sure that you will not blame me, but that I will have your good will

and best wishes, especially as I am recommending to you for my place a fine, capable teacher and a charming girl as well. You will be delighted with Miss Helen Clay, if you accept her in my place, you could not be otherwise. Indeed, you might have taken her in the first place, could you have seen us both. She is glad to go too, for she wants just such a position, and you may rely upon her.

I am not unmindful of all that you have done for me and would not recommend any but a first-class teacher to you, you may be very sure of that.

I shall be very glad to hear from you again if you can spare the time to congratulate me (for I know that you must be very busy) for I want to feel that I have your good will and best wishes.

I still have the contract and if you take Miss Clay she can sign it and send it to you immediately or I will return it to you unsigned, which ever way you direct.

Please accept my sincere thanks for all that you have done for me and let me wish you and all the good people in the district a happy and successful year and all the good luck in the world, I am

Yours sincerely,

JULIA ROSE.

Helen and Others

Helen applies also on August 18. She is a graduate of Long Beach



One type of rural school, built of mud and stone with willow roof.

high school and of Whittier College and has taken post-graduate work in the University of Southern California. She has specialized in French and German. In addition she has had a great deal of extra work in music, drawing, gardening, and handwork and she plays the piano. She also has had the benefit of foreign travel, having spent a year and a half in study and travel in Europe. She also is interested in outdoor activities, supervises the playground. In brief, she has missed none of the good things in life that tend to educate and refine. Helen gets the place and again the agency is closely in touch with the school board. The school is to open September 6. On August 27 Helen signs the contract. A touch of pathos is added here as on August 30 her invalid mother becomes seriously ill and she is forced to resign. She finds another fine girl and final negotiations are completed by wire. The third girl arrives. She can't even play the fiddle; isn't a skillful performer on anything that you can imagine, and the

longest journey she has ever taken was from her home town to this school. She gets homesick, too; but, she is a good teacher at that and Julia cannot be blamed for any deficiencies or Helen either for that matter.

From that time on events follow one another in rapid succession. From then on, for a few weeks, sorrow and joy, the warp and woof of life is spinning fast. Mary Gardner, you remember, had that other school. *Mary Gardner's mother is stricken.*

Resigns Before School Opens

Gladys Christian resigns from Pine District because of unforeseen circumstances. Ester Nelson resigns because of sick relatives in the East. Lillian Reynolds resigns, but does not state her reason. In Mountain District, Ester Schell resigns and Alice Moore resigns from the Belleville school, both to be married. Cupid is abroad in the fall, and Love laughs at school boards.

In all cases these thoughtful teachers provided substitutes. In other



Another type of schoolhouse, the Tent.

cases negotiations had been completed before and the schools opened without the need of so much sorrow and prospective joy.

Permit me to say that there is nothing fictitious about what I write except the names, and all instances cited are based on positive facts of which I have ample proof.

Finally, when the pangs of readjustment have subsided, a teacher who is a university graduate with a degree of Ph.D. finds herself in entire charge of a desert school with an enrollment of three pupils, and is discontented all the year; while another who was fitted for a grade position in a city school finds herself on a sage-clad plain with an horizon like the sea.

Teachers' Salaries Far Too Low

It is true that many rural school teachers in this supervision district get as much as \$80 per month. It is also true that the cost of bed and board varies between \$20 and \$40 per month. The length of the school year has varied during the past two calendar years between six and eight months which gives three possible annual salaries, namely,

\$480, \$560 and \$640, or an average monthly salary in each case of \$40, \$46.66 $\frac{2}{3}$ and \$53.33 $\frac{1}{3}$. In 1918 sheepherders in White Pine county were getting \$80 per month and found. I gave some of these facts to a gentleman of my acquaintance who had stated that teachers received a pretty good wage for their work.

"Yes," he retorted, "but sheep are worth \$14 per head and children are an expense."

"They may be an expense," I replied, "but can also be considered as an asset."

He then further pursued the argument by enlightening me of the fact that a sheepherder could care for from 2,000 to 2,400 head of sheep valued at from \$28,000 to \$33,000 while a teacher in this State has



Recess. Nature Study and a Study in Nature.

often three and five children only under her care. Believing as I do that the laborer is worthy of his hire, I continued listening and added thereby to my store of facts. During the same period of time ranch hands were receiving \$50 per month and board to \$75 per month and board. Waitresses received from \$75 per month and board to \$85 per month and board. Bartenders received \$5 per day, carpenters \$6.25, miners \$5, millhands \$4.50, mechanics \$7, painters \$5.75, steamfitters \$7, bricklayers \$6, and plumbers \$8. Stenographers received \$100 per month and grocery deliverers \$120 per month.

But that is not all. There are 13 schools in these three counties that pay salaries of \$75 per month. It may be stated roughly that the terms of these schools are eight months, an annual salary of \$600, or an

annual monthly salary of \$50 on a basis of 12 months. Five schools pay \$70 per month, or a maximum annual salary of \$560, an annual monthly salary of \$46.66%. However, two of these schools were open only six months, annual salary \$420, annual monthly salary \$35. Of this \$420, one of these two teachers paid out the following sums: Teachers' agency, \$14; Teachers' Retirement Salary Fund Board, \$4.50; board and room, \$80; fare from home and return, \$80; total, \$178.50. Other necessary living expenses unknown. Apparent balances for the six months, \$241.50.

There are schools in these three counties, of course, which pay more than \$80 and have longer terms. The salaries in these other schools range from \$85 to \$140 per month, but teachers who received salaries below these amounts form 40.4 per cent of the teaching force of the



All present with their mascot. They have a teacher, too.

supervision district, and 42.5 per cent of those who may be classed strictly as rural-school teachers. Among these teachers, the strictly rural-school teachers are some grown old in service—teachers who have held important positions in city schools, but whose age has debarred them from further service there, although their knowledge, their mental ability and their refinement is unmarred by the years. I here give an excerpt from a letter received from one of them:

Many teachers are receiving an increase in salary, but my board would never offer it to me if it were possible. I would not have an increase, however small, at the expense of a shortened term. My board declares that would be the result and I cannot urge my own cause. A little printed phrase caught my eye recently and I applied it to my work there. It is, "The post of difficulty is the post of honor." It cheered me, and I shall return in a happy frame of

mind. If I could help those children to have a love for books and even an ideal that is worth while I would be so glad. I think I see an improvement sometimes, but I am sad to say I fear there is no lasting impression made upon some of them. * * * But there is a well of good drinking water, I have wood to burn, and I was not hungry while there, and these common necessities are large factors in helping me to decide to return.

The younger teachers, mostly recruited from the normal schools, have opportunities still; but the older teachers must shift about from year to year with little, if any, resource except their treasured mass of recommendations—"a well of good drinking water and wood to burn."

Money Value of Education to Pupils

The education too that these rural teachers are paid to give has a real money value, and in making this statement I am backed by no less an authority than the Department of the Interior, Bureau of Education. The following summary is taken from page 33, Bulletin No. 22, 1817, Bureau of Education, a summary of statistics which shows that every day spent in school pays the child \$9.02:

EVERY DAY SPENT IN SCHOOL PAYS THE CHILD NINE DOLLARS

Here is the Proof

Uneducated laborers earn on the average \$500 per year for 40 years, a total value of \$20,000.

High-school graduates earn on the average of \$1,000 per year for 40 years, a total of \$40,000.

This education required 12 years of school of 180 days each, a total of 2,160 days in school.

If 2,160 days at school adds \$20,000 for life, then each day at school adds \$9.02.

The child who stays out of school to earn less than \$9 a day is losing money, not making money.

Some Comparisons for Thinkers

If every day spent in school is worth \$9.02 to a child, a term's work of six months of 20 days each is worth to him 120 times \$9.02, or \$1,082.40. A teacher with a school of five pupils creates therefore an average money value, according to statistics, of \$5,421. If she has a class of 10 pupils she creates a money value of \$10,824, and, if she has 20 pupils, a money value of \$21,648. These figures you will note are for a minimum term, as was allowed by law, of six months. With five pupils she received 8.8 per cent of created value, with 10, 4.4 per cent, and with 20, 2.2 per cent. In actual coin she received \$60 less than the average annual salary, according to statistics, of uneducated laborers in the United States.

With a minimum term of eight months as is now required by the course of study for all schools, she would receive \$664 a year, or \$160 more than the average annual wage of uneducated laborers in the United States. And a teacher with a class of 20 pupils working for eight months of twenty days each creates, if statistics are true, a money value of \$28,864, or more than the actual value of a band of 2,000 sheep. The shepherd does not create his \$28,000 of value. He watches over it, sees that it does not decrease in value until it is brought to market; but he received more for his labor than the teacher. We admit that his labors are hard and at times appalling in a country like this. We admit that he has to contend against the coyote, the mountain lion and the wildcat, and we know that he cannot go about as

did the shepherds in the days of myths, wrapped in a goat skin and playing a harp. I have seen his camps at night, spread out on the adjacent hillsides and indicated by brush fires made to frighten preying animals, and have heard the intermittent firing of guns, nightly virgils with one purpose, the protection of the bleating sheep, the while could be distinguished the ululations of coyotes watchfully intent on their purposes. This was in the days of the rabies when animals tormented by the dread disease seemed to know no fear. I have witnessed the desperate struggle of the herders to uncover parts of their bands completely covered by the snow drifts of a preceding blizzard. They earn their money, but that does not reflect on the validity of the argument that while a herder earns all he gets, the teacher does not get a fair proportion of what she earns.

While the teacher who receives \$850 for her year's work gets actually less than waitresses receive, she is nevertheless paid more than the average annual salary of county superintendents in one State in the Union, and the teacher who receives \$1,400 a year is getting more than the highest of the average annual salaries paid to county superintendents in 23 States of the United States. These are the States: Maine, Montana, New York, Oklahoma, Virginia, Nebraska, Colorado, Wisconsin, Michigan, Oregon, South Dakota, Delaware, Idaho, North Carolina, Washington, Kansas, West Virginia, Georgia, Missouri, South Carolina, Kentucky, Tennessee, and Wyoming. (Bureau of Education Bulletin, 1917, No. 33, page 6.)

Nevada ranks fourth in the average salary paid to rural superintendents by the States of the Union and thirteenth in the average salary paid to city superintendents, according to statistics compiled by the Bureau of Education of the United States. This is not a bad record. Following is a copy of the record until it includes Nevada: (Bulletin, 1917, No. 3, page 6, Bureau of Education):

State	Av. salary of Rural Supts.	State	Av. salary of City Supts.
New Jersey	\$3,000	New Jersey	\$2,832
Pennsylvania	2,645	California	2,772
Maryland	2,187	Colorado	2,656
Ohio	2,041	Massachusetts	3,609
Nevada	2,000	South Dakota	2,587
California	1,982	Minnesota	2,575
New Hampshire	1,918	Michigan	2,572
Illinois	1,907	Arizona	2,567
Massachusetts	1,775	Washington	2,551
Louisiana	1,771	Indiana	2,542
New Mexico	1,663	North Dakota	2,537
North Dakota	1,600	New Hampshire	2,519
Arizona	1,600	Nevada	2,587

The average rural superintendents' salary for the United States is \$1,375, and the average city superintendents' salary for the United States is \$2,260, which leaves Nevada ahead of the average in both instances. In respect to the discrepancy between the salaries of rural and city superintendents Nevada runs close to form with other States of the Union. However, let us look at the situation from a different angle. On page 5 of Bulletin, 1917, No. 33, is the following statement: "Wyoming's county superintendents' salary is unusually low, lower in fact than in any other State." The average rural superintendents' salary in that State is, according to this bulletin, \$717. Yet, with 21

county superintendents, Wyoming spends annually \$15,057 in salaries for rural supervision. Nevada, with five deputy superintendents, spends \$10,000. Delaware spends \$3,600. Every other State in the Union spends more than \$10,000, which puts Nevada next to last in the list of annual total amounts spent for rural supervision. As there are 16 counties in Nevada, the average amount paid for salaries per county for rural supervision is \$625, or the lowest amount paid in salary per county of any State in the United States. I do not wish to be understood here as one expressing an opinion, but merely as one making a statement of facts as they exist. And yet the passenger brakeman on the Nevada Northern Railroad is getting a larger salary than the principal of the White Pine county high school.

Average Salaries on Twelve-Month Basis

The total amount paid for salaries in White Pine county for the school year 1917-18 was \$60,365, or an average monthly salary, on a basis of 12 months to the year, of \$76.21 for each of the 66 teachers employed; the total paid out in Eureka county for its 19 teachers was \$14,365, or an average monthly salary on the foregoing basis of \$63; the total paid out in Lander county for its 15 teachers was \$12,750, or an average monthly salary of \$70.84.

Principals' and Superintendents' Salaries on a Basis of Twelve Months

District schools	Monthly salary paid	Length of term in months	Total salary paid	Av. monthly salary for 12 months
Eureka	\$160.00	10	\$1,600.00	\$133.33
Austin	125.00	10	1,250.00	104.16
Battle Mountain	130.00	10	1,300.00	108.33
East Ely	160.00	10	1,600.00	133.33
Ely	180.00	10	1,800.00	150.00
Lund	135.00	8	1,080.00	90.00
McGill	200.00	10	2,000.00	166.66
Ruth	130.00	10	1,300.00	108.33
W. P. H. S.	210.00	10	2,100.00	175.00

Average monthly salary for Supervision District on basis of 12 months: \$132.40.

What follows is taken from the February, 1918, number of the *School News and Practical Educator*, page 284, and is merely used to illustrate and close:

The other day a young coal miner in one of the thriving cities of Illinois drove his automobile down to the mine office to draw his two weeks' pay, which amounted to \$83.50. In the automobile with the young man was the former city superintendent who, after more than twenty years preparation and service, was able to draw \$83.33 for his two weeks' services. The faithful teacher of the sixth grade—the last grade which the young man attended—is still doing her duty in training boys and girls to become good citizens, and she draws \$30 for her two weeks' work. She draws also each year a three-months' leave of absence without pay. Neither the superintendent nor the teacher is able to get much comfort in comparing their pay with that of the miner. Now we do not mean to say that the miner is getting too much for his work, but we feel that there is too much of a disparity between his wage and that of his teachers. The pay of the teacher must be increased or soon the schools will suffer. With the cost of necessities so high, good teachers will not long remain in a profession where the wages suffer so greatly in comparison with the wages in other lines of work.

At the close of the school year 1916-17 there were 99 teachers employed in the Second Supervision District—20 in Eureka county, 15

in Lander County, and 64 in White Pine County. Now, at the end of the biennial period 1917-18, there are 113 teachers working in the district, 21, 16, and 76 for the respective counties. On January 1, 1918, there were 109 teachers working in the district as compared with 106 at the corresponding date of the preceding year. In Lander county, Kingston, Reese River, Big Creek, and Park districts were closed beginning with the fall semester. Kingston reopened early in 1918. Hall Creek, Silver Creek, Walsh, and Warm Springs districts were abolished on recommendation; in White Pine county, Egan Canyon and Niptown districts were abolished. The Osceola district did not open school in the 1917 fall semester, but did open in the spring of 1918.

The school year 1917-18 has witnessed a rise in the salaries of many of the teachers in this supervision district, especially in White Pine county, over that paid in the preceding year. This rise was due principally to the increased cost of living on account of the war. But the board of the teachers in most districts was raised accordingly. By consulting the Educational Directory in this volume of the biennial, you will note the salary changes in detail.

New Districts

In 1917 a new district, known as the Shoshone district, was formed from a division of the Shingle Creek district, situated in Spring Valley, in White Pine county. In Eureka county, a new district called the Ferrari district was established in 1917. No new districts were established in Lander county during 1917. In Lander County in 1918 two new districts were established, one called the Laxague district. The name of the other was never reported. Up to the present time school has not been started in either of these districts. In 1918, in White Pine county, the Wilson district was formed from a division of the old Taft district and the Willow Grove district was established. In 1918, the Aerial district was established in Eureka county. School is now being held in the Wilson, the Aerial, and Willow Grove districts.

In White Pine county new schoolhouses were built in the State Line, Gregory, and Taft districts, and a new building was erected in Ely on Murray street for the accommodation of the children living in that section of the residence district. You, of course, know that these are not miniature palaces. Two of these, those at State Line and Taft, were built of logs; but a State that allows a school to exist for five and even three children cannot be expected to educate them in marble halls. Moreover, the patrons of the school often get out the logs and do the labor without cost to the State. The new building in Ely is a very neat structure and well suited to its purpose. The lighting in the other three is very poor as suggested alterations in the plans of these buildings, as accepted, were not carried out. No new schoolhouses were built in Eureka or Lander counties. At East Ely an extra room was added to the school building there.

Election of School Trustees

No special interest was manifested in the biennial elections of school trustees except in Lander county, at Austin and Battle Mountain, in each of which places a good vote was cast. In Ely eight votes were cast, in East Ely two, and in Eureka, eight. In White Pine county

elections were held at Ruth, Lund, Preston, Snake Valley, and Gregory districts with a fair representation of votes. In Eureka county the election at Palisade was declared illegal owing to the failure to post notices as is required by law. Here, and in the other districts in the three counties, the districts not named above, appointments had to be made.

Indian Children

Early in 1917 a letter received from a teacher has the following statement: "The Indians that attended the required 80 days were Tony Buffalo, Angelina Buffalo, and Minnie Moke." A census of the Indian children in the 3 counties shows 107 such children, all but 9 of whom were between the ages of 6 and 18 years of age.

This census is not complete but it opens a vast field for contemplation. This supervision district lies in the direct path of the old Overland Trail and these children are the descendants of the plumed warriors that harried the early immigrant trains. These Indian forces are far less numerous today than the arrows their fighting ancestors left strewn on the sands. Even the mounments that today stand as symbols of their former glory are going one by one. Last year, near Smith Creek in Lander county, an old pony rider station was torn down because it was of no further use. At Shellbourne in White Pine county, of the great stockade that once stood round that oasis there is now not a trace. Most of the Indian children as censused are attending school, but the pride of their ancestors has metamorphosed them into a strange sensitiveness that requires delicate handling on the teacher's part. Note that I do not overlook the fact that this is a school report. The places left vacant by the disappearing Redmen have been filled by the descendents of the historical pioneers. These descendents give tolerant consideration to the remnant of their former enemies. But nearly every race under the sun is represented in the schools of this supervision district with the possible exception of the Hindus and the Chinese. Greeks, Servians and Austrians predominate. Basque shepherders now tend their bands on the ranges where the Indians once hunted and they drink from the streams where the Redman once fished. Here then we have in miniature a true "melting pot" of the human race.

In my last biennial report to you, 1915-16, I made the following statement: "Aside from the regular state and county apportionments, the districts of White Pine county, in the course of 1917, will receive approximately the following sums from bond issues and special taxes levied on every district." Then followed a table showing the separate amounts for each district, which amounts totaled \$12,935.52, or \$43.73 for every census child in the county according to the preceding census. I was wrong in the statement in as much as that amount, more or less, had already been collected in taxes.

Later, in 1917, the County Commisisoners levied special taxes again which totaled for the districts of the county the sum of \$58,975.56 or \$36.69 for every census child in the county. The amount of this tax, added to the sum of the state and county apportionments, made a grand total of \$85,769.09, or \$53.36 for every census child in the county.

White Pine County's Special School Tax Levies for the Year 1917

Fund	Rate	Valuation	Tax
Ely school	.65	\$974,833.94	\$6,336.42
Ely school bond No. 1	.30	2,076,741.87	6,230.22
Ely school bond No. 2	.20	974,833.94	1,949.66
East Ely school	.45	1,101,907.93	4,958.58
East Ely school bond	.50	1,101,907.93	5,509.53
Big Spring school	.25	40,327.00	100.81
Big Wash school	.25	6,254.00	15.63
Blackhorse school	.25	13,789.00	34.46
Bothwick school	.25	5,194.00	12.98
Bonita school	.25	1,230.00	3.07
Broadway school	.25	15,196.00	37.98
Cherry Creek school	.25	113,419.70	283.54
Cold Creek school	.25	106,387.00	265.96
Egan school	.50	18,971.00	94.85
Goshute school	.25	999,596.64	773.95
Gregory school	.25	101,617.00	254.03
Griswold school	.25	3,653.00	9.22
Hamilton school	.25	105,734.00	264.31
Lane City school	.25	184,133.74	460.32
Lund school	.45	137,697.92	619.64
Lund school bond	.50	137,697.92	688.48
Melvin school	.25	294,142.95	735.35
Muney School	.25	36,362.00	90.90
McGill Special	.60	4,275,769.80	25,654.61
Oscocla School	.75	37,518.00	281.98
Pleasant Valley School	.25	34,173.00	85.42
Preston School	.20	70,605.41	141.21
Preston School Bond	.80	70,605.41	564.83
Siegel School	.25	41,852.00	104.63
Snake Valley School	.25	141,481.00	353.70
State Line School	.25	5,548.00	13.87
Steptoe School	.25	327,128.15	817.82
Taft School	.25	232,343.00	580.85
Tippett School	.25	22,900.00	57.25
Valley School	.25	30,551.00	76.37
White River School	.75	53,794.00	403.45
Shingle Creek School	.25	44,115.00	110.28
Total			\$58,975.56

In conclusion permit me to say that a deputy superintendent's life is, in some respects, a tramp's life, and while we do not mark fences with an X where bed and board may be had, nevertheless I have marked in my mind a number of willow and paling fences that are symbols to me of both, and shall mark an X over the names of these places for the man that succeeds me, as an act of comraderie to him. It is a great life if you don't weaken, where you ship seas of dust over the starboard and port bows of your little desert whaler, and amidships too; and where you fall into holes and ruts made by the wheels of your predecessors. Truly, Byron was right when he wrote: "Man marks the earth with ruin." How true it seems when you are on a dusty desert road at the close of a weary day. Even to pursue the thought further, after a rain or a thaw: "Upon the watery plain the wrecks are all thy deed." No one can realize it who has not been on the road in these broad, low valleys in spring when ocean seems to have come back to his old silurian bed to rest. It would require the services of a French tank to pull you through the vast stretches of mud and water, which makes you feel like a fly in a bowl of molasses. Your resignation is definitely worded in your mind, but the nearest telegraph station is fifty miles away. David Warfield could never so vividly express, "Never, O Never Again," as the mud-swamped wayfarer can at such times.

Respectfully submitted,

JAMES V. COMERFORD,

Deputy Superintendent of Second Supervision District.

ELY, NEVADA, December 12, 1918.

THIRD SUPERVISION DISTRICT

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

DEAR SIR: Having been a deputy somewhat short of a year, this report must, of necessity, contain less than I should like to have it possess of personal knowledge of my district. Since taking office in the counties of Churchill and Humboldt in January, 1918, I have made one complete tour of the schools and started another this fall, which was brought to a temporary close when the influenza epidemic interfered with most of the larger schools.

Through personal visits and correspondence I have in these 11 months gained two very distinct impressions—that there has, as a whole, been no more loyal and patriotic body of people in the land than the pupils, trustees and teachers of our schools; and that there is at no time any subject nearer to the hearts of the people, especially the mothers of Nevada, than the welfare of the schools. Nevada's educational forces have been making progress every year in quality and in the number of pupils. What remains to be made of improvement and development is a problem second to none that the State has to solve. Let it be met and worked out as wisely and earnestly as it is in us to work it out, with the welfare of the children always kept in mind as the main consideration. This has been the policy. Let it always be.

For traveling over the rough roads and wide spaces in which the State abounds it is compensation indeed for a deputy to be met at the end of a long weary drive with cordiality and to be made to feel that people and teachers are a little glad to see him come again. The hospitality of the folk in the rural districts is especially worthy of mention. During one exceptional week last spring I traveled steadily from Monday morning to Friday afternoon and, though I offered to pay each time, it cost the State just fifty cents for my meals and lodging. The State was the gainer and every one felt that much happier for the hospitality.

I shall make the statistical part of this report brief. Any who wish further statistics regarding the third district can readily find them in my annual report of July, which is on file in your office, a full abstract of which will appear in the second part of your biennial, and in the expense account vouchers which are on file in the office of the State Controller. I am making this brief in the hope that more members of the Legislature will read it than I surmise sometimes read reports of the various departments.

I am tempted to speak at length, and with statistics, of the need of a larger traveling and office fund, but this subject was so thoroughly and convincingly treated by the deputies, and with so little effect upon the Legislature, in their reports of two years ago that I will not go into details. The same applies to the clear and logical statements set forth in that biennial on the reasonableness of raising the salaries of the deputies, or whatever form of school supervisors the coming Legislature may decide to replace the state deputies with. The deputyships have enjoyed the distinction, which few people can claim, of never having had a raise in 12 years. If the deputyships are abolished it is hoped that the appointees under some other system will fare better.

We have, however, been instrumental in securing raises for many of our teachers and we have found an indirect pleasure in that.

At the end of the school year 1917-1918 there were in Churchill county 15 active districts, besides a county high school and 913 school census children, a total enrollment of 916, and an average daily attendance of 668; total number of teachers, 37; average wage of female teachers, \$92.75; of male teachers, \$129.90. With the present happy prospects for the Fallon irrigation project and for development in the Dixie Valley I predict a marked increase over the above figures when the next biennial report appears.

New districts formed were Ocala and Dixie, each receiving aid from the excellent emergency fund that the State provides for such cases. Fanning school district was abolished and the furniture loaned to Dixie. Fairview is now dormant. Lahontan was joined to Leeteville last summer and the name of the latter school was changed to Northam.

In Fallon a new high school was completed, a building of such beauty of outline, such excellence of interior finish and arrangement, that it may well compare itself with any in the State. There are some larger buildings of the kind in the State but none better. The courses are varied and strong, including domestic science, commercial work, agriculture, and a very well-equipped manual training plant. Plans are now on foot for the establishment of night classes. This school gave to the war its principal, J. R. McKillop, and one of its teachers, Mr. Wright, while Mr. Conser, a former instructor, was also in the ranks.

Consolidation has been caried forward consistently and wisely until Churchill county now has the largest project in Nevada, comprising six districts—Fallon, Soda Lake, Old River, Smart, Wightman, and Mills. The last three were taken in during the past summer. Automobile carryalls go their various ways each morning and bring the children to Fallon where they may enjoy the advantages of a city school. Consolidation appears to have given general satisfaction. The initial expense was in each case somewhat burdensome but the cost, by being spread over a reasonable period of time, will adjust itself and will hamper no one financially. Whatever the cost in money the people are receiving good returns on the investment.

Humboldt County

At the end of the year 1917-1918 there were in Humboldt county 42 active districts and two county high schools, 1,052 school census children, a total enrollment of 1,198, an average daily attendance of 808; total number of teachers, 74; average wage for female teachers, \$97.33; for male teachers, \$123.46. Irrespective of sex the average wage for teachers in Humboldt county during the past school year was \$110.39, in Churchill county \$111.32. School boards have shown a commendable willingness, reinforced by wartime necessity and scarcity of instructors, to raise wages, in some cases even borrowing through interest-bearing warrants to do this.

In this report I have purposely spoken of the teacher's compensation as wages instead of salary. It used to sound better to say one received a salary. In this day the only difference is that wages are frequently worth more.

New districts established in Humboldt county were Jungo, Adelaide, Blakeslee, Big Creek, Dyke, Packard, and Lower Rochester. Districts

abolished were Grass Valley and Virgin Valley. The latter was reestablished this fall, on partially new lines, as McGhee Valley. Bottle Creek was likewise abolished and then reestablished this fall on the same lines, and with the same picturesque name. New Vernon and Seven Troughs were joined as Vernon Consolidated. Districts now dormant are Rye Patch, Blakeslee, Adelaide, Kennedy, Pine Forest, and Marker. Sod House district has this fall built a new schoolhouse.

Humboldt county has developed at Winnemucca a high school that compares favorably with any in the State. A wide and varied course is given so that the youth of the county may take their preparation for several occupations. Manual training, domestic science and commercial work are the special departments, while commendable emphasis is given to physical training. First-year high-school work is also being given in Paradise and Denio.

The Lovelock county high school is planning another year to reach the same degree of development as has been attained in Winnemucca. It is hoped that then manual training will be installed to supplement the course in domestic science and commercial work.

In Winnemucca the plan of exchange of teachers has been successfully tried between the high and elementary schools in such special lines as the manual and domestic arts teachers giving part of their time to each. There is economy and efficiency in the arrangement. A similar plan is used in Fallon and has been urged in Lovelock, but has not been deemed practicable as yet. Besides the regular course the elementary schools in Fallon and Winnemucca provide manual training, domestic science and kindergarten. The Lovelock elementary school is thus far offering none of these three.

In Denio a unique experiment is being tried out this fall for the first time anywhere, I believe, in Nevada. The two small schools, one in Oregon and one in this State, have been combined under one teacher and a material saving in fuel and salary effected. The plan is neither legal nor illegal, but a sort of gentlemen's agreement. The school is in Nevada, the course of study of this State is used, and the teacher holds a Nevada certificate. The Oregon people are contributing their share of the expense. First-year high-school work is being given for the first time, Denio being 110 miles from the nearest county high school. A similar policy of getting together was suggested at McDermitt, but the local people on each side of the State line were unable to agree upon the details. The whole matter was thoroughly discussed with State Superintendent Bray and he decided that by unanimous agreement of all persons in the two districts concerned a trial of the plan would be well worth while.

My territory comprises approximately 21,000 square miles. In the law which required a deputy to visit every district twice within a school year, and the law which limits his traveling fund to \$800 and his office fund to \$350, there was somewhere a lack of coordination. It has more than once happened that in trying to obey the first law a deputy has risked breaking the second and has had to pay the additional cost from his own pocket. I feel that the deputies have, in being thus limited as to expense, never yet had full opportunity to show the best results of which the system as planned 12 years ago was capable. By getting free office rent, light and fuel, in the county court-house, and considerable assistance from teachers who were too tender-hearted to accept

fair compensation when they learned how our state funds are limited. I have kept within the appropriation for office expense. If there is this year anything left in the traveling appropriation it will be because the epidemic prevented me from continuing this month the school inspection trips. We buy and keep up the automobiles needed for these trips. Any who think we fatten on the mileage received should see our garage bills for repairs and gasoline.

I was called to Carson City in January and again in July to assist in making out the semiannual apportionments of county and state moneys.

I believe the teachers welcome the visits of a deputy after the first nervousness, common to new teachers, wears off, and they find that we are just teachers like themselves. They find that we have been "through the mill" and have known all the discouragements, real or fancied, and the hard work they are meeting, and then they look on us as fellow-workers and not as critics sent to awe them. We have been able to help them in applying the course of study, and in the matter of promotions. We have helped the trustees to keep their finances in business shape and to interpret and apply the school laws. That we could have helped the schools much more I am certain, if we were given adequate office assistance so that we might spend more time in the field. I certainly believe in limitation of expense appropriations, but I do believe also in a business method of figuring the amount needed—a sort of budget system.

In the hurry of traveling (my spring tour covered 1,000 miles through Humboldt county from the time I left Fallon until I returned to my headquarters) one does well if he keeps moving without being able to answer any but the most urgent communications. The result is that he gets back to his office and finds himself smothered under an accumulation of desk work. The point is that in my district, while I do not need a stenographer all the time, I should like, when swamped with work, to be able to step out and hire one for a few days while the rush lasts and not feel obliged to apologize each time for the small wages we can pay from the state fund if it is to last us through the year. But by working frequent evenings and many Sundays we manage to keep up our duties reasonably well.

It was gratifying to see last spring and summer the extent to which trustees in the smaller and some of the larger districts relied upon the deputies in securing new teachers, in some cases leaving the selection entirely to us. Trustees realized that having visited their schools we knew conditions there and would try to select a teacher adapted to conditions.

War demands resulted this year in more changes than usual in the personnel of the teaching force. It is well for the schools that so many married women have been willing to return temporarily to the profession. Wages for teachers have advanced some this fall, but have not kept pace with those in other lines of labor. Considering the time and money it costs teachers to get their training, and considering all that is expected of them, they are poorly rewarded.

It is good to see some of the schools making of themselves community centers. Fairview district in Humboldt county and Harmon in Churchill might be mentioned as examples. The school has, and

should have, other legitimate and wholesome uses besides the teaching of classes six hours a day five days a week. In some communities the school building is the center of learning, church, and social gathering place. It is well that it should be so.

War gardens, thrift stamps and liberty bonds were taken up with vim and effectiveness by the schools, while the Junior Red Cross rendered much valuable assistance, especially where there was easy access to material, tools, and sewing machines. Rural schools equalled the others in willingness if not in facilities.

When vacancies occur in the memberships of school boards the people are empowered by the law to hold a special election and choose new trustees, but they almost never do this. In over half, nearer three-fourths, of the districts in my two counties the people did not hold even the regular two-year election of trustees but left it to the deputy to appoint, considering that method to be less trouble, less expense, and just as likely to select good people for the vacancies. The deputies would much rather the people choose their own board members. When I appoint I always try to have at least one woman on each board. The average woman has more time than a man, or takes it, for school affairs, and takes, I believe, a keener personal interest in them.

Last spring I reached every district in both counties where school was in session at the time of my trip.

In my inspections I have striven to observe from the following viewpoints and to help along these lines:

1. Are the pupils studious and interested?
2. Are the children not only wiser each month but are they happy in their work?
3. Is the teacher in earnest?
4. Is she maintaining a proper degree of discipline?
5. Are her methods of teaching effective and up-to-date?
6. Is she following the course of study?
7. Has the school made reasonable progress since my last visit?
8. Is the teacher taking an interest in the life of the community outside of the school room?
9. Is sanitation, the physical, as well as the mental and moral well-being of the children, properly looked to?

If I have helped the schools somewhat along these lines during the past year I feel that I have been doing my bit in my small sphere of endeavor.

In connection with the selection of teachers let no one say that the poorest ones should be sent to the small schools. In small communities the teacher's individual worth counts most in proportion to the number of people. If she is clever, earnest, kindly, and capable, the school and whole community reflect her character and efforts. In town and city schools a teacher has an experienced principal always present to help and encourage her.

I have the following recommendations and remarks to offer. The details I am omitting for lack of space. I should be glad, however, to discuss them with any one if called upon to do so now or later:

- (1) There should be further encouragement of vocational work

among the small schools, in cooperation with the field workers of the university extension service.

(2) I believe a date, not later than June 1, should be fixed by law for a formal notification to a teacher by a school board as to whether she has been reelected. If not notified by that date she should have the legal right to consider herself reelected. Suspense and dilly-dallying benefit neither trustees nor teacher.

(3) Some change in the present apportionment law whereby small rural districts may receive a larger share of the state school money. In larger towns and cities practically all of the property is taxable. In rural communities much of the land is homestead claims or unsettled territory. Special taxes to eke out the apportionments sometimes fall too heavily on some two or three families.

(4) I would recommend that the State Board of Education fix definite dates for the holding of the semiannual eighth-grade examinations so that schools might know exactly when to expect them.

(5) I suggest a statute enabling some one to compel school boards to purchase for each schoolhouse a flag and a staff from which to fly it. A deputy can only suggest this and when he returns in a few months suggest again. It is not lack of patriotic spirit that has caused some few such cases but a we'll-do-it-next-term attitude.

(6) The matter of getting annual reports from school boards has been a conundrum. Our reports are based in part upon theirs. Trustees are required to report July 1. Some do, others do not. We write them repeated entreaties and then make out our own annual reports when we can wait no longer. Some few of the districts fail each time to report. Larger districts where the clerk of the board is allowed compensation are not always the least remiss.

(7) The deputies, or their successors, should have more real authority conferred upon them by law. With a state board of education or a district board over them as a court of appeal there is little likelihood of supervisors abusing their power. What advantage a supervisor could expect from such abuse is not clear.

(8) I should like to see some provision in law for the easier joining of contiguous districts where one has many pupils and insufficient money, while the other has no pupils in attendance and money that it is not using, while sending its children to the nearby financially poor district.

In closing this report I propose to state that it has been both agreeable and instructive to work under you. Your constructive views, your broad, sympathetic attitude toward the schools, your democratic treatment of the people connected with all parts of the school system, have been an inspiration to one to give the best of which he was capable.

CHAUNCEY W. SMITH,

Deputy State Superintendent, Third Supervision District.

FALLON, NEVADA, December 1, 1918.

FOURTH SUPERVISION DISTRICT

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

DEAR SIR: The years covered by this report for the Fourth Supervision District are notable for praiseworthy accomplishments under

unusually trying conditions. The writer does not presume to indicate that all schools have reached the acme of efficiency, but he does emphatically state that considering the nature of the times in which we have lived, the available funds, and the existing laws, creditable progress has been made by the schools of this district.

Reaction of the Great War

Education is the first and most important duty of the commonwealth, but in time of war it must yield to the exigencies of the State. Perhaps no line of essential human endeavor has suffered more than the business of education through the need of prosecuting the war with every available resource. The schools have yielded their teachers and technical instructors willingly in the common cause. Yet it cannot be expected that the sacrifice has not left its impress upon the efficiency of the work done. Stripped by the Government of many of our ablest educators, and entirely relieved of any reserve, we are yet enjoined to allow no diminution in the efficiency of public instruction. Responding to the call of patriotism our elementary teachers have enrolled by the thousands for clerical work, until we are unable to supply instructors for our rural schools. Technical men whose positions we could not possibly fill have left the high schools for various lines of government employ. But in spite of these adverse conditions, the business of education has been carried on, and never in the history of the world has its need been more apparent. If the democracies which we have fought to establish and maintain are to endure, then universal education must loom large in the reconstructive programs of the peoples of the world.

The citizens of this supervisory district have been fortunate. Of the 234 teachers required to carry on the work all but three have been secured, and your deputy hopes to secure these within ten days.

The Educational War Conference

Pursuant to the request of Governor Boyle in a proclamation addressed to the people of Nevada, there assembled in Carson City, August 26, 1918, a conference made up of representatives from many war, civic, patriotic, and educational agencies throughout the State. The designated purpose was to discuss the best means for carrying on the school work of the State with undiminished efficiency, and formulate such plans relative thereto as might seem advisable.

This two-day conference was called together by State Superintendent Bray, who subsequently yielded the chair to Governor Boyle. The sessions were well attended throughout and called forth much valuable discussion on the problems with which the educational fraternity found itself confronted owing to the war.

The sense of the conference was embodied in several resolutions of which the following is a summary:

- (a) University agricultural and home economics extension work as outlined by Dean Knight and Director Norcross was endorsed, and the suggestion made that class-room theory in these subjects be followed by practical work in the summer.

(b) It was recommended that school authorities be given power to substitute Red Cross work for regular work in manual training and domestic science whenever desired, and that formal Junior Red Cross work in the schools of the State be held in abeyance until the receipt of the government plan.

(c) Confidence was expressed in the administration and the conduct of the war, and the conference went on record as favoring the prosecution of the military program with unrelenting vigor until absolute victory is attained, and justice assured for all.

(d) It was recommended that the legislative and educational authorities of the State initiate action looking toward the keeping of the schools at a high degree of efficiency, and it was the sense of the conference that the need of an increase in school revenues, and an increase in the salaries of educators, must be recognized as fundamental in any plan evolved.

(e) A resolution was passed urging the Department of Education and the Department of University Extension to institute an itinerant school of elementary nursing, consisting of skilled specialists to teach the women and girls of every school district something of the elements of nursing and first aid to the injured. This was designed to fill the vacancy caused by the entry of so many regular nurses and physicians into foreign service.

New Districts

The following new districts have been established by formal action of the Boards of County Commissioners: Lyon county has established Vail and Bluestone; Mineral county has established Belleville; and Washoe has established Smokey Valley.

New Buildings

The people of Sparks now possess one of the finest high-school buildings in the State. Complete in every respect with all that careful planning, scientific arrangement, and up-to-date equipment can do, the Sparks high school is a monument to the progress and liberality of the people of that city. It should be added that maximum floor space, abundance of light for class-rooms and laboratories has been secured and yet there has been no sacrifice in the exterior appearance of the structure. Classic outline and harmony have been preserved and this temple of knowledge leaves little to be desired either inside or out.

Lyon county appropriated the old county courthouse at Dayton and \$12,000 for the erection and equipment of a new high school there. In an era of high constructive cost it is difficult to see how more or better results could have been secured for the money invested. For years Dayton had struggled along with one temporary makeshift after another. It now possesses a fine building of undoubted merit. There are large auditoriums for assembly and local civic and social purposes, three class-rooms, a large laboratory, library, office, modern

sanitary arrangements, scientific heating and lighting, and a good-sized basement which will provide for future vocational activities. The citizens of Dayton should view the result of their efforts with much pride and satisfaction.

Fernley also made adequate provision for the education of its future citizens. A fine modern structure costing considerably more than the original \$10,000 appropriated is the result. Four commodious class-rooms, well lighted and scientifically arranged will provide sufficient accommodation for both elementary and high-school instruction for some time. Provision should be made to bring the schools of Fernley and East Fernley together and provide adequate transportation. It is probable that this will be done in the near future.

The people of Long Valley, far to the north in Washoe county, in a locality where building materials must be transported by team 40 or 45 miles through the mountains and across the desert, have erected a fine frame building which cost \$2,000. This is the Twin Springs schoolhouse, and it fills a much needed place in the social and civic life of the people of that community.

The residents of Francis and Vista in Washoe county have erected snug little buildings of substantial character.

Mineral county citizens will shortly have a new county high school at Hawthorne and a modern elementary structure at Mina. Both communities would have already looked upon these as an accomplished fact had the war not raised the cost of material and created a labor condition that greatly handicapped construction.

War Activities

It would be amiss not to mention in this report the great credit which is due both teachers and pupils for the active and patriotic part they have taken in furthering activities connected with the war. All schools, both rural and city, have undertaken Junior Red Cross work. Organizations have been perfected, money raised, articles of comfort and necessity have been made and contributed to the common cause.

Boy scouts through their various local organizations have done much to assist the sale of liberty bonds and war savings stamps. Material which was going to waste has been salvaged, war posters have been placed, errands run, and general assistance given where needed.

The Victory Boys' and Girls' "earn and give" campaign, conducted through the school children of the State with the object of placing a million boys and girls behind a million fighters in France, is meeting much success. Each member agrees to earn and give a few dollars for the soldier's benefit.

I mention these things because the war has been indissolubly linked with educational activities and I desire that the people of the State should know that the school children of this district have taken a loyal, patriotic, and effective part in addition to carrying on their regular studies.

General Statistics

For purposes of comparison, there are submitted below certain edu-

educational statistics obtaining at the time of the last biennial report, as well as similar facts existing now:

	1916	1918
Number counties in Fourth district	6	6
Number school districts in Fourth district	91	99
Total number elementary and high schools	104	112
Number male teachers	26	24
Number female teachers	183	210
Total number teachers employed	209	234
Average monthly salary paid male teachers	\$147.57	\$162.39
Average monthly salary paid female teachers	84.21	92.86
Total number children of school age:		
Lyon	700	836
Douglas	318	293
Mineral	173	183
Ormsby	645	652
Storey	401	344
Washoe	3,435	3,397
Totals	5,672	5,705
Total valuation of school property:		
Lyon	\$101,945.00	\$126,622.00
Douglas	50,227.00	70,140.00
Mineral	15,323.00	20,795.00
Ormsby	44,888.00	46,286.00
Storey	34,595.00	33,955.00
Washoe	545,427.00	668,926.00
Totals	\$792,405.00	\$966,724.00

*Would be greater but for consolidations.

The above facts indicate a slight increase in the salaries of teachers, but still out of proportion to the rapid increase in the cost of living. The census population has remained nearly stationary, Storey losing heavily, and Lyon gaining. The most significant feature is the heavy increase in the valuation of school property. It indicates that the people are sparing neither money nor pains to make the schools all that can be desired. The day of the temporary lean-to, the day of the log-cabin school are past. In their places we have substantial structures costing thousands of dollars, indicative of the fact that the people have come to stay, and further indicative of the fact that they realize that if more settlers are to be attracted and held, up-to-date educational facilities must be provided.

Better Salaries

In spite of the fact that this department has repeatedly called the attention of the State to the need for better provision for teachers, nothing has been done. It is difficult to understand by what process of reasoning, or by what sense of justice, any board of rural school trustees could expect a teacher to live on \$65 per month, yet prior to this year that is all that has been paid to several teachers in this district. By stretching my authority to the limit I have been able to secure advances of five or ten dollars in each of these cases. But this is not enough. There ought to be a state law fixing a minimum wage-scale for elementary teachers, and that minimum should not be less than \$80.

It is unfortunate that a turn of fate should have made it appear that the Legislature of 1917 was opposed to increasing the salaries of deputy superintendents. As a matter of fact a bill to increase the salaries to \$2,500 per year, and involving the addition of another deputy, was passed in the Senate by a vote of 13 to 4. There was also a majority

in the Assembly sufficient to secure its passage, but unfortunately through a misunderstanding and the hostility of a committee chairman, it was never reported, and a favorable Assembly had no opportunity to act upon it. It is to be hoped that at another session this proposition will fare better. The salary, when fixed, should not be less than \$3,000.

A Glimse of the Work

During approximately one year that I have had charge of the work in this supervision district, the following represent a few of the things accomplished:

1. The removal of headquarters from Reno to Carson City, and the installation of a complete filing system for correspondence.

2. The examination standings of every pupil in the seventh and eighth grades have been card indexed, so that it is now possible to turn in a moment to any student's record and determine just what credit he has, from what school, and under what teacher, and the year of award.

3. Every school district in the six counties from the Oregon line south nearly to Tonopah has been visited once with the exception of Reno, which would also have been included had not the influenza closed the schools to inspection this fall. Many of the schools have been inspected twice, and some of them three times. This involved a trip by automobile of something over 2,000 miles.

4. Approximately one-half day has been spent in each school visited. I went into the work carefully in each instance, checked the course of study, quizzed the pupils in each grade, advised the teacher, conferred with the clerk of the school board relative to the improvement of school conditions, and visited prominent citizens in each locality to determine whether the school was giving satisfaction.

5. Each and every letter received, from whatever source, has been answered promptly, and this has entailed the writing of an average of 20 letters daily.

6. I have corrected 1,500 examination papers, reported to each student and teacher the result of the examinations, issued 102 eighth-grade diplomas, reviewed 1,035 reports from teachers and school officers bearing on their work, and in addition I have carefully checked the census reports from every district in six counties, and summarized them in an annual report that required two weeks of exclusive attention to compile.

The above are a few of the facts. They constitute a fair sample of the nature of the business upon which your deputy spends his time. It represents the return which the taxpayers receive on their investment in centralized educational supervision. I am paid a salary of \$2,000 per year. I am allowed traveling and office expenses to the

amount of \$1,150 per year. In all, it costs six counties in this district just \$3,150 each year for such service as I render. Roughly speaking, this means that each county's share is \$525 per annum for its general educational supervision—not a bad record for those who believe in keeping down expenses. A system of county supervision would cost each county over four times that amount. I am speaking now of my own district, I am aware that in other districts the county rate under the present plan might run higher, but in few instances could county supervision be maintained for less than the present one.

The Epidemic

The disease which has spread its subtle vapor over the world, carrying death and sorrow in its wake, has not spared Nevada. Its devastating inception necessitated an immediate suspension of school functions, and entailed problems which we will have with us to the end of the year.

During the period when schools were closed, no visiting could be done; when a few of them timidly resumed, the propriety of visiting them with the chances of carrying contagion there among the children was certainly open to debate.

Should the influenza remain an unwelcome guest much longer it will be very difficult to complete the work of the year without unduly prolonging the studies into the summer. The only solution lies in the elimination of any further vacations, the institution of Saturday classes, and the addition of from two to four weeks school at the close of the year. Financial problems arising have thus far been met in a majority of cases by paying teachers for one month of the enforced idleness.

In General

The educational tone of the district is all that could be desired considering the nature of the times in which we have lived and the difficulties which we have encountered. There has been a fine spirit of helpfulness and cooperation among the teachers within the school and without. Many of them have cheerfully braved the dangers of disease and have entered the homes of the people of their districts to nurse the sick; they have subscribed to the limit of their ability in bonds and various international charities; they have carried on their school work in a way to reflect credit upon themselves and the profession of the State.

I venture to suggest that in the era of peace and reconstruction which is to come, education will continue to take a larger and more vital place in the warp and woof of our political system than ever before. It will be nearer the people in its ministrations, more practical, tending more and more toward the vocational, identifying itself as the foundation of industrial success and of individual and national character.

Very respectfully yours,

GEORGE E. McCracken,

Deputy Superintendent, Fourth District.

CARSON CITY, NEVADA, November 26, 1918.

FIFTH SUPERVISION DISTRICT

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

DEAR SIR: Complying with your request for a biennial report of the work in my supervision district I submit the following:

This is my fifth report of this kind, and looking back over the former reports it seems that they all bear about the same material. This sameness is characteristic of the work of the office. It is a continual grind of effort to get a few eternal facts settled in the minds of the coming generation.

Definite proposed changes that, as careful observers on the ground, the deputy superintendents have felt would greatly increase efficiency have been offered from time to time. A retrospect of the past fails to locate many of these proposals worked into law by the Legislatures. This fact somewhat discourages the advancement of new ideas because of the seeming lack of attention given to them by the State represented in Legislature.

However, it is not the visible things only that make for success. If a superintendent can feel that without the aid of Legislature, or other assisting body, he has caused a few young Americans to get a little stronger hold upon opportunities in life, and if a goodly number of the teachers working under his guidance have been made to cast their eyes a little more upward and step out a little more confidently because of his help and encouragement, then he need not feel that his work has been wholly in vain, and his position entirely without honor.

As a deputy superintendent, the writer has been constantly in the supervision of schools in Nevada since 1907. He has seen changes come over the schools and their environments that one would hardly have thought possible in looking ahead in 1907. That there is as much room at present for improvement as has been accomplished is putting it a little strong, but the future years will see quite different schools than are now in evidence. The war will not be the least factor in moulding the school of "tomorrow." By the time that we shall have earned the peace that will come at the end of the war we shall have learned lessons in self preparation and independence that will leave unmistakable imprint upon the system of education in this country.

The school of the future will not give as much attention to some of the "branches" that we now spend time upon. There will be less grammar, and arithmetic, and history, and the time saved will be used in teaching the boy and girl how to produce more material things for the betterment of the world. There will be more two-room school buildings—one room for the three R's and the other for the saw, hammer and plane, and the sewing machine and cook-stove.

Such a school is the one that the deputy wishes and hopes for in this district. The student is now given back to the parents after eight or nine years of constant training with practically no ability to repay in any degree the money and physical strength spent in keeping the pupil in school for those years. I believe a change of plan is advisable.

Supervision

Supervision work in the fifth district has moved along about as usual for the past two years. "A small body of wilful and misguided men" succeeded in holding up supervision work in the whole State

from January 1917 to October of that year. Under the guise of retrenchment these men made it possible for five fairly competent superintendents to keep their feet under the tables of their offices *on full pay* for some nine months. But we paid for the privilege later by paying the costs of what the State Controller pleased to call a "friendly suit" in the Supreme Court. In other words the deputies paid \$275 for the privilege of doing the work for the State that the law requires them to do.

Aside from the half-year mentioned above, about the same amount of school visitation was done in the district in about the same way as in past years. It still remains impossible to fulfil the law in the requirement of visiting each school district twice each year. A new arrangement of district boundaries with the appointment of another deputy is the only solution to the problem of getting more intensive supervision in the rural sections.

If another supervision district consisting of northern Nye county and the southern parts of Eureka and Lander counties were created, and then some of the school districts bordering upon the present supervision districts distributed among deputies a little differently than they now are, a fairly good supervision could be had. It is probably useless to propose this plan at this time, but some such plan should be worked out in the near future.

The Compulsory Education Law

The same conditions exist relative to compelling attendance at school. The law reads nicely and is effective in the large towns and cities, but in the rural sections it is a dead letter, and will remain so as long as the initiative for the enforcement is in the hands of the trustees. They simply will not swear out warrants for the arrest of their neighbor, "Even as you and I." If the superintendent had the judicial power to summon the parent or guardian of truant children directly before a district court for adjustment of the trouble there would be little cause for further complaint.

Superintendents Appointed v. Elected

Somewhat the same rule as governs in the compulsory education law prevails in the discussion of the proper way of placing superintendents in their position. Looking back over the 11 years of service as superintendent I will say that unquestionably the appointed superintendent has an advantage over the elected one. The same rule applies in the office of County Assessor, and furnishes a good comparison. County Assessors are elected officers, and it is notorious that they dare not do their whole duty for fear of defeat at the ensuing election. They know that the returns of large property holders are incorrectly made, and yet they know that to oppose this sort of man means combined efforts to mark him for defeat at the hands of electors. He does not dare to antagonize the voters of his district.

Your deputy can recite a long list of acts done in his office and in the field that at the time were distasteful to certain persons, but that were needful for the service, and certainly most of the acts would have remained undone had the deputy depended for his tenure in office upon a vote of the people in the affected districts. And the farther the appointive board is from the field of the appointee the better will be the

result. I can see no reason why the State Board of Education is not the proper body of men to invest with the appointive power. A board of officers elected in the supervision district who would appoint the school superintendent would be apparently directly in the politics of the counties, and as such would be keeping the schools in politics also.

The County Unit

Two of the four counties in this supervision district could have better school facilities if they were organized as county units. These are Clark and Esmeralda counties. Clark county, however, would require two boards of trustees because of the geography of the county. There is a wide territory, about 60 miles, between the resident section in the north end of the county and the resident sections of the southern part. Community interests are entirely different also in the two sections. In Esmeralda county there are but eight school districts, all reasonably close to the county-seat. One school board would be much more efficient than eight in the management of these small districts.

Some good results to be gained in such consolidation of interests would be more efficiency in the appointment of teachers, saving of money in buying school supplies, fuel, and other things bought in the running of a district school.

In my opinion Nye county and Lincoln county are too large and the school population too scattered to allow good results from the county unit.

Consolidation of School Districts

I mentioned in my report two years ago that all the schools in the north end of Clark county were going to consolidate into one school district. The result has not been all that was expected. However, four of the districts, constituting the school population of Muddy Valley, have consolidated under the name Consolidated School District No. 1. This district will transport most of its children next year to a central school at Overton, where there is a county high school. It is planned to transport all the children to Overton in two years. The result is that where the average number of grades per teacher was formerly four, the average number now is two, theoretically a difference of 100 per cent for the better.

Another fine opportunity for consolidation in Clark county is in the Virgin Valley, where there are now two districts, Bunkerville and Mesquite. Here there are eight teachers in the grades of the two schools, giving each teacher two grades. If the eight teachers were in one consolidated school there would be one teacher to each grade, another theoretical advantage of 100 per cent for the better.

High Schools

Nye county provides two high schools for its pupils, one in the city department at Tonopah, the other at Manhattan. The high school at Manhattan is supported by a county high-school tax. Though small in its enrollment at present this school will grow with the camp and in time reach a stage of regular graduations.

Lincoln county supports a very good county high school at Panaca.

In Esmeralda county the only high school is at Goldfield. With the decline of the camp it is a hard struggle to maintain standard condi-

tions there, but the school has some staunch supporters who will make the school the best possible as long as possible.

In Clark county there are three county high schools, at Las Vegas, Overton, and Bunkerville. A new building was erected for the school at Las Vegas in 1917 at a cost of \$46,000.

New and Abolished School Districts

During the report period two school districts were abolished and four new districts established. I do not include in the list of abolished districts those that were abolished for the definite purpose of reestablishing them under new names.

Some new legislation is needed on the matter of dormant districts. Under present conditions when a district has been dormant for one school year or has had school for less than six months in any year, there is but one legal way of that district ever receiving state or county money again and that is for the district to raise money within its own boundary for a school for at least six months. Then after having had the six months of school the State will again apportion it the state and county funds. Quite often the total valuation of property in the district is but a few hundred dollars, and it is practically impossible to raise the money in this way. And if it were possible it is not just for the new population to have to pay for a year of schooling for their children when a new population in a new district elsewhere gets not only the regular apportionment from state and county funds but is given a bonus of \$250 from the emergency fund.

In the words of the State Superintendent the method usually employed is simply "beating the devil round the bush, over the bush, and into it." We abolish the dormant district and reestablish it under a new name and with a little new territory, and give it the emergency fund and all the succeeding state and county apportionments as though it had never been dormant at all. Such procedure might not be recognized at all if it should get into court, but what is to be done otherwise? There should surely be some legislation on this matter at the next meeting of the Legislature.

Junior Red Cross

Practically nothing was done in the smaller schools in Junior Red Cross matters last year, until the deputy superintendent was appointed on the State Committee for Junior Red Cross in March, 1918. Since then every school in the supervision district has reported its organization as an auxiliary. All are alive to the situation and another year will find each school active in the making of refugee garments and other hand-work prescribed by proper authority.

Respectfully submitted,

G. E. ANDERSON,
Deputy Superintendent, Fifth District.

APPENDIX
