

12895

OFFICE OF  
INDIAN AFFAIRS  
Rec'd MAY. 14

1889

9010/89

Int. Department,

~~W.H.~~ May 13. 1889.

Returns letter of May 10/89,  
recommending auth. for  
Capt. Pratt. to purchase  
Yaggs Geographical Study  
for the school, and calling  
attention to remarks of 12<sup>th</sup>  
Asst. Secretary.

~~wrap (pckg)~~

~~Copy to Capt. Pratt,~~

~~To Secy. June 25/89~~ ~~May 20/89~~

DEPARTMENT  
OF THE  
INTERIOR  
INDIAN DIV. JUN 10 1889

12895

~~To Pratt June 13/89~~

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**OFFICE OF  
INDIAN AFFAIR**

**JUN 11 1889**



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OFFICE OF INDIAN AFFAIR JUN 11 1889

2566 DEPARTMENT OF THE INTERIOR INDIAN DIV. RECEIVED JUN 10 1889

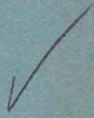
BIENNIAL REPORT

OF THE

Superintendent of Public Instruction.

1887--1888.

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2566	DEPARTMENT OF THE INTERIOR. INDIAN DIV.	RECEIVED JUN 10 1889
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BIENNIAL REPORT

OF THE

Superintendent of Public Instruction.

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1887--1888.





Compliments of

W. C. DOVEY,

State Superintendent of Public Instruction.

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BIENNIAL REPORT

OF THE

Superintendent of Public Instruction.

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1887--1888.



## REPORT.

DEPARTMENT OF PUBLIC INSTRUCTION,  
CARSON CITY, Nevada, December 31, 1888. }

To His Excellency,

CHARLES C. STEVENSON,

Governor of Nevada :

*Sir:* In compliance with law I have the honor herewith to transmit through you to the Legislature the tenth biennial report of the Superintendent of Public Instruction for the years 1887 and 1888.

W. C. DOVEY,  
Superintendent of Public Instruction.



SUPPLEMENTAL REPORTS OF COUNTY SUPER-  
INTENDENTS.

The subjoined reports of the County Superintendents are in reply to the following circular :

CARSON CITY, Nev., October 24, 1888.

*Superintendent of Schools of ..... County*—DEAR SIR: In addition to your last report, on file in my office, I would be pleased to receive from you a written report of the schools of your county, reviewing the subjoined topics, or any other that may be pertinent to your office and of interest to the Legislature and the general public :

1. General condition of schools in your county.
2. Districts with insufficient funds and the remedy therefor.
3. Condition of school-houses, furniture, libraries and other supplies.
4. Qualification of teachers and character of methods used.
5. Your opinion of the effect of consolidation of County Superintendent with that of District Attorney. Remedy, if any needed.
6. Your opinion of the Act creating new school district with only five school children of school age.
7. Is there an increased public interest in education ?
8. Are you in favor of an Act to compel teachers to attend State and County Institutes when held within reasonable distance, teachers to receive full pay during the time of their attendance ?

Your intimate knowledge of the needs of the schools under your supervision cannot fail to make your report both interesting and instructive to the Legislature and the public, and will undoubtedly tend to influence legislation in behalf of education.

I trust you will cheerfully respond to this request, as it is impossible for me to become thoroughly acquainted with the condition and needs of all the schools of the State during the short visits which my time will permit. Your obedient servant,

W. C. DOVEY,  
Superintendent of Public Instruction.

*Churchill County*—No report.

*Douglas County*—No report.

*Esmeralda County*—Ira. P. Hale, County Superintendent.

In response to your circular letter of October 24th, I would state: Taking into consideration the sparsely settled districts, the

general condition of the schools in Esmeralda county is good. By this expression I do not mean to convey the idea that all the pupils are advanced in the prescribed studies, but that they are striving to advance during the school term, and under the zealous and thorough drill of efficient teachers and are making commendable progress.

Within the few weeks past I have visited the most of the schools in session, and, although some have only a few pupils, these are striving to excel. Some districts, on account of limited means, labor under the disadvantage of long vacations. This condition of things was caused to some extent by cutting the levy for school purposes last year five cents on the one hundred dollars valuation, and the revision or amendment of the law taxing the proceeds of mines.

This year the levy was restored, therefore the prospect is better for longer school terms and shorter vacations. To remedy the matter still further five cents more should be added to the levy for 1889.

The forty per cent. clause in the school law is well adapted to Esmeralda county. In fact it could not be made more perfect.

It treats the small districts justly and does no injustice to the large ones. Existing school districts containing five children of school age should not be deprived of school privileges.

I think the consolidation of the offices of School Superintendent and District Attorney will prove of doubtful expediency. The cause of education is too loose in more ways than one, and the State will not be the gainer. The remedy needed in the department is a salary sufficient to compensate the County Superintendents for their attention, not only to the clerical duties of the office, but to closer supervision of schools and institute work. Although there might be something plausible in an Act to compel teachers to attend State and County Institutes when held within a reasonable distance, yet I would hesitate a long time before recommending such an Act. If the State would appropriate a sum sufficient to pay mileage and expenses I would favor the Act.

At Candelaria a good frame school house was erected and furnished during the past school year. A transfer of a surplus in the Road Fund of that district to the School Fund helped largely towards paying for the structure. The bills for furniture and apparatus was paid for in part from the proceeds of school exhibitions gotten up by the teacher, Professor Percy S. King. A new school house should be built at Hawthorne, as the place the Board has rented is scarcely fitted for the work. It is hoped that the incoming Board will remedy this defect. Aurora has made some decided improvement in buying school apparatus, blackboards, etc.

The library question is one that should claim the attention of School Boards throughout the State, and in case school funds are not available, private effort and public spirit should be utilized to make a beginning.

*Elko County*—No report.

*Eureka County*—No report.



*Humboldt County*—Charles H. Groves, County Superintendent.

Replying to your circular letter of October 24, 1888, I would most respectfully state as follows: The general condition of the public schools of Humboldt county is quite satisfactory, and the schools are continually reaching forth towards a betterment. The Trustees, in most districts, are endeavoring to secure such teachers only as have had experience and possess recommendations. It will be hard work for a poor teacher to get employment—hence, more care and preparation will be required. Notwithstanding the fact that the population of Humboldt county is increasing very slowly, a lively interest is manifested in the cause of education, and our schools are in a very healthy condition. During our term of office as County School Superintendent, three new districts have been organized, and three have voted special taxes for building purposes.

The largest school districts of this county are without sufficient funds—and this is true all over the State. The remedy is an easy one, and should be adopted at once. The 40 per cent. division is a fatal mistake. Winnemucca and Paradise School Districts, of this county, with several hundred school children, are placed upon a basis with districts where the average daily attendance is two or three; that is, they are upon the same footing, as far as nearly one-half of the school moneys are concerned. I firmly believe that all moneys should be apportioned to districts in proportion to the average daily attendance, and that the law regarding compulsory education should be rigidly enforced from hence, or else be immediately repealed; as it now is, it is a dead letter.

We have very fair school-houses in Humboldt county, especially in Unionville, Paradise, Golconda and Lovelock's. Winnemucca is sadly in need of a more commodious school edifice, and should vote a special tax for the erection of the same. Golconda and Big Meadows have each erected new buildings. As a general thing, school furniture is miserable, and there are but few libraries in our schools. We recommend that ten per cent. of the State money apportioned to each district, per annum, be set aside for the benefit of libraries, providing the amount set aside to a district does not exceed \$50 a year.

As stated before the qualifications of our teachers are far above the average, and this is due in part to the fact that we have secured the services of two active and efficient teachers as associate members of the Board of Education. Professor L. F. Herrod of Paradise Valley, and Professor N. F. Smith, Principal of the Winnemucca schools, are the gentlemen referred to. The teachers under my superintendency employ all the modern methods of instruction. We have no fossils. Regarding the effect of the consolidation of the offices of School Superintendent and District Attorney we cannot say, as it does not apply to Humboldt county, but we consider it a matter of false economy and it would require an array of Philadelphia lawyers to tell to what counties the law is applicable. There are two laws in direct conflict with each other, one approved February 23, 1887, and

the other February 26, 1887. If our Legislature can do no better work than this we beg them to leave the school law alone. In my opinion the two offices are so different in their nature that there is no wisdom in consolidating them. And, as county school supervision is a pronounced failure as the law now stands, we recommend that the office be given the prominence it is justly entitled to or that it be entirely done away with. Many benefits arise from proper school supervision.

First—An increased interest among the people in relation to education. Second—Systematic efforts on the part of educators and school officers. Third—An improvement in the scholarship of teachers and in quality of their instruction. Fourth—More intelligent supervision on the part of local Boards of Trustees. Fifth—A quick appreciation and promotion of those who are most likely to prove our best teachers. Sixth—An increase, indirectly, of the average attendance of scholars. A great defect in the system of the public schools is the fact that the School Superintendents are poorly paid; so poorly indeed, that we can scarcely speak of their slender stipends as pay at all. The County Superintendent should be able to give and should give the whole of his time to the duties of his office. The County Superintendent is the most important officer connected with the system of public education. And further there is no officer of the county of greater consequence to the vital and permanent interest of the county—not the County Clerks nor the Sheriff, nor even the District Judge. I am aware that this will sound like a bold proposition, and it will not be received with a ready assent, but it is true, nevertheless. A little reflection will convince an enlightened mind of its truth. Those officers who are generally regarded as the important officers of the county, and most of whom receive liberal, not to say lucrative compensation, are mainly engaged about our property and the administration of criminal law; they are concerned with the temporary affairs of a single generation; their acts have rarely consequences extending beyond a single generation. But the County Superintendent is the head of a system of public education of the county. It is for him to supervise, lead and control those institutions which are instructing and building the characters of the people. The pupils of to-day will be the people of to-morrow, and the well being of the people and the perpetuity of our liberties depend upon the enlightenment and character of the people. More than upon any other factor do these depend upon the schools, and this officer is the head of the schools. If the head be poor of himself, or poor as an officer by reason of his fetters, it is likely the body will be poor, but if the Superintendent be an active, vigilant, enthusiastic officer and an experienced teacher, no limit may be placed upon the good which his services may bring to the public. In every county the Superintendent of Schools should receive a decent and comfortable support, so that he may be contented and able to give his whole time to his duties. His reasonable traveling expenses should be allowed. Certainly they should not be deducted from his salary, which, as I said before, should be decent and com-



fortable. He should have certain days fixed for duty in his office, and the entire residue of his time should be spent in continuous visitation of schools. Then the teachers and trustees would know that they were being continually looked after. The teacher would feel that he had a professional friend to advise and sympathize with him—one capable of instructing and helping him. His frequent visits and constant supervision would create and preserve thorough organization, would infuse into the system all the new and valuable improvements evolved by experience everywhere, and would make the system consistent. His efforts would be those of an equalizer, to raise the lowest schools up to a level with the highest, and to make them everywhere good. It will be objected that the counties are too poor to pay their School Superintendents a salary which will engage their whole time in their service; that they are too sparsely settled, and that they must wait till more money shall have been invested within their borders. The ready answer is that to have good schools in the county is the best invitation to settlement and investment; with population comes wealth, the enhancement of existing property and the production of money. Let it be well understood that any county, even the remotest and least developed, has superior schools, and the fact will give an immediate and great impulse to migration hither. Now this great desideratum may be had by simply paying one officer a decent salary. The people can impose a local tax on themselves for additional school facilities, and surely no school facilities can be so valuable as a good Superintendent.

If the 40 per cent. division of school moneys remain unchanged, we would recommend that fifteen children be the minimum number of children required to constitute a school district. There is decidedly an increased public interest in education in this county. This is clearly shown by the reports which come to my notice. We voice the sentiments of the teachers of this county when we say that we are in favor of an Act compelling teachers to attend institutes, when held within reasonable distances.

*Lander County*—No report.

*Lyon County*—Thomas P. Mack,<sup>r</sup> County Superintendent.

In response to your circular-letter of October 24, 1888, I beg leave to submit the following report: The general condition of the schools in this county is good and, I think, improving. With one or two exceptions, all the districts have sufficient funds to maintain their schools for eight months, and some of them ten. In the country schools, so many of the children are kept at home to work in the spring, that it is hardly worth while to keep the schools open after May 1st. I know of no remedy for insufficiency of funds in those districts that are short, except a higher rate of taxation.

The law apportioning 40 per cent. of the school fund, according to the number of teachers to which they are entitled, and allowing

one teacher for each one hundred children, works a hardship to the districts having nearly one hundred children. A district with ninety-nine children, and requiring two teachers, receives the same amount of the 40 per cent. as one with only ten. The number of children to a teacher should be reduced to about seventy-five. The condition of the school-houses is generally good, and the same may be said of the furniture and supplies. Our schools have no libraries. The teachers are well qualified by education for the duties they have to perform. Some, of course, are of limited experience; but that, time will remedy, as the Trustees generally are opposed to changing teachers, except for good cause.

I think the law consolidating the office of County Superintendent with that of District Attorney a mistake, especially in counties covering a large territory. Without a sufficient compensation to cover expenses the District Attorney cannot be expected to visit distant schools. I think the office of County Superintendent of great importance and that the incumbent should be an experienced educator and qualified for a first grade certificate, then give him some authority. At present the County Superintendent has no power; he can simply advise and his advice may be heeded or not. He has no power to correct any evil. The same may be said of the Superintendent of Public Instruction. He should be given some authority over schools.

I do not think it wise to create new school districts with less than ten children of school age. By so doing we simply weaken other districts and establish a district too weak to maintain a good school. I am in favor of requiring teachers to attend State and County Institutes and of allowing them full pay during the time of their attendance, once in each year if such institutes are held within reasonable distances. Certainly our teachers would be benefited by comparison of ideas with other teachers, and seeing the methods of older and more experienced educators exemplified.

*Nye County*—George Nicholl, County Superintendent.

In response to your printed circular of 24th ultimo, would say that the general condition of the public schools in Nye county has improved considerably during the past two years, both in the line of improvement and the number of districts, the latter having increased from six to ten during that period, one of which, Ophir District No. 12, however, has forfeited its organization for failure to maintain school during any portion of the past school year. Two or three applications will soon be made for schools under the amendment to section thirteen. Nearly all the school districts in the county, for several years past, have suffered from lack of sufficient funds to maintain school as long as required by law, but this, I hope, has been remedied by the increase of taxable property for the past fiscal year and the additional tax levied by the Board of County Commissioners of five cents on each \$100 worth of taxable property in the



county for school purposes, which will enable all the schools to run at least six months during the present school year. No complaint has been made of the condition of the school house, necessary repairs being made when necessary, but the furniture and supplies are somewhat deficient in some of the outside districts. All of our schools have maps and blackboards, but as to school libraries we have virtually none.

The standard of qualifications for teachers has been gradually raised during the past two years, the Board of Examiners having refused certificates to several applicants who would under former Boards have received permission to teach. While this course has raised the grade of work in our schools, the Board has met with much adverse criticism from unsuccessful applicants and their friends, who have failed to understand the motives of the Board.

I am not prepared to express an opinion on the consolidation of the office of County Superintendent of Schools with that of District Attorney, until I see how it works. It strikes me that it may operate well where the officer takes an interest in the work; at all events, it will secure the services of men of more than ordinary educational qualifications and intelligence, while on the other hand they may have to devote too much time to their ordinary duties, as District Attorneys, to give the requisite attention to the other office.

The late Act, authorizing the creation of new school districts with only five children of school age, seems to work well in some localities, and is proving a great convenience in sparsely settled portions of this county; still, there are serious objections urged against it—the principal one being in the division of the school money; *i. e.*, the 40 per cent. apportionment. It does seem unjust that teachers having charge of a large number of children should receive no more of the public money than one having charge of only five. I believe in the rule that the greatest good to the greatest number should prevail, and as it seems impossible to frame general laws to suit all portions in the State, I have thought that the old law, leaving it discretionary with the County Commissioners of each county, to regulate the size and formation of new school districts, upon the petition of parents, guardians and tax-payers, would, in the main, prove more satisfactory than either the "Eight Mile Square" or the "Five School Children Act," both of which open the door to abuses which are obvious, and should be guarded against. I notice a healthy increase in the public interest in education. The methods of instruction are much the same as formerly, and are well up to the times; more attention is being paid to the study of physiology and hygiene, history, etc. than formerly, and Yaggy's Anatomical Chart has lately been introduced into some of our schools.

Not being a coercionist, and knowing the financial conditions of a majority of the teachers employed in this county, I have failed to urge the formation of a County Institute, but am strongly in favor of the measure as set forth in your last question, as I believe an exchange of ideas and the plans in force in governing schools in different localities, would be productive of good results, and prove of mutual benefit to the teachers.

*Lincoln County—George S. Sawyer, County Superintendent.*

In compliance with your request of October 24, 1888, I submit the following answers upon the topics therein contained: The condition of the schools in this county is exceptionally good, considering our isolated condition and the distance of the school districts from each other. In my opinion all the districts in the State have insufficient funds, but I can think of no remedy therefor except by action of the people of each district, and the statutes of our State authorize such action by levying special taxes.

The school-houses are comfortable and the furniture is as good as the funds of each district are able to supply at the present time, owing to business stagnation in this county.

The qualifications of the teachers are good, and all seem to take an interest in their occupation. I have heard no complaints except such as are usual in schools.

I do not think that the offices of County Superintendent and District Attorney should be consolidated, and base my opinion on the following reasons: The work is entirely different, and a good District Attorney might make a poor school officer, and vice versa. The compensation of the District Attorneys is not sufficient in this State at present to warrant placing more burdens upon them without increasing their salaries. I think that the office of School Superintendent should be entirely independent of any other office, and a living salary should be paid and the duties and powers enlarged. It is an erroneous idea that the office is unimportant or that competent men cannot be found to take it. I think that the Act creating new school districts where there are five or more school children of school age is a good one, and one that is demanded by the interests of the people in sparsely settled portions of the State. It has been of benefit in this county, and children have received the benefit of some education where it would have been impossible otherwise.

There seems to be an increase in the public interest in education, and the desire for education is now universal. In the matter of the attendance of teachers on Institutes I do not think it necessary to use compulsion. Teachers should not be employed who have so little interest in their vocation as not to attend such Institutes whenever possible for their own pleasure and profit, even at their own time and expense.

*Ormsby County—H. H. Howe, Deputy Superintendent.*

In reply to your communication of October 24th, I think I may safely say:

First—That the public schools in Ormsby county are generally in fair condition, much of the work therein being done of very excellent character. There is need of more constant, thorough and skillful supervision, and a greater frequency of teachers' institutes. I hope that the time is not far distant when the State of Nevada will make ample provision for these almost indispensable features of a good public school establishment.



Second—During the present school year we shall have but one district that will be at all distressed because of a want of funds. Unfortunately, this district is the largest one in the county, containing seven-ninths of the school population. It is generally understood that we have a splendid School Fund, and we are assured by those who ought to know that so soon as it is properly invested our apportionments from that source will be ample. Until then we must resort to special taxation or be satisfied with diminished school facilities.

Third—Our school houses and school furniture compare favorably with the best. Little attention has been given to school libraries.

Fourth—As a general rule our teachers are well qualified, earnest workers, conscientious and skillful, inclined to seek and apply the best methods of discipline and instruction. Many of them are more than ordinarily successful.

Fifth—I believe that the effect of consolidating the duties of County Superintendent and District Attorneys will seriously injure our public schools.

That those schools that are most intelligently supervised are the best schools is no longer a question. I am in favor of well qualified Superintendents fairly remunerated.

Sixth—I am in favor of providing for the education of every child in this State; yet the Act creating new districts with but five children of school age, when considered with reference to the manner in which the School Fund is now apportioned, savors somewhat of special legislation, and is wholly in opposition to the greatest good to the greatest number. Forty per cent. of the sum is now disbursed according to the number of teachers, allowing one teacher to every one hundred census children or fraction thereof. So far as Ormsby county is concerned, this method of apportionment is giving to the districts wherein there are comparatively few children of school age more than ample funds at the expense of the more populous districts. The greater the number of small districts the more injustice to the large ones. In my opinion forty per cent. is too large a part of the fund to be disbursed in this way. If it may be reduced, then the number of census children allotted to each teacher should be made sufficiently less than one hundred to obviate the difficulty above explained.

Seventh—I think there is an increase of interest in the schools of our county. Recently some of our school houses have been enlarged and repaired; new and more commodious ones have been erected; modern furniture has been procured as well as the latest and best apparatus, and a special tax has been recently voted in one of our districts. These are some of the indications of a lively interest in our schools.

Eighth—I am in favor of an Act to compel teachers to attend State and County Institutes when held within reasonable distance; teachers to receive pay during time of attendance.

*Washoe County*—Rev. William Lucas, County Superintendent.

In accordance with your request, I submit the following additional report: The general condition of the schools has greatly improved; the school-houses are all in good repair and, with one or two exceptions, well equipped for the work. The teachers, as a rule, are fully competent, and have adopted the latest methods advocated. In a number of districts there have been many additions in the way of apparatus, libraries, furniture, etc., giving facilities for teaching never before had. The attendance of pupils is unexceptionally good, while the public interest in all matters appertaining to education is decidedly on the increase. On the whole, our schools will compare favorably in every respect with any in the country. There is, however, in the larger districts, a great lack of funds to carry on the work properly, while in the smaller districts there is, as a rule, more than is really needed. This undoubtedly shows a defect in the system of appropriations. How to remedy it is not a difficult question to settle. One of two ways is open for choice: either reduce the appropriation for each teacher from 40 per cent. to 25 per cent., which will give more to the larger districts and less to the smaller, or reduce the number of pupils allowed for each teacher from one hundred to fifty. By the present system a district with only five scholars receives as much as one with one hundred, but with this reduction, the efficiency of the smaller would be materially impaired, while the larger one would be greatly benefited. This, it seems to me, is the best remedy, and should be adopted by the next Legislature.

In regard to the Act creating school districts where there are only five school children of school age, while it has many disadvantages and there is much that might be said against it, it is perhaps the best thing that could be done under the circumstances. Those five children ought certainly to have school privileges, and yet owing to the sparsely settled condition of the State, there are many instances in which these privileges could not be had except under some Act of this sort. The districts might be enlarged and the Trustees be required to erect plain, simple school houses wherever there are five or more children, who live too far away to attend the nearest school, but that would be creating expenses that the funds received would not be able to meet. I am in favor therefor of the continuance of the Act.

The effect of consolidating the office of County Superintendent with that of District Attorney is, in my judgment, very disastrous to school interests. It is plain upon the face of it that under such a condition of things our schools have a little or no supervision at all, that is really beneficial. If the office of County Superintendent is worth anything at all, it is certainly worth more prominence than this; and if it is to be of any practical importance and usefulness to our schools more than this must be made of it. Properly constituted there could be no more important office in the county, none that could accomplish more or pay better.



But to hide it away under the shadow of another is to strip it of every part of its practical usefulness. Even as it is under the present system it is inefficient enough, but this would render it far more so, and rather than this, it ought to be made more of; it ought to be advanced to a position equal to any other in the county, with a salary sufficient to demand and justify the giving of the entire time and attention of the incumbent, and with power and authority to exercise those duties that the name of the office suggest. It is, to say the least, a very destructive economy that relegates such an office to a position of almost utter nonentity, and I hope that it may soon be restored and clothed with greater facilities to accomplish the work for which it is intended. I would therefore urge that our legislators be petitioned to look carefully into this matter. The feasibility of creating an Act compelling teachers to attend State and County Institutes, even when held within reasonable distance, and with full pay during the time of attendance, may be questioned. That these Institutes may be made very helpful to the teacher there can be no doubt, but that they always are so is another matter. If it could be assured that they would always be of the highest character and be conducted by men of known worth and efficiency, then might all objections to such an Act be removed, but it is doubtful if then it would be needed, for with this assurance of profit before them, I believe teachers would gladly go any reasonable distance, and trustees willingly continue their pay. At least such a number would do so that the rest would be ashamed not to follow their example. If not I am sure that both teachers and trustees would soon find themselves returned to the ranks of a people wide awake and deeply interested in all that conduces to the advancement of our schools.

*Storey County*—(Special)—John E. Bray, Principal of Virginia City Schools.

Your circular of the 24th of October is at hand, and I shall briefly reply to the questions therein asked.

The public schools of this city are in what may be termed a healthy and progressive condition. Healthy, the attendance being large and the interest in school work more than normal. Progressive, because our teachers are active, earnest and vigilant, adopting new methods wherever they are found better than the old ones.

Our finances for the present year are in a good condition, and there will at least be money enough to pay all expenses until July. Many districts in the State are in a different condition, and special, or extra taxes, will be necessary in order to run a full term. For many years this condition of affairs has existed in Nevada, and many thousands of dollars, altogether, have been spent in holding special elections for extra school taxation. You ask for a remedy. Here is one that has been many times suggested by me: Raise the maximum limit for local school levy from 50 cents on the \$100 to 100 cents thereon, and make the minimum limit 40 cents on the \$100; then let each district determine for itself, through its School Board or

otherwise, how much money it needs for the year, and certify the same to the County Board of Commissioners on or before a certain date, the Commissioners to make the levy in accordance with the wishes of the district. If any district fails to report to the Board let the Board make the minimum levy. Every district could then assess itself, without extra cost and trouble, just what it needs and wants. This would be the right kind of home rule in school finances.

The school buildings in this city—and in the county for that matter—are in good condition generally. We have, both here and in Gold Hill, the nucleus of an excellent library—thanks to the efforts of teachers and pupils.

At no time in the history of the public schools of this county have the teachers generally been so well qualified as at the present. Nearly all hold first-grade certificates, while several have educational diplomas, and two or more have life diplomas. The tenure of positions has become surer here in the past few years, positions now being obtained largely upon merit, a condition of affairs that ought to be true at all times and under all circumstances of school direction. A new course of study has called forth new methods of work, which have undoubtedly improved the general tone of the schools.

The office of County Superintendent ought, in my humble judgment, to be a separate and distinct office. Several of Storey county's attorneys have been educators, and we have, thus far under the present law, had good school officers in our District Attorneys. But this is not true everywhere, and it does not alter the principle involved. The effect of the present law cannot, in the end, be otherwise than disastrous to our public school system. Remedy: Let no one be eligible to said office but an educator (male or female) holding a first-grade certificate, or a State or educational diploma. Enlarge the powers and duties of said officer, and make his salary at least equal to that of him who disciplines only the criminal element of society. One who supervises the education of the masses in a given county ought certainly to be on a level, at least, with one who supervises but the criminal element. I would ask legislators to look this question squarely in the face.

Five pupils, in my judgment, is too small a number to constitute a district, unless the basis of distributing school funds is changed from one hundred pupils per teacher to twenty-five or fifty.

There is yearly increasing interest in education in this county. This is evidenced in various ways. There is always a larger attendance in proportion to the number of census children; the grammar and high schools are fuller, showing an increased disposition to complete the public school course, and school entertainments of all kinds are better patronized by the public.

I am heartily in favor of an Act to compel teachers to attend State and County Institutes when held within reasonable distance, teachers to receive full pay during the time of such attendance. Acts of this character are a part of the school in many of the older States of the







TABLE NO. 1.

State School Fund Account for 1887.

	Dr.	Cr.
1887.		
Jan. 1 Balance in Fund.....		\$147,995 93
Dec 31 Receipts from land payments.....		121,169 24
Receipts from counties.....		3,630 87
Interest on United States 4 per cent. bonds.....		1,770 00
Nevada 4 per cent. bonds redeemed.....		17,000 00
Withdrawal of special deposits.....	\$2,830 41	
Expenses of Land Office.....	8,496 37	
Deficiency warrants paid.....	400 00	
Purchase of Nevada 4 per cent. bonds.....	75,000 00	
Balance.....	204,839 26	
	<u>\$291,566 04</u>	<u>\$291,566 04</u>
Balance in Fund.....		<u>\$204,839 26</u>

TABLE NO. 2.

General School Fund Account for 1887.

	Dr.	Cr.
1887.		
Jan. 1 Balance in Fund.....		\$20,118 17
Dec 31 Receipts from counties.....		12,495 17
Interest on deferred land payments.....		13,651 24
Interest on \$380,000 Nevada 5 per cent. bond.....		19,000 00
Interest on Nevada 4 per cent. bonds.....		2,980 00
Interest on United States 4 per cent. bonds.....		5,730 00
Warrants paid during 1887.....	\$52,162 53	
Balance.....	21,812 05	
	<u>\$73,974 58</u>	<u>\$73,974 58</u>
Balance in Fund.....		<u>\$21,812 05</u>

TABLE NO. 3.

Contingent University Fund Account for 1887.

	Dr.	Cr.
1887.		
Jan 1. Balance in Fund.....		\$2,415 78
Dec 31 Receipts—Interest on \$11,000 United States 4 per cent. bonds.....		330 00
Receipts—Interest on Nevada 4 per cent. bonds.....		500 00
Receipts—Interest on deferred land payments.....		593 03
Receipts—Sale of United States 4 per cent. bonds.....		6,000 00
Warrants paid during 1887.....	\$9,792 63	
Balance.....	46 18	
	<u>\$9,838 81</u>	<u>\$9,838 81</u>
Balance in Fund.....		<u>\$46 18</u>

TABLE NO. 4.

State University Fund Account for 1887.

	Dr.	Cr.
1887.		
Jan 1. Balance in Fund.....		\$13,104 46
Dec 31 Receipts from land payments.....		1,028 67
Bonds redeemed during 1887.....		3,000 00
Purchase of United States 4 per cent. bonds.....	\$6,000 00	
Balance.....	11,133 13	
	<u>\$17,133 13</u>	<u>\$17,133 13</u>
Balance in Fund.....		<u>\$11,133 13</u>



TABLE NO. 5.

*University Fund 90,000-Acre Grant Account for 1887.*

		Dr.	Cr.
1887.			
Jan. 1	Balance in Fund .....		\$32,743 71
Dec 31	Receipts from land payments .....		2,491 35
	Bonds redeemed during 1887.....		7,000 00
	Balance.....	\$42,235 06	.....
		\$42,235 06	\$42,235 06
	Balance in Fund .....		\$42,235 06

TABLE NO. 6.

*Interest Fund Account 90,000-Acre Grant for 1887.*

		Dr.	Cr.
1887.			
Jan. 1	Balance in Fund.....		\$11,282 72
Dec 31	Interest on \$39,000 United States 4 per cent bonds.....		1,170 00
	Interest on Nevada 4 per cent. bonds.....		500 00
	Interest on deferred land pay- ments.....		1,327 10
	Warrants paid during 1887.....	\$11,160 26	.....
	Balance.....	3,119 56	.....
		\$14,279 82	\$14,279 82
	Balance in Fund.....		\$3,119 56



TABLE NO. 7.

Showing the amount in bonds (with accrued interest) and cash, held by the State of Nevada in trust for the State Educational Funds, not applicable to the payment of the State debt, and the amount of warrants outstanding against the said Funds December 31, 1887.

KIND OF BONDS.	Amount.	Accrued interest	Total.
State bond, 5 per cent., belonging to State School Fund (irredeemable) .....	\$380,000 00	\$9,500 00	\$389,500 00
State bonds, 4 per cent., belonging to State School Fund.....	141,000 00	2,220 00	143,220 00
State bonds, 4 per cent., belonging to State University Fund.....	11,000 00	220 00	11,220 00
State bonds, 4 per cent., belonging to University Fund, 90,000-Acre Grant.....	9,000 00	180 00	9,180 00
United States bonds, 4 per cent., belonging to State School Fund.....	250,000 00	2,500 00	252,500 00
United States bonds, 4 per cent., belonging to State University Fund.....	11,000 00	110 00	11,110 00
United States bonds, 4 per cent., belonging to University Fund, 90,000-Acre Grant.....	35,000 00	350 00	35,350 00
United States bonds, 4 per cent., belonging to Interest Account, 90,000-Acre Grant.....	4,000 00	40 00	4,040 00
Cash in State School Fund.....	204,839 26		204,839 26
Cash in General School Fund.....	21,812 05		21,812 05
Cash in State University Fund.....	11,133 13		11,133 13
Cash in Contingent University Fund.....	46 18		46 18
Cash in University Fund, 90,000-Acre Grant.....	42,235 06		42,235 06
Cash in Interest Account, 90,000-Acre Grant.....	3,119 56		3,119 56
Total.....	\$1,124,185 24	\$15,120 00	\$1,139,305 24
Deduct outstanding warrants.....			4,418 42
Total balance after paying said warrants.. .....			\$1,134,886 82



TABLE NO. 8.

*State School Fund Account for 1888.*

	Dr.	Cr.
1888.		
Jan. 1... Balance in Fund.....		\$204,839 26
Dec. 31 Receipts for land payments.....		82,851 45
Receipts from counties.....		2,324 70
Interest on United States 4 per cent. bonds.....		2,360 00
Nevada 4 per cent. bonds redeemed.....		22,000 00
Five per cent. on Government lands.....		521 52
Warrants paid during 1888.....	\$11,186 81	
Balance.....	303,710 12	
	<u>\$314,896 33</u>	<u>\$314,896 93</u>
Balance in Fund.....		\$303,710 12

TABLE NO. 9.

*General School Fund Account for 1888.*

	Dr.	Cr.
1888.		
Jan. 1... Balance in Fund.....		\$21,812 05
Dec. 31 Receipts from counties.....		15,247 69
Interest on deferred land payments.....		13,153 61
Interest on \$380,000 Nevada 5 per cent. bond.....		19,000 00
Interest on Nevada 4 per cent. bonds.....		4,600 00
Interest on United States 4 per cent. bonds.....		7,640 00
Warrants paid during the year..	\$61,596 85	
Balance.....	19,856 50	
		<u>\$81,453 35</u>
Balance in Fund.....	<u>\$81,453 35</u>	<u>\$19,856 50</u>

TABLE NO. 10.

*Contingent University Fund Account for 1888.*

	Dr.	Cr.
1888.		
Jan. 1... Balance in Fund.....		\$46 18
Dec. 31 Receipts—Interest on \$11,000 United States 4 per cent. bonds.....		440 00
Receipts interest Nevada 4 per cent. bonds.....		440 00
Receipts—Interest on deferred land payments.....		523 74
Balance.....	\$1,449 92	
	<u>\$1,449 92</u>	<u>\$1,449 92</u>
Balance in Fund.....		\$1,449 92

TABLE NO. 11.

*State University Fund Account for 1888.*

	Dr.	Cr.
1888.		
Jan. 1... Balance in Fund.....		\$11,133 13
Dec. 31 Receipts from land payments...		243 28
Withdrawal of special land deposits.....	\$17 15	
Balance.....	11,359 26	
	<u>\$11,376 41</u>	<u>\$11,376 41</u>
Balance in Fund.....		\$11,359 26



TABLE NO. 12.

*University Fund—90,000-Acre Grant account for 1888.*

		Dr.	Cr.
1888.			
Jan 1.	Balance in Fund.....		\$42,235 06
Dec 31	Receipts from land payments.....		1,478 58
	Bonds redeemed during 1888.....		5,000 00
	Withdrawal of special deposit.....	\$200 00	
	Purchase of United States 4 per cent. bonds.....	4,000 00	
	Balance.....	44,513 64	
		\$48,713 64	\$48,713 64
	Balance in Fund.....		\$44,513 64

TABLE NO. 13.

*Interest Fund account—90,000-Acre Grant for 1888.*

		Dr.	Cr.
1888.			
Jan 1.	Balance in Fund.....		\$3,119 56
Dec 31	Interest on \$39,000 United States 4 per cent. bonds.....		1,560 00
	Interest on Nevada 4 per cent. bonds.....		280 00
	Interest on deferred land payments.....		1,366 57
	Sale of United States 4 per cent. bonds.....		4,000 00
	Warrants paid during 1888.....	\$7,927 97	
	Balance.....	2,398 16	
		\$10,326 13	\$10,326 13
	Balance in Fund.....		\$2,398 16



TABLE NO. 14.

Showing the amount in bonds (with accrued interest) and cash, held by the State of Nevada in trust for the State Educational Funds, not applicable to the payment of the State debt, and the amount of warrants outstanding against the said funds December 31, 1888.

KIND OF BONDS.	Amount.	Accrued Interest.	Total.
State bond, 5 per cent., belonging to State School Fund (irredeemable).....	\$380,000 00	\$9,500 00	\$389,500 00
State bonds, 4 per cent., belonging to State School Fund.....	119,000 00	2,925 00	121,925 00
State bonds, 4 per cent., belonging to State University Fund.....	11,000 00	220 00	11,220 00
State bonds, 4 per cent., belonging to University Fund, 90,000-Acre Grant.....	4,000 00	80 00	4,080 00
United States bonds, 4 per cent., belonging to State School Fund.....	250,000 00	2,500 00	252,500 00
United States bonds, 4 per cent., belonging to State University Fund.....	11,000 00	110 00	11,110 00
United States bonds, 4 per cent., belonging to University Fund, 90,000-Acre Grant.....	39,000 00	390 00	39,390 00
Cash in State School Fund.....	303,710 12		303,710 12
Cash in General School Fund.....	19,856 50		19,856 50
Cash in State University Fund.....	11,359 26		11,359 26
Cash in Contingent University Fund.....	1,449 92		1,449 92
Cash in University Fund, 90,000-Acre Grant.....	44,513 64		44,513 64
Cash in Interest Account, 90,000-Acre Grant.....	2,398 16		2,398 16
<b>Total.....</b>	<b>\$1,197,287 60</b>	<b>\$15,180 00</b>	<b>\$1,212,467 60</b>
Deduct outstanding warrants.....			1,075 24
<b>Total balance after paying said warrants.....</b>			<b>\$1,211,392 36</b>



TABLE NO. 15.

Transactions in the General School Fund, showing the amounts apportioned to the several counties for the year 1887.

COUNTIES.	JANUARY APPORTIONMENT.		JULY APPORTIONMENT.	
	No. of Children between 6 and 18 years of age.	At \$3.40193 per Census Child.	No. of Children between 6 and 18 years of age.	At \$2.3803102 per Census Child.
Churchill .....	87	\$295 97	87	\$207 09
Douglas.....	327	1,112 43	327	778 38
Elko.....	897	3,051 53	897	2,135 14
Esmeralda .....	256	870 90	256	609 36
Eureka .....	652	2,218 06	652	1,551 95
Humboldt.....	557	1,894 88	557	1,325 83
Lander.....	574	1,952 71	574	1,366 30
Lincoln.....	458	1,558 10	458	1,090 18
Lyon.....	469	1,595 51	469	1,116 37
Nye.....	160	544 31	160	380 85
Ormsby.....	867	2,949 48	867	2,063 73
Storey.....	2,646	9,001 51	2,646	6,298 30
Washoe .....	1,033	3,514 20	1,033	2,458 85
White Pine.....	301	1,023 98	301	716 47
<b>Total.....</b>	<b>9,284</b>	<b>\$31,583 57</b>	<b>9,284</b>	<b>\$22,098 80</b>

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TABLE NO. 16.

Transactions in the General School Fund, showing the amounts apportioned to the several counties for the year 1888.

COUNTIES.	JANUARY APPORTIONMENT.		JULY APPORTIONMENT.	
	No. of Children between 6 and 18 years of age.	At \$3.23009 per Census Child.	No. of Children between 6 and 18 years of age.	At \$2.385614 per Census Child.
Churchill.....	92	\$297 17	92	\$219 48
Douglas .....	300	969 31	300	715 68
Elko.....	930	3,003 98	930	2,218 62
Esmeralda .....	223	720 00	223	531 99
Eureka .....	720	2,325 66	720	1,717 64
Humboldt.....	617	1,992 97	617	1,471 93
Lander.....	538	1,737 79	538	1,283 46
Lincoln.....	454	1,466 46	454	1,083 07
Lyon.....	479	1,547 21	479	1,142 71
Nye.....	186	600 80	186	443 72
Ormsby.....	1,025	3,310 84	1,025	2,445 25
Storey.....	2,705	8,737 59	2,705	6,453 09
Washoe .....	1,228	3,966 55	1,228	2,929 53
White Pine.....	331	1,069 17	331	789 64
<b>Total.....</b>	<b>9,828</b>	<b>\$31,745 33</b>	<b>9,828</b>	<b>\$23,445 81</b>

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TABLE NO. 17.

Showing the transactions of the several County School Funds for the school year ending August 31, 1887.

COUNTIES.	Balance on Hand at Beginning of School Year.	Amount Received from State Apportionment.	Amount Received from County Taxes.	Amount Received from District Taxes.	Amount Received From Rate Bills.	Amount Received from Other Sources.	Total Income.
Churchill.....	\$592 92	\$503 04	\$1,817 00				\$2,320 04
Douglas.....	2,752 31	1,890 81	3,608 16			\$6 75	8,258 03
Elko.....	9,623 55	5,186 67	14,298 80	\$40 05			29,149 07
Esmeralda.....	1,654 93	1,480 26	3,830 46			27 83	6,993 48
Eureka.....							
Humboldt.....	4,372 67	4,451 67	10,521 31				19,345 65
Lander.....	5,523 10	3,319 01	5,362 14				14,204 25
Lincoln.....	767 27	1,558 10	1,555 66			338 75	3,619 78
Lyon.....	3,131 23	2,711 88	7,250 52	1 17			13,094 80
Nye.....	1,155 10	923 00	2,014 69				4,092 79
Ormsby.....	2,332 81	5,013 21	6,354 14 <sup>1</sup> / <sub>2</sub>				13,700 16 <sup>1</sup> / <sub>2</sub>
Storey.....	12,812 81	15,299 81	15,659 24			222 00	43,993 86
Washoe.....	8,358 36	6,006 18	12,367 09	2,767 11		83 75	29,582 49
White Pine.....		1,740 45	2,276 71				4,017 16

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TABLE NO. 18.

Showing expenditures from the several County School Funds for school year ending August 31, 1887.

COUNTIES.	For Teachers' Salaries.	For Sites, Buildings, Repairs, etc.	For Libraries and Apparatus.	For Rent, Fuel and Contingent Expenses.	Total Expenditure	Balance on Hand at Close of School Year.	Indebtedness at Close of School Year.
Churchill.....	\$1,367 06	\$382 00	\$23 00	\$25 00	\$1,697 06	\$622 78	
Douglas.....	5,070 00	340 42	60 00	303 62	5,882 04	2,375 99	
Elko.....	17,204 86	1,023 37	214 50	1,725 37	20,168 10	8,980 97	
Esmeralda.....	4,551 50	100 00	19 07	600 00	5,270 57	1,722 91	
Eureka.....							
Humboldt.....	10,900 15	1,461 70	352 82	1,021 00	13,735 67	5,609 98	
Lander.....	8,094 00	175 00	45 00	1,065 10	9,379 10	4,825 15	
Lincoln.....	3,616 50	24 50		319 60	3,960 60		\$340 82
Lyon.....	8,558 00		210 00	1,614 33	10,382 33	2,712 47	
Nye.....	3,108 00	60 00	176 52		3,344 52	748 27	
Ormsby.....	10,130 90	965 35	111 95	1,633 90	12,842 10	8,858 06 <sup>1</sup> / <sub>2</sub>	
Storey.....	24,825 00	1,709 95	6 00	7,321 23	33,862 18	10,131 68	
Washoe.....	16,935 00	1,202 53	411 00	1,883 56	22,758 09	6,824 40	1,600 00
White Pine.....		127 00				1,908 95	

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TABLE NO. 19.

Showing the transactions in the several School Funds for the year ending August 31, 1888.

COUNTIES.	Balance on Hand at beginning of School Year.	Amount Received from State Apportionment.	Amount Received from County Taxes.	Amount Received from District Taxes	Amount Received from Rate Bills.	Amount Received from Miscellaneous Sources.	Total Income.
Churchill.....	\$1,617 91	\$516 65	\$1,631 78	.....	.....	.....	\$3,700 34
Douglas.....	2,375 99	1,684 71	3,814 60	.....	.....	.....	7,875 30
Elko.....	8,980 97	5,222 60	15,065 14	\$28 65	.....	.....	29,297 36
Esmeralda.....	1,722 91	1,252 30	3,296 14	.....	.....	\$583 00	6,856 35
Eureka.....	5,137 81	4,043 30	13,215 23	.....	.....	1,185 96	23,582 30
Humboldt.....	5,609 98	3,464 90	10,748 46	.....	.....	.....	19,823 34
Lander.....	4,825 15	3,021 25	5,724 67	729 93	.....	.....	14,301 00
Lincoln.....	1,090 90	2,556 64	2,029 85	.....	.....	.....	5,677 39
Lyon.....	2,712 47	2,689 92	7,436 05	539 14	.....	.....	13,377 58
Nye.....	748 27	1,043 03	2,309 03	.....	.....	.....	4,100 33
Ormsby.....	858 06½	5,756 09	7,258 33	.....	.....	.....	13,872 48½
Storey.....	207 34	15,645 91	17,477 36	.....	\$28 00	5 00	33,363 61
Washoe.....	6,824 40	6,896 05	7,065 97	6,466 92	*3,045 75	166 30	30,465 39
White Pine.....	2,017 15	1,858 81	2,271 15	.....	.....	.....	6,147 11

\* Bonds and interest.

TABLE NO. 20.

Showing the expenditures from the several County School Funds for the year ending August 31, 1888.

COUNTIES.	For Teachers' Salaries.	For Sites, Buildings, Repairs and Furniture.	For Libraries and Apparatus.	For Rent, Fuel and Contingent Expenses.	Total Expenditure	Balance on Hand at Close of Year.
Churchill.....	\$2,092 20	\$283 00	\$125 00	\$56 00	\$2,556 20	\$1,210 14
Douglas.....	4,673 50	29 00	204 00	311 81	5,218 31	2,656 99
Elko.....	16,790 25	1,365 40	225 00	1,526 65	19,907 30	9,390 06
Esmeralda.....	4,470 50	761 93	46 18	448 24	5,726 85	1,129 50
Eureka.....	13,235 25	1,662 20	.....	2,089 83	16,987 28	6,595 02
Humboldt.....	12,632 93	663 49	105 25	1,369 70	14,771 37	5,051 97
Lander.....	9,707 96	.....	.....	491 31	4,471 15	1,206 24
Lincoln.....	3,965 34	8 00	6 50	1,213 02	10,920 98	3,380 02
Lyon.....	8,454 69	505 61	.....	1,799 01	10,759 31	2,618 27
Nye.....	2,650 00	.....	100 00	180 04	2,930 04	1,170 29
Ormsby.....	10,488 77	206 59	334 10	1,771 44	12,800 90	1,071 58½
Storey.....	24,085 00	1,583 56	584 39	6,064 46	32,317 41	1,046 20
Washoe.....	18,621 50	3,594 87	298 50	1,147 45	25,906 32	3,123 27
White Pine.....	3,439 87	27 25	.....	111 85	3,578 97	2,568 14



TABLE NO. 21.

Statistics from returns of School Census Marshals for school year ending August 31, 1887.

COUNTIES.	Number of Boys between 6 and 18 years of age.....	Number of Girls between 6 and 18 years of age.....	Total number of Children between 6 and 18 years of age.....	Number of Children under 6 years of age.....	Number of Children between 6 and 21 years of age.....	Number of Children between 21 years of age and 18 years of age.....	Total number of Children reported as attending Private Schools.....	Total number of Children reported as attending Public Schools.....	Number of Children between 4 and 6 years of age attending Public Schools.....	Number of Children between 6 and 14 years of age attending Public Schools.....	Number of Children between 14 and 18 years of age not attending any school.....	Total number of Children reported as attending Private Schools.....	Total number of Children reported as attending Public Schools.....	Number of Children between 8 and 14 years of age attending Private Schools.....	Number of Children between 14 years of age attending Private Schools.....	Number of Children between 8 and 14 years of age not attending any School.....	Number of Blind, irrespective of age.....	Number of Deaf and Dumb, irrespective of age.....	Number of Children between 8 and 14 years of age not attending any School.....	Number of White Children under 21 years of age.....	Number of Negro Children under 21 years of age.....	Number of Mongolian Children under 21 years of age.....	Number of other Children under 21 years of age.....	Number of Children under 21 born in Nevada.....	Number of Children under 21 born in other States or Territories.....	Number of Children under 21 born in foreign countries.....	Total number of Children under 21 years of age.....
Churchill.....	51	41	92	30	14	22	6	72	4	7	53	4	7	4	2	121	143	1	4	1	1	1	85	29	5	133	
Douglas.....	173	127	300	140	21	47	5	254	7	34	64	3	34	2	143	143	383	3	3	3	3	383	3	3	461		
Elko.....	454	476	930	455	100	129	16	783	30	103	452	9	26	1	1,476	1	1,088	26	26	26	1	1,088	378	9	1,485		
Esmeralda.....	121	102	223	126	22	48	10	164	19	33	93	11	8	2	365	7	276	8	8	8	7	276	88	6	372		
Eureka.....	342	378	720	278	28	46	6	500	22	196	245	19	19	2	1,109	6	766	19	19	19	2	766	178	76	1,118		
Humboldt.....	311	306	617	314	48	101	3	459	14	133	269	11	39	1	960	4	499	1	1	1	20	499	238	35	979		
Lander.....	275	263	538	276	65	94	6	405	41	89	252	24	31	1	875	2	691	1	1	1	1	691	151	41	881		
Lincoln.....	228	226	454	192	44	56	3	364	13	49	226	9	34	1	659	1	442	1	1	1	3	442	186	19	686		
Lyon.....	260	219	479	203	56	64	4	408	12	60	220	8	15	2	738	2	591	2	2	2	3	591	126	20	738		
Nye.....	94	92	186	67	5	29	6	136	5	47	82	2	9	2	255	1	213	2	2	2	2	213	44	1	258		
Ormsby.....	417	554	1,025	243	64	67	.....	710	64	42	217	11	11	.....	1,299	18	1,142	3	3	3	1	1,142	154	27	1,337		
Storey.....	1,322	1,383	2,705	707	154	185	.....	1,725	252	638	835	81	21	2	3,492	2	2,956	5	5	5	18	2,956	463	76	3,558		
Washoe.....	621	607	1,228	381	86	139	5	775	60	253	539	25	58	.....	1,674	10	1,136	4	4	4	4	1,136	481	78	1,695		
White Pine.....	167	164	331	169	22	40	6	184	23	96	122	6	24	.....	529	.....	414	.....	.....	.....	.....	414	109	11	534		
Totals.....	4,890	4,938	9,828	3,581	729	1,067	76	6,939	566	1,780	3,769	199	301	8	13,695	45	10,682	8	8	8	62	10,682	2,625	427	14,235		

TABLE NO. 21—Continued.

Statistics from returns of Teachers and Trustees for school year ending August 31, 1887.

COUNTIES.	Whole number of Boys Enrolled on Public School Register.....	Whole number of Girls Enrolled on Public School Register.....	Total number of Pupils Enrolled on Public School Register.....	Average number being taught.....	Average Daily Attendance.....	No. Attending School between 4 and 6 years of age.....	Duration of the School in Months (of four weeks) and Days.....	Monthly Salary paid the Teacher.....	Length of time Teachers have taught the same School.....	Number of Classes in School.....	Number of Pupils Studying History of the United States.....	Number of Pupils Studying Physiology and Hygiene.....
Churchill.....	51	36	87	63	46	13	6 mos.....	\$65 42	.....	.....	13	8
Douglas.....	147	106	253	287	200	11	7½ mos.....	78 625	.....	.....	32	30
Elko.....	404	442	846	655	584	26	7 mos.....	68 375	.....	.....	185	109
Esmeralda.....	91	86	177	148	119	14	5½ mos.....	65 00	.....	.....	28	11
Eureka.....	264	280	544	447	372	24	7 mos.....	90 00	.....	.....	45	24
Humboldt.....	209	209	418	291	265	30	6½ mos.....	69 375	.....	.....	106	117
Lander.....	243	235	478	359	327	5	7 mos.....	86 125	.....	.....	53	24
Lincoln.....	163	183	346	258	238	10	5 7-12 mos.	55 00	.....	.....	96	14
Lyon.....	222	201	423	316	281	7	7 1-13 mos.	72 75	.....	.....	94	49
Nye.....	67	67	134	91	80	8	6½ mos.....	62 00	.....	.....	33	30
Ormsby.....	386	385	771	560	604	9	1½ mos.....	84 50	.....	.....	618	61
Storey.....	1,006	882	1,888	1,453	1,381	27	9½ mos.....	83 50	.....	.....	199	852
Washoe.....	519	496	1,015	798	765	6	8 mos.....	70 00	.....	.....	153	273
White Pine.....	131	133	264	173	154	4	1-6 mos...	70 00	.....	.....	16	.....
Totals.....	3,903	3,741	7,644	5,899	5,316	181	7 mos.....	\$72 94	.....	.....	1,671	1,602



TABLE NO. 21—Continued.

Statistics from returns of Teachers and Trustees for school year ending August 31, 1887.

COUNTIES.	Districts which have made reports according to law .....	Number of Visits made by School Trustees.....	Number of School Visits by other persons.....	Number of Volumes in School Libraries.....	Districts using the entire State series of Text Books.....	Number of Free Public Schools maintained without rate bills.....	Number of Districts which have voted a District Tax.....	Valuation of School Houses and Furniture.....	Valuation of School Libraries .....	Valuation of School Apparatus.....
Churchill.....	6	11	29	.....	2	8	.....	\$910 00	.....	.....
Douglas .....	8	30	151	30	8	8	.....	6,264 50	\$62 00	\$55 80
Elko.....	32	108	697	86	32	40	.....	20,733 20	55 20	760 25
Esmeralda.....	7	31	202	9	5	8	.....	1,976 00	58 00	178 00
Eureka .....	2	38	228	.....	2	3	.....	18,330 00	90 00	1,160 00
Humboldt.....	9	67	361	61	14	14	.....	15,880 00	398 50	815 65
Lander .....	7	29	105	1	7	7	1	7,350 00	.....	200 00
Lincoln.....	12	19	120	.....	13	13	.....	1,015 00	.....	.....
Lyon.....	10	34	199	54	12	12	1	11,299 25	253 00	250 00
Nye.....	7	13	109	4	9	9	.....	2,545 00	20 00	245 00
Ormsby.....	4	13	97	300	4	4	.....	27,667 25	200 00	925 00
Storey.....	2	218	1,007	1,030	.....	27	.....	75,000 00	1,300 00	1,200 00
Washoe.....	12	73	580	249	15	14	2	44,929 50	379 00	844 00
White Pine.....	13	10	76	.....	12	12	.....	1,220 00	.....	40 00
Total .....	131	694	3,961	1,824	135	179	4	\$235,119 70	\$2,814 70	\$6,673 70

TABLE NO. 22.

Statistics from returns of School Census Marshals for school year ending August 31, 1888.

COUNTIES.	Number of Children under 21 years of age.....	Number of Children under 21 born in foreign countries.....	Number of Children under 21 born in other States or Territories .....	Number of Children under 21 born in Nevada .....	Number of other Children under 21 years of age .....	Number of Mongolian Children under 21 years of age.....	Number of Negro Children under 21 years of age.....	Number of White Children under 21 years of age.....	Number of Blind, irrespective of age.....	Number of Deaf and Dumb, irrespective of age.....	Number of Children between 8 and 14 years of age not attending any School.....	Number of Children between 8 and 14 years of age attending Private Schools.....	Number of Children between 8 and 14 years of age attending Public Schools.....	Number of Children between 6 and 18 years of age not attending any School.....	Total number of Children reported as attending Private Schools.....	Total number of Children reported as attending Public Schools.....	Number of Children between 4 and 6 years of age attending Public Schools.....	Number of Children between 4 and 6 years of age.....	Number of Children between 18 and 21 years of age.....	Number of Children under 6 years of age.....	Total number of Children between 6 and 18 years of age.....	Number of Girls between 6 and 18 years of age.....	Number of Boys between 6 and 18 years of age.....	
Churchill.....	116	.....	19	88	91	.....	.....	105	.....	4	.....	.....	.....	.....	.....	52	12	31	.....	.....	.....	50	52	102
Douglas.....	451	.....	63	362	.....	.....	.....	416	1	10	.....	.....	.....	.....	.....	257	9	37	161	.....	.....	180	131	311
Elko.....	1,557	.....	421	1,119	3	.....	.....	1,552	.....	50	.....	.....	.....	.....	.....	803	31	175	464	.....	.....	516	541	1,057
Esmeralda.....	395	.....	75	240	4	.....	.....	333	2	5	.....	.....	.....	.....	.....	151	21	36	76	.....	.....	117	101	218
Eureka.....	1,017	.....	174	754	2	.....	.....	827	.....	15	.....	.....	.....	.....	.....	474	17	146	294	.....	.....	328	353	681
Humboldt.....	1,023	.....	262	724	18	.....	.....	998	1	41	.....	.....	.....	.....	.....	449	37	153	308	.....	.....	317	332	649
Lander.....	809	.....	205	656	.....	.....	.....	808	.....	28	.....	.....	.....	.....	.....	392	41	158	233	.....	.....	256	257	513
Lincoln.....	785	.....	243	464	14	.....	.....	736	.....	10	.....	.....	.....	.....	.....	401	34	51	238	.....	.....	243	235	478
Lyon.....	758	.....	129	607	.....	.....	.....	758	.....	15	.....	.....	.....	.....	.....	386	11	75	238	.....	.....	251	235	486
Nye.....	274	.....	29	241	8	.....	.....	266	2	21	.....	.....	.....	.....	.....	141	4	33	96	.....	.....	99	87	186
Ormsby.....	1,282	.....	14	1,093	.....	.....	.....	1,271	.....	10	.....	.....	.....	.....	.....	752	24	65	435	.....	.....	431	485	916
Storey.....	3,315	.....	62	2,822	.....	.....	.....	3,297	.....	30	.....	.....	.....	.....	.....	1,635	292	437	1,089	.....	.....	1,187	1,173	2,360
Washoe.....	2,018	.....	44	1,517	5	.....	.....	1,961	.....	49	.....	.....	.....	.....	.....	918	93	402	536	.....	.....	700	721	1,421
White Pine.....	531	.....	5	442	4	.....	.....	527	.....	24	.....	.....	.....	.....	.....	209	10	93	122	.....	.....	177	161	338
Totals.....	15,271	350	2,779	11,109	188	22	32	13,855	6	6	312	302	4,290	1,882	639	7,020	91	983	863	3,719	9,716	4,864	4,852	



TABLE NO. 22—Continued.

Statistics from returns of Teachers and Trustees for school year ending August 31, 1888.

COUNTIES.	Whole Number of Boys enrolled on Public School Register.....	Whole Number of Girls enrolled on Public School Register.....	Total Number of Pupils enrolled on Public School Register.....	Average Number Being.....	Average Daily Attendance.....	Number Attending School between 4 and 6 years of age.....	Monthly Salary paid the Teacher.....	Length of time Teachers have taught the same School.....	Number of Classes in School.....	Number of Pupils Studying History of the United States.....	Number of Pupils Studying Physiology and Hygiene.....
Churchill.....	37	26	62	57	48	.....	\$55 00	.....	.....	34	23
Douglas.....	144	116	260	213	190	2	68 33 <sup>1</sup> / <sub>8</sub>	.....	.....	41	36
Elko.....	395	470	865	644	566	9	64 00	.....	.....	219	300
Esmeralda.....	76	71	147	109	98	16	71 00	.....	.....	42	22
Eureka.....	258	241	499	405	354	.....	82 00	.....	.....	66	95
Humboldt.....	288	287	575	382	342	28	73 00	.....	.....	99	207
Lander.....	189	200	389	309	285	13	84 50	.....	.....	54	11
Lincoln.....	177	195	372	299	276	11	54 60	.....	.....	126	26
Lyon.....	240	212	452	320	279	12	66 50	.....	.....	109	115
Nye.....	67	62	129	109	101	3	64 12	.....	.....	28	43
Ormsby.....	384	410	793	620	582	3	83 33 <sup>1</sup> / <sub>8</sub>	.....	.....	49	96
Storey.....	1,048	918	1,966	1,434	1,357	13	82 83 <sup>1</sup> / <sub>8</sub>	.....	.....	262	964
Washoe.....	505	495	1,000	711	661	7	.....	.....	.....	96	212
White Pine.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Totals.....	3,808	3,703	7,511	5,612	5,149	117	.....	.....	.....	1,225	2,150

TABLE NO. 22—Continued.

Statistics from returns of Teachers and Trustees for school year ending August 31, 1888.

COUNTIES.	Districts which have made reports according to law.....	Number of visits made by School Trustees.....	Number of School visits by other Persons.....	Number of Volumes in School Libraries.....	Districts using the entire State series of Text books.....	Number of Free Public Schools maintained without rate bills.....	Number of Districts which have voted a District Tax.....	Valuation of School Houses and Furniture.....	Valuation of School Libraries.....	Valuation of School Apparatus.....
Churchill.....	.....	11	23	.....	.....	8	.....	\$970 00	.....	.....
Douglas.....	8	34	211	40	8	8	.....	6,269 50	\$127 50	\$240 00
Elko.....	32	111	535	90	35	35	1	24,220 00	126 20	1,121 25
Esmeralda.....	7	33	206	54	9	9	.....	2,658 00	86 50	165 43
Eureka.....	.....	54	197	40	.....	12	1	19,400 00	50 00	110 00
Humboldt.....	12	66	472	333	15	16	3	14,140 00	529 50	875 00
Lander.....	7	25	68	17	7	7	.....	6,950 00	35 00	200 00
Lincoln.....	13	37	189	.....	13	13	.....	1,050 00	.....	.....
Lyon.....	12	46	264	16	12	12	.....	8,080 25	215 00	416 50
Nye.....	8	24	144	6	10	10	.....	250 00	25 00	520 00
Ormsby.....	4	38	765	400	4	4	1	27,835 00	200 00	1,150 00
Storey.....	2	111	1,130	605	.....	2	.....	75,500 00	1,600 00	1,200 00
Washoe.....	15	79	985	245	15	27	3	48,473 15	383 00	1,446 05
White Pine.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Totals.....	120	669	5,189	1,846	128	163	9	\$235,795 95	\$3,440 70	\$7,444 23



TABLE NO. 23.

*Miscellaneous Statistics for 1887.*

Whole number of Primary Schools.....	64
Whole number of Intermediate Schools.....	11
Whole number of Unclassified Schools.....	115
Whole number of Grammar Schools.....	26
Whole number of High Schools.....	6
Total number of Schools.....	222
Total number of School Districts.....	152
Number of School Houses built of brick.....	9
Number of School Houses built of wood.....	120
Number of School Houses built of adobe.....	2
Number of School Houses built of stone.....	3
Number of School Houses rented.....	9
Number of School Houses unfit for use.....	9
Number of new School Houses built.....	
Number of male teachers, 48; female, 179; total.....	227
Average monthly wages paid male teachers.....	\$98 25
Average monthly wages paid female teachers.....	\$66 91
Number of Schools maintained less than three months.....	9
Number of Schools maintained only three months.....	5
Number of Schools maintained more than three and less than six months.....	30
Number of Schools maintained more than six and less than nine months.....	81
Number of Schools maintained nine months and over.....	75
Average number of months for all Schools in State.....	7.27
Number of teachers who have made returns according to law.....	220
Number of teachers who have failed to make returns.....	7
Amount of money expended on County Institutes.....	
Number of first grade certificates issued, 63; second, 47....	
Number of applicants rejected by County Boards of Examination.....	20
Average salary of County Superintendents per year.....	\$320
Number of visits made by County Superintendents.....	403
Average rate of County School Tax 39 cents per \$100.....	

TABLE NO. 23—Continued.

*Miscellaneous Statistics for 1888.*

Whole number of Primary Schools.....	64
Whole number of Intermediate Schools.....	16
Whole number of Unclassified Schools.....	119
Whole number of Grammar Schools.....	28
Whole number of High Schools.....	7
Total number of Schools.....	243
Total number of School Districts.....	163
Number of School Houses built of brick.....	10
Number of School Houses built of wood.....	123
Number of School Houses built of adobe.....	1
Number of School Houses built of stone.....	4
Number of School Houses rented.....	19
Number of School Houses unfit for use.....	8
Number of new School Houses built.....	4
Number of male teachers, 43; female, 195; total, 238.....	
Average wages paid male teachers.....	\$98 41
Average wages paid female teachers.....	\$67 65
Number of Schools maintained less than three months.....	4
Number of Schools maintained only three months.....	8
Number of Schools maintained more than three and less than six months.....	34
Number of Schools maintained more than six and less than nine months.....	81
Number of Schools maintained nine months and over.....	90
Average for all Schools in the State.....	8.5
Number of teachers who have made returns according to law.....	201
Number of teachers who have failed to make returns.....	37
Amount of money expended for County Institutes.....	
Number of first grade certificates issued, 56; second, 86....	
Average salary of County Superintendents per year.....	\$336 00
Number of school visits made by County Superintendents.....	405
Average rate of county school tax per \$100.....	.40



TABLE NO. 24.

*Expenditure for the care and education of the deaf, dumb and blind for the fiscal years 1887 and 1888.*

1887.		
Jan. 1...	To board, tuition, etc., December 31, 1887...	\$600 00
	Cost of exchange.....	2 25
June 7...	To transportation of Nellie Welsh and Joseph Lehey.....	70 30
Aug. 28..	To transportation Nellie Welsh.....	57 40
	Total expense for 1887.....	\$729 95
1888.		
Jan. 1....	To board and tuition of Nellie Welsh to December 31, 1888.....	\$300 00
	Miscellaneous expense .....	15 90
	To board and tuition one half year.....	150 00
June 11..	To transportation of Nellie Welsh.....	57 15
Aug. 22..	To transportation of Nellie Welsh.....	54 40
	Total expense for 1888.....	\$577 45
	Total expenditure... ..	\$1,307 40
	Unexpended appropriation.....	692 95

*School Officers of the State of Nevada.*

Superintendent of Public Instruction.....W. C. Dovey, Carson City

STATE BOARD OF EDUCATION.

Hon. C. C. Stevenson.....Governor  
 Hon. John E. Jones.....Surveyor-General  
 Hon. W. C. Dovey.....Superintendent of Public Instruction

BOARD OF REGENTS OF THE UNIVERSITY OF NEVADA, RENO, NEVADA.

Hon. H. L. Fish.....Reno  
 Hon. T. H. Wells.....Carson City  
 Hon. E. T. George.....Lewis  
 .....Secretary Board of Regents

FACULTY OF STATE UNIVERSITY.

Hon. LeRoy D. Brown, A. M., Ph. D. ....President  
 Hannah K. Clapp, A. M., Professor of History and English Language  
 Walter M. Miller, B. Sc.....Professor of Natural Sciences  
 Robert D. Jackson, Ph. B., Professor of Mines and Mechanic Arts.  
 Kate Newcomb Tupper, Professor of Methods of Instruction  
 and Principal of Normal Training School.  
 First-Lieutenant Arthur C. Ducat, Jr., United States Infantry,  
 Professor of Military Science.  
 William B. Daugherty.....Instructor in Book-Keeping.

*County School Officers.*

COUNTIES.	Superintendent.	Postoffice.
Churchill .....	I. H. Kent .....	Stillwater
Douglas .....	D. W. Virgin.....	Genoa
Elko .....	W. C. Love.....	Elko
Esmeralda.....	B. F. Curler.....	Hawthorne
Eureka .....	Peter Breen.....	Eureka
Humboldt .....	Charles H. Groves.....	Winnemucca
Lander .....	W. D. Jones.....	Austin
Lincoln .....	T. J. Osburn .....	Pioche
Lyon .....	John Lothrop.....	Dayton
Nye.....	John Reynolds.....	Belmont
Ormsby .....	J. D. Torreyson.....	Carson
Storey .....	James A. Stephens.....	Virginia
Washoe.....	David Allen.....	Reno
White Pine.....	A. B. Treece.....	Ely



County Boards of Examiners.

COUNTIES.	Superintendent Ex-officio Member.	Associate Members.
Churchill.....	I. H. Kent .....	W. C. Grimes, W. H. A. Pike
Douglas.....	D. W. Virgin.....	C. H. Reiber, C. H. Gardner
Elko.....	W. C. Love.....	Miss Josephine Taylor, W. W. Booher
Esmeralda...	B. F. Curler.....	C. E. Reed, O. F. Taylor
Eureka.....	Peter Breen.....	A. E. Kaye, A. T. Stearns
Humboldt...	Chas. H. Groves .....	N. F. Smith, L. F. Herrod
Lander.....	W. D. Jones.....	T. S. Price, A. C. Barker
Lincoln.....	T. S. Osburn .....	Geo. S. Sawyer, H. W. Turner
Lyon.....	John Lothrop.....	Miss Cora L. Angell, Robert Lewers
Nye.....	John Reynolds.....	Warren B. Brown, Geo. Nicholls
Ormsby.....	J. D. Torreyson.....	H. H. Howe, Sardis Summerfield
Storey.....	J. A. Stephens.....	Miss Jennie M. Kelley, John E. Bray
Washoe.....	David Allen.....	Mrs. M. S. Doten, Walter M. Miller
White Pine.	A. B. Treece.....	Wm. Laurenson, John F. Cupid

Principals of Public Schools in Nevada.

Austin.....	A. C. Barker
Battle Mountain.....	Grant H. Smith
Belmont.....	Warren B. Brown
Carson City.....	Hayward H. Howe
Candelaria.....	Miss Lucy N. Starling
Dayton.....	Robert Lewers
Empire.....	Albert F. Price
Elko.....	W. W. Booher
Eureka.....	Will S. Monroe
Genoa.....	C. H. Reiber
Gold Hill.....	R. C. Storey
Hamilton.....	T. H. Rose
Hawthorne.....	Stephen S. Lingo
Paradise Valley.....	Alonzo C. Webb
Reno.....	Orvis Ring
Ruby Hill.....	A. T. Stearns
Silver City.....	Miss Cora L. Angell
Tuscarora.....	Morgan D. Bowen
Virginia City.....	John E. Bray
Wadsworth.....	Nicholas A. Hummel
Winnemucca.....	N. F. Smith

Officers of the Nevada Educational Association.

W. C. Dovey, President.....	Carson, Nevada
Orvis Ring, Treasurer.....	Reno, Nevada
Robert Lewers, Secretary.....	Dayton, Nevada

TABLE NO. 25.

Giving the names of Clerks of School Boards and Teachers, names of Districts, numbers of Districts, length of time the Teacher has taught in the District, and the monthly salary of the Teacher.

Churchill County.

DISTRICT.	No.	Postoffice.	Clerk.	Teacher.	Time.	Salary.
Stillwater.....	1	Stillwater.....	I. H. Kent.....	Miss Nellie Moran.....	1 year	\$45 00
St. Clair.....	2	St. Clair.....	L. Allen.....	W. L. Smith.....	6 yrs..	60 00
Wightman's .....	3	St. Clair.....	D. M. Wightman.....	.....	.....	60 00
New River.....	4	St. Clair.....	W. C. Ferguson.....	Miss Josie Godfrey.....	.....	50 00
Clan Alpine.....	5	Healy.....	J. Donaldson.....	Miss Mena Wagner.....	.....	60 00
Ragtown.....	6	Ragtown.....	A. Trolson.....	Miss Georgie Gillespie.....	1 year	50 00

Douglas County.

DISTRICT.	No.	Postoffice.	Clerk.	Teacher.	Time.	Salary.
Genoa.....	2	Genoa.....	Fred Klotz.....	{ C. H. Reiber.....	1 year	\$100 00
				{ Miss Anna Craighead..	1 year	50 00
Mottsville.....	3	Genoa.....	Daniel Parks.....	Miss Mary D. Mott.....	2 yrs..	80 00
Fairview.....	4	Sheridan.....	M. Fay.....	Miss Belle Leslie.....	1 year	65 00
Clear Creek.....	6	Carson.....	C. M. Shulz.....	Miss Viola Stewart.....	2 yrs..	60 00
East Fork.....	5	Gardnerville.....	F. Hussman.....	Miss Kate L. Hardy.....	2 yrs..	70 00
Douglas.....	7	Carson.....	H. C. Baldy.....	Miss Emma Stewart.....	1 year	50 00
Glenbrook.....	8	Glenbrook.....	J. M. Short.....	Miss Elsie Bradley.....	1 year	75 00
Lincoln.....	9	Gardnerville.....	L. S. Egell.....	Miss Libbie Wasson.....	2 yrs..	60 00

Esmeralda County.

DISTRICT.	No.	Postoffice.	Clerk.	Teacher.	Time.	Salary.
Aurora.....	1	Aurora.....	D. Thompson.....	.....	.....	\$70 00
Pine Grove.....	2	Pine Grove.....	J. H. Beam.....	Miss Florence G.C.Prince	1 year	60 00
Sweetwater.....	3	Sweetwater.....	W. N. Aiken.....	Miss Maggie O'Rourke ..	1 year	60 00
Columbus.....	4	Columbus.....	J. H. Strahan.....	.....	.....	75 00
Nine Mile.....	9	Fletcher.....	G. A. Green.....	Miss Kittie O'Rourke.....	.....	50 00
Candelaria.....	10	Candelaria.....	J. Couchaine.....	Miss Lucy N. Starling...	.....	100 00
Hawthorne.....	13	Hawthorne.....	R. J. Laws.....	S. S. Lingo.....	2 yrs..	100 00
Sodaville.....	15	Sodaville.....	M. Brazzanovich	Mrs. M. Valquet.....	1 year	50 00



## Elko County.

DISTRICT.	No.	Postoffice.	Clerk.	Teacher.	Time.	Salary.
Elko	1	Elko	Thos. Hunter	{ W. W. Booher ..... 3 yrs.. \$115 00 Miss Josephine Taylor... 8 yrs.. 85 00 Miss Louisa Adams..... 1 year 65 00		
Carlin	2	Carlin	C. F. Williams	Miss Minnie A. Gray..... 1 year 80 00		
Independence	3	Tuscarora	J. P. Byrne			
Lamoille	4	Lamoille	W. H. Dakin	Miss Fannie A. Grant..... 1 year 65 00		
Cope	5	Mt. City	N. D. Hand			
Clover Valley	6	Wells	J. C. Wood	Miss Lou M. Craighead... 1 year 40 00		
Wells	7	Wells	R. P. Hamill	Miss Sophia Genesy..... 1 year 75 00		
Secret Valley	8	Fair Play	W. Lemon	Eugene Howard..... 1 year 75 00		
Pleasant Valley	9	Blaine	H. A. Young	Miss Rose Gardner..... 1 year 65 00		
White Rock	10	White Rock	J. L. Winters			
Railroad	11	Bullion	E. C. Clark	Miss Emma Gardner..... 1 year 60 00		
Ruby Valley	12	Ruby Valley	R. Harrison	Miss Mollie E. Killen..... 1 year 60 00		
South Fork	13	Lee	W. T. Crane			
Star Valley	14	Deeth	H. J. Neyland	Miss Mary F. Fuller..... 1 year 70 00		
Ft. Halleck	15	Ft. Halleck	C. E. Mayer	Miss Sadie Wright..... 1 year 70 00		
Deeth	16	Deeth	Wm. Smiley			
Tuscarora	17	Tuscarora	F. Villepigne	{ M. D. Bowen..... 4 yrs.. 110 00 Miss Laura D. George... 2 yrs.. 80 00 Miss Bertha Smith..... 2 yrs.. 60 00		
Peko	18	Halleck	W. G. Randolph			
North Ruby	20	Fair Play	Len. Wines	Miss Myrta Duncan..... 1 year 75 00		
Toano	21	Toano	A. W. Gobbel	Mrs. S. A. St. Clair..... 1 year 60 00		
Jack Creek	22	Tuscarora	C. Woodward	Miss Helen J. Bruce..... 1 year 60 00		
Bull Run	23	White Rock	J. W. Buckley	Mrs. I. H. Poyn..... 1 year 60 00		
Ruby Central	24	Fair Play	Thos. Short			
Little Lake	25	Toano	E. C. Hardy			
Twin Springs	26	Sprucemont	John Phelan			
Signal	27	Wells	Chas. Crocker	Miss Kate Honeyman..... 1 year 60 00		
Huntington	28	Huntington	A. W. Brown	Miss Georgie Pollard..... 60 00		
Mound Valley	29	Skelton	A. B. Miller	Miss Susie Renshaw..... 1 year 50 00		
Humboldt	30	Lamoille	Myron Pixley	Miss Maggie Wright..... 1 year 60 00		
Sherman	31	Huntington	Val. Walthors	Miss Kate Davis..... 1 year 55 00		
Sprucemont	32	Sprucemont	Robt. Hartley	Miss Anna M. Myers..... 1 year 60 00		
Smith Creek	33	Skelton	W. H. Kennedy	Miss Becca Crombie..... 1 year 60 00		
Fort Ruby	34	Care Creek	R. Hager			
N. Humboldt	35	Elko	J. H. Weiland			
Island M't'n	36	Elko	W. Stofield			

## Eureka County.

DISTRICT.	No.	Postoffice.	Clerk.	Teacher.	Time.	Salary.
Eureka	1	Eureka	W. H. Stowell	{ Will S. Monroe..... \$150 00 Miss G. Edmonds..... 90 00 Mrs. J. N. Hill..... 1 year 90 00 Mrs. W. Wendell..... 5 yrs.. 90 00 Miss Emma Plumstead 1 year 90 00 Miss Effie Phillips..... 1 year 80 00 Miss Mamie Steler..... 1 year 80 00 A. T. Stearns..... 2 yrs.. 130 00 Miss Estella Manuel..... 2 yrs.. 80 00		
Ruby Hill	2	Ruby Hill	A. Dunston	Miss Kate McLaughlin... 4 yrs.. 110 00		
Richmond	3	Ruby Hill	R. McCharles	Miss L. Loschenkohl..... 1 year 70 00		
Palisade	4	Palisade	T. Summerall			
Mineral Hill	5	Mineral Hill	A. Plummer	Miss Emma Williams..... 2 yrs.. 80 00		
Pine Mountain	6	Palisade	J. P. Raines	Miss Etta M. Quintrell... 1 year 55 00		
Beowawe	7	Beowawe	O. Benson	Miss Kate J. Slavan..... 1 year 60 00		
Fish Creek	8	Eureka	D. S. Shaw	Miss Myrtle M. Shaw..... 1 year 50 00		
Devil Gate	9	Eureka	C. Lani	Miss Alma Manheim..... 1 year 60 00		
Summit	10	Eureka	J. Hudson	Miss Hannah Conover.... 1 year 70 00		

## Humboldt County.

DISTRICT.	No.	Postoffice.	Clerk.	Teacher.	Time.	Salary.
Buena Vista	1	Unionville	T. J. Hadley	Percy S. King..... \$100 00		
Rye Patch	2	Rye Patch	J. L. Duncan	Miss Maude L. Drake..... 65 00		
Lake	3	Lovelocks	Robt. Welsh	A. N. Lowe..... 2 yrs.. 100 00		
Colconda	4	Colconda	J. Sibbold	Miss Winnie Timmons... 4 yrs.. 75 00		
Sierra	5	Dun Glen	John Nelson	M. A. Leonard..... 4 yrs.. 75 00		
Central	6	Paradise	E. W. Crutcher	L. F. Herrod..... 1 year 80 00		
Winnemucca	7	Winnemucca	J. L. May	{ N. F. Smith..... 2 yrs.. 125 00 Mrs. Lucy Chenoweth... 5 yrs.. 75 00 Mrs. M. A. Shepard.... 4 yrs.. 75 00		
Big Meadows	8	Lovelocks	John Reed	E. L. Williams..... 1 year 75 00		
Paradise	9	Paradise	Wm. Weighel	{ A. C. Webb..... 1 year 100 00 Miss Anna J. Gaunt.... 1 year 75 00		
Spring City	10	Spring City	M. McCurdy	Miss Annie T. Owens.... 1 year 70 00		
John River	11	Ft. McDermitt	Chas. McConnell	Miss Juliette Siskron... 1 year 60 00		
Mill City	14	Mill City	Peter Woolcock			
Toll House	15	Winnemucca	Thos. Shone	Miss Virginia Welton... 1 year 48 00		
Willow Point	16	Willow Point	Hugh Darrah	Miss Alice L. Rutherford 1 year 80 00		

## Lander County.

DISTRICT.	No.	Postoffice.	Clerk.	Teacher.	Time.	Salary.
Austin	1	Austin	T. S. Price	{ A. C. Barker..... \$150 00 Miss Jennie Peterson... 1 year 90 00 Miss Mamie Egan..... 1 year 85 00 Miss Maggie Burchfield 1 year 75 00		
Argenta	2	Battle Mtn	Jas. Brown	Grant H. Smith..... 100 00		
Lewis	3	Lewis	J. H. Green	Miss Belle O'Leary..... 2 yrs.. 80 00		
Silver Creek	4	Austin	Thos. Dunston	Chas. A. Norcross..... 1 year 90 00		
Hoza River	5	Dyers Ranch	Chas. Aylers	E. Craine..... 1 year 75 00		
Kingston	6	Kingston	Jessie Daniels	H. Nobles..... 1 year 70 00		
Blanco	7	Blanco	E. Tresott	Miss Clara E. Carney... 1 year 80 00		

## Lyon County.

DISTRICT.	No.	Postoffice.	Clerk.	Teacher.	Time.	Salary.
Silver City	1	Silver City	Harvey Randall	{ Miss Cora L. Angell..... \$90 00 Miss C. Durrenberger... 2 yrs.. 50 00 Robert Lewers..... 3 yrs.. 120 00		
Dayton	2	Dayton	George E. Jaqua	Miss May Lothrop..... 3 yrs.. 70 00		
Sutro	3	Sutro	H. H. Sheldon	Miss Helen F. Huff..... 2 yrs.. 30 00		
Wabuska	5	Wabuska	R. McFadden	Miss Anna Berry..... 1 year 75 00		
Mound House	6	Mound House	F. A. Teasland	Miss O. L. Taylor..... 2 yrs.. 60 00		
Gallaghers	7	Greenfield	P. Gallagher	Miss Lizzie Fitzgerald... 2 yrs.. 50 00		
Measners'	8	Greenfield	C. F. Meissner	John G. Young..... 2 yrs.. 95 00		
Greenfield	9	Greenfield	John Smith	Miss Kate Blake..... 65 00		
Lander's	10	Greenfield	James West	Miss Janie Vosburg..... 3 yrs.. 65 00		
Plummer's	11	Greenfield	G. H. Plummer	Miss Bessie Penrose... 2 yrs.. 50 00		
Smith Valley	12	Wellington	L. R. Ames	A. E. Harris..... 2 yrs.. 90 00		
Walker	13	Greenfield	T. M. McGowan	Miss May Donahue..... 2 yrs.. 55 00		



## Lincoln County.

DISTRICT.	No.	Postoffice.	Clerk.	Teacher.	Time.	Salary.
Pioche.....	1	Pioche.....	George Nesbitt...	Miss Isabel Osborne.....	1 year	\$75 00
Bullionville.....	2	Bullionville.....	Joseph Conway.....	Miss Hattie Lawson.....	1 year	50 00
Panaca.....	3	Panaca.....	Jas. Wadsworth.....	Miss Susie Widge.....	1 year	85 00
Clover.....	4	Clover Valley.....	L. L. Woods.....	A. M. Findlay.....	2 yrs..	65 00
Virgin.....	5	Overton.....	Ute W. Perkins.....	Miss Martha Cox.....	2 yrs..	50 00
Eagle.....	6	Eagle Valley.....	Charles Lytle.....	George Moody.....	1 year	45 00
Pahranagat.....	8	Pahranagat.....	W. Castle.....	Max Jacobs.....	1 year	60 00
Spring Valley.....	9	Pioche.....	Jas. Comerilk.....	N. P. Dooley.....	1 year	40 00
Bunkerville.....	10	Bunkerville.....	D. O. Crosby.....	George K. Riding.....	1 year	60 00
Bristol.....	13	Bristol.....	Thomas Gillan.....	Miss Kate Courtney.....	1 year	40 00
Lake Valley.....	11	Taylor.....	H. Carpenter.....	Miss Clara Warren.....	1 year	30 00

## Nye County.

DISTRICT.	No.	Postoffice.	Clerk.	Teacher.	Time.	Salary.
Belmont.....	1	Belmont.....	C. L. Deady.....	Warren B. Brown.....	.....	\$100 00
Dutch Flat.....	2	Midas.....	John Gooding.....	.....	.....	60 00
Reveille.....	3	Reveille.....	W. R. Norris.....	Miss Annie Bradley.....	1 year	50 00
Tybo.....	6	Tybo.....	N. S. Trowbridge.....	Miss Georgia N. Clayton.....	2 yrs..	60 00
Grantsville.....	7	Grantsville.....	S. G. Post.....	W. H. Pearson.....	2 yrs..	60 00
Duckwater.....	8	Duckwater.....	A. M. Self.....	Miss Laura B. Griffith.....	3 yrs..	65 00
Reese River.....	9	Reese River.....	J. F. Riley.....	.....	.....	65 00
Ione.....	10	Midas.....	R. C. Longworthy.....	Miss Mattie C. Child.....	.....	65 00
White River.....	11	Ely, White Pine.....	M. L. Riorden.....	Alex. Wilson.....	1 year	62 00

## Ormsby County.

DISTRICT.	No.	Postoffice.	Clerk.	Teacher.	Time.	Salary.
Carson.....	1	Carson City.....	Wm. T. Hanford.....	H. H. Howe.....	16 yrs	\$200 00
				Miss K. Bardenwerper.....	9 yrs..	95 00
				Miss Mary E. Davies.....	2 yrs..	90 00
				Miss Ella Starling.....	3 yrs..	85 00
				Miss Bertha Wagner.....	6 yrs..	85 00
				Miss Lillie Schneider.....	2 yrs..	85 00
				Miss Clara Wasson.....	3 yrs..	80 00
				Miss Vallie French.....	2 yrs..	60 00
				Miss Anna H. Martin.....	11 yrs	75 00
				Miss Edith L. White.....	2 yrs..	60 00
Empire.....	2	Empire.....	James Hope.....	A. F. Price.....	1 year	100 00
Clear Creek.....	3	Carson.....	Chas. M. Schulz.....	Miss E. Longabaugh.....	3 yrs..	50 00
Brunswick.....	4	Brunswick.....	David Lloyd.....	Miss Viola Stewart.....	2 yrs..	65 00
				Miss Mary Leete.....	3 yrs..	60 00

## Storey County.

DISTRICT.	No.	Postoffice.	Clerk.	Teacher.	Time.	Salary.
Virginia.....	1	Virginia.....	Henry Rolfe.....	John E. Bray.....	3 yrs..	\$160 00
				Miss Julia A. Crowley.....	2 yrs..	90 00
				..... Mark Averill.....	2 yrs..	110 00
				Miss Miriam Michelson.....	1 year	80 00
				Miss Maggie W. Long.....	8 yrs..	80 00
				Miss Josie McIntyre.....	6 yrs..	80 00
				Miss Ceta Brophy.....	6 yrs..	75 00
				Miss May Stackhouse.....	6 yrs..	70 00
				Miss Nora Quinlan.....	3 yrs..	80 00
				Miss Lizzie E. Niles.....	6 yrs..	80 00
				Miss Eva Slingerland.....	7 yrs..	80 00
				Miss Delia McCoy.....	8 yrs..	80 00
				Miss Kate Neall.....	12 yrs..	70 00
				Miss Ella Geiger.....	6 yrs..	80 00
				Miss Mamie E. Moore.....	.....	70 00
				Miss Jennie Hinch.....	4 yrs..	75 00
				Miss Thirza Faulk.....	2 yrs..	70 00
				Miss Mamie Hanning.....	3 yrs..	70 00
				Miss Mary Stanton.....	1 year	70 00
				Miss Ida Marx.....	2 yrs..	70 00
				Miss Millie Mayer.....	2 yrs..	70 00
				..... R. C. Storey.....	1 year	150 00
				Miss Jennie M. Kelley.....	7 yrs..	110 00
				Mrs. H. C. Mygatt.....	7 yrs..	90 00
				Miss Fannie Brown.....	6 yrs..	80 00
Gold Hill.....	2	Gold Hill.....	W. S. James.....	Miss Anna Sullivan.....	8 yrs..	75 00
				Miss Mary E. Holmes.....	1 year	75 00
				Miss Cassie Henderson.....	12 yrs..	90 00
				Miss Cora Moore.....	7 yrs..	75 00
				Mrs. A. M. Potter.....	8 yrs..	90 00

## White Pine County.

DISTRICT.	No.	Postoffice.	Clerk.	Teacher.	Time.	Salary.
Hamilton.....	1	Hamilton.....	A. B. Truce.....	T. H. Rose.....	.....	.....
White River.....	2	Hamilton.....	Thos. Ellison.....	Miss A. Timson.....	.....	.....
Taylor.....	3	Taylor.....	Robert Briggs.....	Miss Laura Warren.....	.....	.....
Osceola.....	4	Osceola.....	T. B. Tilford.....	Miss A. M. Carothers.....	.....	.....
Spring Valley.....	5	Muncy Creek.....	J. Cameron.....	Mrs. N. Lander.....	.....	.....
Schellebourne.....	6	Schellebourne.....	William Burke.....	Mrs. N. Lander.....	.....	.....
Mineral.....	7	Ely.....	W. Featherstone.....	Miss Rose McLaughlin.....	.....	.....
Cherry Creek.....	8	Cherry Creek.....	D. Pierce.....	Miss M. Stone.....	.....	.....
Newark.....	9	Newark Mills.....	Thos. Robinson.....	Miss Sadie Daly.....	.....	.....
Cold Creek.....	10	Cold Creek.....	J. Minaletti.....	Miss N. Timson.....	.....	.....
Duck Creek.....	11	Ely.....	C. Gallagher.....	Miss Ida Gallagher.....	.....	.....
Gooshute.....	12	Cherry Creek.....	Patrick Green.....	Miss Mary Robbins.....	.....	.....



## Washoe County.

DISTRICT.	No.	Postoffice.	Clerk.	Teacher.	Time.	Salary.
Franktown .....	1	Franktown .....	S. Clift .....	Miss Nellie Musgrove.....	5 yrs..	\$65 00
Washoe .....	3	Washoe City... Geo. S. Smith.....		Miss Nettie Sharp.....	2 yrs..	65 00
Mill Station.....	5	Franktown .....	Ross Lewers.....	Ira Clark.....	5 yrs..	60 00
Glendale .....	6	Reno .....	H. M. Frost.....	Miss Emma Brown.....	2 yrs..	70 00
Verdi.....	7	Verdi.....	S. A. Hamlin.....	Miss Hannah F. Linehan	1 year	70 00
Huffaker's.....	9	Reno .....	G. W. Huffaker.....	Miss Lettie Howard.....	1 year	90 00
				Orvis Ring.....	15 yrs	180 00
				Miss F. A. Farmer.....	4 yrs..	75 00
				Mrs. M. S. Doten.....	4 yrs..	75 00
				Miss S. A. Harris.....	2 yrs..	75 00
				Mrs. H. M. Atwood.....	2 yrs..	75 00
				Mrs. E. J. Knowlton.....	4 yrs..	65 00
Reno .....	10	Reno .....	S. M. Jamison.....	Miss Flora Northrop... 3 yrs..	65 00	
				Mrs. S. C. Booth.....	65 00	
				Miss Ada Lackey.....	2 yrs..	65 00
				Miss Lizzie Unruh.....	3 yrs..	65 00
				Miss Fannie E. Sharp..	65 00	
				Miss M. McIntosh.....	3 yrs..	65 00
				Miss Frank Grippen.....	4 yrs..	65 00
Wadsworth ...	11	Wadsworth .....	J. B. Cambers.....	N. A. Hummel.....	6 yrs..	96 00
				Miss Lillie Fowler.....	1 year	65 00
Brown's .....	13	Reno .....	John Wright.....	Miss Alice Ede.....	1 year	70 00
North Truckee	14	Reno .....	E. W. Vance .....	Miss Mary Henry.....	1 year	60 00
Winnemucca...	16	Pyramid.....	F. C. Dickinson..	Miss Vannie Dillingham..	1 year	60 00
Pyramid.....	17	Pyramid.....	J. N. Mullin.....		60 00	
Spanish Spr'gs	18	Reno .....	B. D. Dunning... Mrs. L. A. Royce.....		1 year	60 00
Anderson .....	19	Reno .....	G. E. Peckham... Miss Mary Stiner.....		2 yrs..	55 00
Red Rock.....	20	Reno .....	S. Peterson.....	Miss Alice Dillingham.....	2 yrs..	50 00
Bonham's .....	21	Sheephead.....	J. F. Bonham.....	Miss Julia Hyde.....	1 year	50 00

## TABLE NO. 26.

Miscellaneous statistics compiled from various sources :

TEACHERS WHO HAVE TAUGHT SIXTEEN YEARS IN SAME SCHOOL :

Hayward H. Howe.....Principal Carson City Public Schools.

FIFTEEN YEARS.

Orvis Ring.....Principal Reno Public Schools.

TWELVE YEARS.

Miss Cassie Henderson.....Gold Hill Schools.

Miss Kate Neall.....Virginia Schools.

ELEVEN YEARS.

Miss Anna H. Martin.....Carson Schools.

NINE YEARS.

Miss Kate G. Bardenwerper.....Carson Schools.

EIGHT YEARS.

Miss Delia McCoy.....Virginia Schools.

Miss Maggie W. Long.....Virginia Schools.

Miss Anna Sullivan.....Gold Hill Schools.

Mrs. A. M. Potter.....Gold Hill Schools.

Miss Josephine Taylor.....Elko Schools.

SEVEN YEARS.

Miss Jennie M. Kelley.....Vice-Principal Gold Hill Schools.

Mrs. H. C. Mygatt.....Gold Hill Schools.

Miss Cora Moore.....Gold Hill Schools.

Miss Eva Singerland.....Virginia Schools.

SIX YEARS.

Miss Bertha Wagner.....Carson Schools.

Miss Josie McIntyre.....Virginia Schools.

Miss Ceta Brophy.....Virginia Schools.

Miss May Stackhouse.....Virginia Schools.

Miss Lizzie E. Niles.....Virginia Schools.

Miss Ella Geiger.....Virginia Schools.

Miss Fannie Brown.....Gold Hill Schools.

N. A. Hummel.....Principal Wadsworth Schools.



## FIVE YEARS.

Mrs. M. Wendell.....	Eureka Schools.
Mrs. Lucy Chenoweth.....	Winnemucca Schools.
Miss Nellie Musgrove.....	Franktown School.
Ira Clark.....	Mill Station School.

## FOUR YEARS.

Morgan D. Bowen.....	Principal Tuscarora Schools.
Miss Kate McLaughlin.....	Richmond School.
Miss Winnie Timmons.....	Golconda School.
M. A. Leonard.....	Dun Glen School.
Mrs. M. A. Shepard.....	Winnemucca Schools.
Miss F. A. Farmer.....	Reno Schools.
Mrs. M. S. Doten.....	Reno Schools.
Mrs. E. J. Knowlton.....	Reno Schools.
Miss Frank Grippen.....	Reno Schools.

## THREE YEARS.

W. W. Booher.....	Principal Elko Schools.
Robert Lewers.....	Principal Dayton Schools.
Miss May Lothrop.....	Dayton Schools.
Miss Janie Vosburg.....	Sanders' School.
Miss Ella Starling.....	Carson Schools.
Miss Clara Wasson.....	Carson Schools.
Miss Emily Longabaugh.....	Empire School.
Miss Mary Leete.....	Brunswick School.
John E. Bray.....	Principal Virginia Schools.
Miss Nora Quinlan.....	Virginia Schools.
Miss Mamie Hanning.....	Virginia Schools.
Miss Flora Northrop.....	Reno Schools.
Miss Lizzie Uruh.....	Reno Schools.
Miss Margaret McIntosh.....	Reno Schools.

TABLE No. 27.

*Showing the rate of school tax levied in all the counties in the State (except Churchill and White Pine, not reported,) on each \$100 taxable property.*

Churchill.....	.....
Douglas.....	50 cents
Elko.....	35 cents
Eureka.....	50 cents
Emeralda.....	30 cents
Humboldt.....	30 cents
Lander.....	40 cents
Lincoln.....	45 cents
Lyon.....	50 cents
Nye.....	45 cents
Ormsby.....	45 cents
Storey.....	50 cents
Washoe.....	35 cents
White Pine.....	.....

TABLE NO. 28.

*Comparative Table showing the average duration of Schools in a few of the principal States of the United States, in days.*

New Jersey.....	192
Maryland.....	191
Rhode Island.....	190
Nevada.....	181
New York.....	178
Massachusetts.....	172
Ohio.....	161
Illinois.....	153
Pennsylvania.....	143
Indiana.....	129
Maine.....	104
Kentucky.....	102



TABLE NO. 29.

Showing the valuation of school houses and furniture, the enrollment for the year 1888, the valuation of apparatus, libraries, etc.

SCHOOL.	Valuation of School Houses and Furniture	Enrollment.	Apparatus.	Library.
Austin .....	\$5,000	.....	\$200	\$25
Carson .....	25,000	637	900	200
Dayton .....	5,000	99	300	20
Elko .....	12,000	147	200	.....
Eureka.....	15,000	626	50	50
Empire .....	2,000	116	100	.....
Gold Hill.....	30,000	564	800	1,000
Paradise.....	3,000	129	150	200
Reno .....	32,000	652	200	250
Silver City.....	3,000	92	100	10
Tuscarora.....	2,000	152	.....	60
Virginia.....	25,500	1,402	400	300
Wadsworth.....	2,500	74	100	15
Winnemucca .....	3,000	164	50	300

## GENERAL CONDITION OF THE SCHOOLS.

From personal observation, made while making my annual school visits within the last two years, I am able to state that the general condition of our schools is fairly good, when we consider how widely the families are scattered in the majority of the country school districts. The schools of the cities and towns, with few exceptions, are doing excellent and systematic work, have introduced modern methods of instruction, and have achieved gratifying success. A respectable number of the rural schools have excellent teachers, and are doing work that will compare favorably with modern progressive ideas of education.

## WORK OF THE HIGH SCHOOLS.

The High Schools of Virginia, Gold Hill, Carson, Reno and Eureka are deserving of special mention. Each is under the management of able, zealous and progressive educators. Upon them, for years, the State has chiefly depended for its ablest and most proficient teachers.

Every year classes of graduates from these schools enter the ranks of the profession, and to their honor, be it said, that their work is meritorious, and to them is largely due the awakening interest in education in Nevada. The High Schools have measurably filled the

want of a State Normal School, and to this laudable purpose have the principals and their subordinates bent their energies. These young teachers, though lacking in experience, bring that which is often better; they bring new, bright thought, professional zeal and enthusiasm into their work, which inspire the pupil and arouses public interest in education. They are ever eager to attend Teachers' Institutes, and in every way advance themselves and the cause of education. When professional pride and zeal in the work has died out, the teacher's mission is nearly ended. I am sorry to say that a few of the latter sort still remain.

## STATE NORMAL SCHOOLS.

Section 5, Article XI, of the Constitution of Nevada empowers the Legislature to establish Normal Schools, and such other schools from the primary grade to the University, as, in their discretion, they may deem necessary, yet, nearly twenty-three years elapsed before any legal provision was made to comply with the requirements of the Constitution in reference to Normal Schools. The Thirteenth Session of the Legislature passed an Act entitled "An Act Relating to the State University and Matters Properly Connected Therewith," approved February 7, 1887, which provides that there shall be established in the State University a school for the instruction of teachers, at which shall be taught all the branches of instruction which are taught in the common schools of this State. The Act authorized the Regents of the University "to appoint a President of the University, who shall have a diploma from some recognized college of learning of good standing, or [from] some State Normal School, who has had at least five years of practical experience as an instructor; who is familiar with the modern methods of imparting instruction, generally approved in the United States," and "to require the President, under the direction of the Board, to establish and maintain training or model schools, and require the pupils of the University to teach and instruct classes therein," thus, by this Act, especial prominence is given to the Normal School Department of the University.

In obedience to this requirement, the Regents appointed Hon. LeRoy D. Brown, ex-Commissioner of Common Schools of Ohio, who produced abundant evidence of his legal qualifications for the position. Immediately upon the opening of the Fall term, September 5, 1887, the Normal Department was established, and President Brown assumed personal charge of that department and organized a class in pedagogy.

From the beginning this class has been conspicuous for its numbers, talent and progress. The rapidly increasing enrollment of the students rendered it impossible for Mr. Brown, with his many other duties, to carry on the training school as required by law. The Board of Regents sought for, and were exceedingly fortunate in procuring the services of the talented and able normal teacher, Miss Kate N. T. Tupper, who was placed in charge of the training school at the



commencement of the fall term in 1888. A large room in the University was beautifully fitted up and provided with all the furniture and apparatus necessary in a first-class model school room. Twenty-five children of Reno of proper age were admitted as members of the model class and twenty-seven young ladies enrolled as members of the training class, to which additions have since been made. The normal class has exhibited great zeal and enthusiasm in its work. Considering all the circumstances it would be difficult to find a similar institution that has received such prompt and hearty support and patronage. Miss Tupper's success exceeds expectation, and she has proven herself a master spirit in the art and science of instruction, and has already shown that her reputation rests upon merit. Thus, to the honor of the Legislature and to the honor of the State, is firmly established the State Normal School of Nevada. Its future is destined to be bright and of inestimable value in promoting the cause of new education in our midst. In behalf of the Nevada State Normal School, so long needed, yet so long deferred, we invoke the fostering care of the Legislature, the hearty support and patronage of the public, and confidently hope that its graduates will receive a cordial welcome and ready employment at the hands of the school boards of the State.

#### STATE UNIVERSITY OF NEVADA.

The law requires the State Superintendent of Public Instruction to visit the University at least every three months, inquire into its condition and management, and report to the Board of Regents quarter-yearly the condition of the institution, with such suggestions as he may deem proper. Brief mention of its present condition is clearly within the scope of this report.

The last session of the Legislature made a liberal appropriation for the completion and equipment of the building, the maintenance of the institution for two years, elected a new Board of Regents, defined its duties, and provided for the reorganization of the University upon a basis commensurate with the designs and purposes of a college dignified with the title of State University.

Before the conditions contemplated in the Act could be complied with it was necessary to complete the building, for at that time it was in an unfinished condition, there being but one floor fit for occupancy. In order to do this the school, consisting of two instructors and less than thirty students in attendance, was closed April —, 1887, and the necessary steps taken for its completion and equipment. At a cost greatly exceeding first estimates, the building was completed thoroughly and substantially in all its departments, the needful furniture and apparatus supplied, and everything put in readiness for the Fall term.

In the mean time the Board of Regents began the task of organizing a new Faculty in accordance with the provisions of the Act. To do this a President must be procured having all the qualifications required by the statute. Copies of the Act, together with a circular

setting forth all facts necessary to a clear understanding of the situation, were sent to all the leading institutions of learning in the United States, in the belief that in this way only could be secured an instructor legally qualified and in every respect suitable for the position. In response to these circulars, so widely distributed and yet more widely advertised through the papers, numerous applications were received for the position, all from beyond the Rocky Mountains. Hon. LeRoy D. Brown, ex-School Commissioner of Ohio, was elected President, as his recommendations were the most numerous and from the highest and most reliable sources; and the Board has not been disappointed in him either as to character or as to ability to fill the position. Miss H. K. Clapp, a resident of Carson City, and well known as an experienced educator, was elected a member of the Faculty.

On September 5, 1887, the University opened with an attendance of thirty-seven. Great was the anxiety for the success of the University, with its new Faculty, changed organization and plans; for during the sixteen years it had been in existence it had proven a failure so far as any meaning is implied in the term University.

Owing to its unfortunate situation while in Elko it merely supplied that town with some of the advantages of a high school. After its removal to Reno, until its reorganization, it still occupied a doubtful place in public esteem. It was expected that in its new location, the most eligible in the State, it would receive the instant and hearty support of our people. To the disappointment of many it succeeded only as a failure. Something more than location, fortunate though it be, was required to gain public confidence and patronage. The Legislature saw this, and wisely provided a remedy by providing for its reorganization upon a firm basis, and appropriating sufficient means to carry the new plans into effect. From this time forward its steady growth and increasing popularity has surpassed the expectations of its most sanguine friends. It soon became necessary to add to the Faculty, and Prof. Walter M. Miller, a gentleman of excellent scientific attainments, was assigned the department of Natural Sciences. Subsequently William B. Dougherty was employed as instructor in Bookkeeping. With this efficient corps of instructors the University closed the school year June 17, 1888, with the names of seventy-eight students on the roll. The increased number of students, and consequently increased number of classes, demanded still further additions to the Faculty, and upon the opening of the Fall term of 1888, the Board of Regents secured the services of Miss Kate Newcomb Tupper, a lady of national reputation as a normal instructor, and Prof. Robert D. Jackson, an experienced mining engineer, in the Normal and Mining Departments, respectively.

Through the efforts of President Brown and the influence of Hon. W. M. Stewart, First Lieutenant Arthur C. Ducat, Jr., of the 24th U. S. Infantry, was detailed by the War Department as Military Instructor at the University. Many thanks are due Senator Stewart for the many important favors he has shown the University.



The University closed the Fall term December 20, 1888, with a Faculty of seven able instructors and an attendance of one hundred and ten students.

Thus from such a small beginning, in the brief period of sixteen months, has the University become the more than realized hope of its friends and the pride of the State. It is firmly established in public confidence and is destined to become the crowning glory of free education in Nevada. Thus after a long and doubtful struggle has higher education achieved a victory of which every citizen may be justly proud, and for which posterity will be forever grateful.

TABLE NO. 30.

*Showing the condition of the various Funds for the maintenance of the State University.*

Balance in the University Fund, December 31, 1888.....	\$44,513 64
State bonds belonging to Fund, 4 per cent.....	4,000 00
United States bonds belonging to Fund, 4 per cent.....	39,000 00
Total.....	\$87,513 64
<i>State</i>	
Balance in the University Fund, December 31, 1888.....	\$11,359 26
State bonds belonging to Fund, 4 per cent.....	11,000 00
United States bonds belonging to Fund, 4 per cent.....	11,000 00
Total.....	\$33,359 26

## SCHOOL MONEYS AWAITING INVESTMENT.

On December 31, 1888, there had accumulated the sum of \$359,083 02, belonging to the School Funds, as follows: State School Fund, \$303,210 12; State University Fund, \$11,359 26; University Fund, 90,000-Acre Grant, \$44,513 64. These sums are awaiting investment, for the reason that the Constitution provides that school moneys shall only be invested in the bonds of this State, or of the United States—both of which are at such a high premium and at such a low rate of interest, that their yields would be very small compared with the sum invested. Two attempts to amend the Constitution, permitting investment in other bonds than those named in the Constitution, have failed to be adopted and confirmed by the Supreme Court.

The State Board of Education deem it profitable to wait until another attempt is made to remedy the evil, in the hope that a good investment will more than compensate the loss sustained by delay.

The expenditures from the distributive School Funds of the State Treasury, for the benefit of the public schools and the State Univer-

sity for 1887-8, amounted to \$142,400 68, divided as follows: \$108,873 51 to the public schools, and \$33,527 17 to the State University.

## SCHOOL LIBRARIES.

Very few schools have libraries, and those few are in the towns. Some interest in that direction is manifest in the large numbers of Yaggy's Geographical Study which have been purchased throughout the State, and to this must be added the large numbers of Yaggy's Anatomical Studies that have been introduced into the schools. They are the most valuable school charts that have been brought before the public for years. No school should be without one or both of these valuable aids in useful instruction. Lyon county stands at the head of the list in this direction, as it has one of Yaggy's Geographical Studies in every one of the twelve districts in the county, and several of the districts have the Anatomical Study in addition. The School Boards of that county have purchased more than a thousand dollars' worth of apparatus in the past year. Trustees can make no more profitable investment than in the purchase of one or both of these charts, and as the Legislature of 1885 passed an Act requiring elementary physiology and hygiene to be taught in all the public schools, which shall give special prominence to the effects of alcoholic drinks, stimulants and narcotics upon the human system, the Anatomical Study should be in all the schools. Since this law was passed, there has been a steadily increased number reported as studying that important branch, viz.: Number of children studying physiology and hygiene in 1885, 365; in 1886, 851; in 1887, 1,602. and in 1888, 2,150. The spirit of the law will not be fully complied with until every child of school age is included in the list. Thus, by legislative encouragement, the number of pupils in this important branch of study has increased in four years from 365 to 2,150.

I endorse the recommendation of my predecessor in office, *i. e.*, the Legislature should pass an Act requiring every school district to expend every year from fifteen to fifty dollars for a library. The rural districts, especially, are wanting in school appliances of all kinds, literary books, text-books for reference, maps, charts, globes and objects for illustration.

## APPORTIONMENT OF SCHOOL MONEYS.

Nearly all the County Superintendents who have reported upon the subject complain of the injustice of the present law of apportionment, and ask that the maximum number of pupils assigned to one teacher by the law be reduced from one hundred to fifty or sixty. There is danger that the law as it stands will encourage the formation of a multitude of small schools with only five or six pupils, and will tend to destroy the larger schools and thus lower the standard of education, for it is not reasonable to suppose good teachers are to be



employed if small salaries are paid, thus opening the route for a retrograde movement in education. Little complaint would be made against the Five-school Children School Act if the maximum number were to be reduced from one hundred to sixty. I would recommend this amendment to the law as it now stands, and no other till the amendment is thoroughly tried. Under the present law some of the schools have a surplus and others are barely able to maintain school the time required by law.

#### SCHOOL AT STATE ORPHANS' HOME.

Inasmuch as this school is maintained at State expense it is a branch of the public school system. A few words in reference to it cannot be considered foreign to the report on the general condition of the public schools of the State. The school is in a large room on the ground floor of the main building; amply commodious for all present needs, and, in addition, fairly good school furniture, such as desks, tables, etc., together with all the necessary supplies and appurtenances required in teaching classes in household, industrial and manual training, such as needle work, various kinds of stitching, embroidery and free-hand drawing and kindred studies. The walls are decorated with pictures, illustrative of studies in natural history, which are not only instructive but relieve the monotony of bare walls which are elsewhere an almost universal feature of school rooms. There is an average daily attendance of thirty-five or forty pupils, of about an equal number of both sexes, ranging from five to sixteen years of age. They are making remarkable progress, not only in the common English branches, but also in each industrial branch, to which a part of their time is regularly devoted. Too much cannot be said in praise of their devoted and skillful teacher, Mrs. M. E. Jones, who has given her whole time and attention to her profession, and who is further fitted for the position she so worthily fills by the special knowledge she has acquired in the industrial branches, such as sewing, drawing, etc., required in an institution of this kind; thus she is eminently fitted for the two-fold duties of her position. Much that is taught in this school could be taught with profit in other schools of the State. Specimens of the industrial work of these little people are evidence of remarkable skill in children so young, and show more than words can express what skillful training can accomplish. Mrs. Jones received many compliments for their skillful work, which was exhibited in San Francisco during the meeting of the National Teachers' Association last July, from the most prominent educators of the Golden State, who were astonished that such work could be gotten out of pupils so young.

An industrial and manual-training school for boys was established as an important adjunct to the Orphans' Home. Its object was to give boys instruction and training in the skillful and intelligent use and proper care of various tools and implements used in the trades and the various industrial pursuits. This department was carried on with fair success until the close of June, 1887, when it was closed during

vacation, with the intention of reopening it during the fall term. However, all the large boys of suitable age for this work went out to work and did not return to the Home, therefore work has not yet been resumed in this department. Manual training is an educational feature of great importance, and is rapidly growing in popularity and taking the foremost position in many of the great schools of the country. No State can afford to ignore its great importance, for it is destined to be the crowning glory of America's system of free schools. A more particular account of the Boys' Industrial School will be given in the report of the Board of Directors of the Orphans' Home.

#### COUNTY SUPERINTENDENT.

The Act consolidating the office of County School Superintendent with that of District Attorney is, to say the least, a measure of doubtful expediency, and is generally so regarded by the friends of education. It may be that the District Attorneys are well qualified, yet the fact remains that the duties of the two offices are foreign to each other, and it may often happen that the duties as attorney would require his entire time when most needed in the supervision of school affairs. The reason advanced in favor of the measure was that it was a measure of economy. The average monthly salary of the County Superintendents of Schools is \$28. It is not reasonable to suppose that there is a county that cannot afford to pay this paltry stipend, when it is remembered that there are nearly 10,000 children of school age in the fourteen counties of the State, that there are 238 teachers employed and that there was expended in 1888 the sum of \$168,852 39 by the State and the several counties for the maintenance of our public schools. This expenditure, far too small, must annually increase. It is clearly manifest that intelligent and well paid county or district supervision is the urgent need of the State to-day, and until that is provided our school system cannot take that high rank to which it is entitled. This demand has been repeatedly made and as often ignored. The Legislature alone can remedy the evil and place Nevada's school system upon a basis of respectability. Retrenchment made at cost of efficient school supervision is not only doubtful expediency, but it is positively pernicious, and tends to impair the usefulness of the public school. I would recommend the passage of an Act forming three school districts of the fourteen counties of the State, corresponding to the three judicial districts, prescribing qualifications of the District School Superintendents that will make all persons ineligible who, from lack of education or experience in teaching, are unfit for this responsible position, and paying them salaries that will justify experienced educators of learning and ability to devote their entire time to the duties of the office.

#### TRAVELING EXPENSES.

The sum of \$800 was appropriated for traveling expenses of the State Superintendent. Of this sum \$763 20 was expended, leaving



a balance of \$36 80 unexpended. In the expenditure of this sum I have made two hundred and fifty school visits and have traveled nearly two thousand miles, exclusive of official visits to the State University. These visits include a majority of the schools in all the counties except White Pine, Nye and Lincoln. I made more than one attempt to reach those counties, but official duties imposed by the last legislature required so large a portion of my time that it was impossible to make the visits. During these visits I delivered more than two hundred addresses to schools, classes and institutes.

I have been cordially received by teachers and pupils everywhere, and feel that much good has resulted by arousing enthusiasm and zeal in educational work. The unusually large attendance and great enthusiasm manifested at teachers' institutes and meetings, together with the reports of County Superintendents, sustain this view. I firmly believe that money is advantageously expended in school visits, and this necessity will be still more urgent under the new order of county supervision. I would therefore recommend that \$1,000 be appropriated for traveling expenses for the years 1889 and 1890. This amount will be sufficient to defray actual traveling expenses in visiting all the counties of the State. I think the conditions of the appropriation should be such that the Superintendent could draw upon the fund before starting upon a trip that requires a sum sufficient to defray expenses in visiting counties so remote and difficult of access as Lincoln and Nye counties.

#### MAY ELECTION LAW.

Shortly after the passage of the Act providing for the holding of an election for School Trustees on the second Saturday of May in each year, in all cases where there are two or more school districts within the same election precinct, I issued a circular to each County Superintendent, and also sent a copy to every newspaper in the State, calling attention to its provisions and requesting that its provisions be strictly complied with. I was under the impression that the law had been generally complied with until I made my annual visits through the State, when I found that many districts that came strictly under its provisions, had neglected to hold an election, and that in some cases where elections were held as provided by law, the Trustees elected at the fall election refused to vacate in favor of the new Boards. This I found to be the case in Humboldt county, the excuse being that they doubted the constitutionality of the law. In other cases where there were only parts of more than two or more school districts within the same election precinct, there was a doubt whether they came within its provisions and no election was held. I am authoritatively informed that many districts that come under the provisions of this Act have this fall (1888) elected Trustees and that the County Commissioners have issued certificates of election to them regardless of the provisions of the Act. I would recommend that the Act be amended so as to give a more specific definition of the districts that should come under the provisions of the law.

#### SCHOOL CENSUS MARSHALS' REPORTS FOR 1887 AND 1888.

The subjoined table of the returns of the School Census Marshals for the years 1887 and 1888 is worthy of thoughtful attention :

TABLE NO. 31.

COUNTIES.	Number of Children Between 6 and 18 Years of Age.		Increase and Decrease.
	1887.	1888.	
Churchill .....	92	102	Increase ..... 10
Douglas .....	300	311	Increase ..... 11
Elko.....	930	1,037	Increase .. ..... 127
Emeralda.....	223	218	Decrease ..... 5
Eureka .....	720	681	Decrease ..... 39
Humboldt.....	617	649	Increase ..... 32
Lander.....	538	513	Decrease ..... 25
Lincoln .....	454	478	Increase ..... 24
Lyon .....	479	486	Increase ..... 7
Nye .....	186	186	Same.
Ormsby.....	1,025	916	Decrease ..... 109
Storey .....	2,705	2,360	Decrease ..... 345
Washoe .....	1,238	1,421	Increase ..... 193
White Pine .....	331	338	Increase ..... 7
	9,828	9,716	
Total decrease.....			112

It will be observed that there is a decrease in the State of 112 children of school age since the census of 1887. It will also be observed that Storey county is the greatest loser, the decrease being 345, yet there were 283 more votes cast in that county in the general election of 1888 than were cast in 1886. Ormsby county shows a decrease of 109, yet the schools of the county are in a more crowded condition than they were a year ago. Storey county shows an increased enrollment on the school registers of 78, and Ormsby an increase of 22 for the year 1888. Washoe county shows an increase of 193 census children, although the school register shows a decreased enrollment of 15; but this is accounted for on the reasonable presumption that many included in the Census Marshal's report, and belonging to the county, are attending the University and other institutions of learning at Reno. Everything points to an increase of population in Reno. There is every reason to conclude that the population of Storey county has increased during the past two years, as is manifested by an increase of registered school children. There are no visible reasons to conclude that Ormsby county has decreased



in population that would represent a loss of 109 census children, when it shows an increase of 22 on the registers.

If the State apportionments are as great in 1889 as they were in 1888, Storey county will sustain a loss of \$1,944 30; Ormsby, \$614 29, and Washoe will gain \$1,087 69. In the light of the figures, we reach the conclusion that the Census Marshals of Storey and Ormsby counties, for 1887, must have included in their returns many names that should have been omitted, or that the Census Marshals for these counties, in 1888, failed to make a thorough canvass. We can readily account for the increase or decrease in the other counties, but cannot do so in Ormsby and Storey, and will, therefore, leave the solution of the problem to the School Trustees of those counties.

This leads to the general conclusion that the School Census Marshals are very important officers, and the Trustees should exercise great prudence in selecting competent officers to take the census. Competency, and not charity, should be considered when the Marshals are appointed.

#### REPORT OF THE COMMISSIONER OF THE DEAF, DUMB AND BLIND.

There were two wards of this State attending the Institute of the Deaf, Dumb and Blind at Berkeley when I entered upon the duties of my office in January, 1887—Miss Nellie Welch and Master Joseph Leehy, of Virginia City, the former a deaf mute, and the latter blind.

At the close of the school term in that institution in June, I brought them home to their parents in Virginia, there being no provision made for keeping them there during vacation. The health of Joseph Leehy was very poor, and it was evident that his complaint was incurable; indeed, it was from this constitutional malady that he lost his sight, and finally died in the following October, so that since June, 1887, there has been but one ward of the State at Berkeley Institute. Because of his extremely delicate health, and the incurable nature of the malady, Joseph Leehy should not have been taken to Berkeley. Principal Wilkinson said that his health failed rapidly in the Spring term of 1886, and that he did not expect him to return; but, that when he did return, in September, that year, he was greatly improved by his two months' vacation in Virginia. I deem it false philanthropy to attempt to educate one so terribly maimed as he was. Certain physical and mental efforts are necessary in getting an education, and this becomes a strain upon those bereft of sight and hearing; and, when to this are added constitutional infirmities, that perpetually threaten existence, the attempt to educate should be abandoned. To adorn a life, more than to decorate a tombstone, is the purpose of education. I cannot speak in terms too laudatory of the institution at Berkeley, and the able management of Principal Wilkinson. He is a gentleman eminently qualified by nature, education, and a long and successful experience, for the peculiar and manifold duties of this very difficult and responsible

trust. The entire faculty is able, and earnestly devoted to the work.

The site of the Institute is one of the most attractive to be found in California, and the grounds are tastefully laid out, and beautified with orchard, garden, grove and flower-bordered walks. The buildings are handsome, and admirably adapted to their use, and are completely furnished with every modern device and appliance for the instruction of the deaf, dumb and blind. It is a veritable paradise for our children thus maimed and crippled in the race of life. I had the pleasure, last June, to witness the examination and graduation exercises of a class of young men and women, who were either blind or deaf and dumb. They showed remarkable proficiency in all the common English branches, including the skillful use of the typewriter, together with a familiar knowledge of all known methods of communication with persons devoid of sight and hearing. Their attainments seemed more like the result of a miracle than the fruit of human effort; for, some that have never heard a sound, spoke intelligibly, and some that were blind wrote as though they had sight. Several of the younger pupils took part in the exercises. A little girl of ten, a deaf mute from birth, recited the Lord's Prayer so distinctly that it was heard and understood by an audience of four hundred people; a boy of thirteen, recited a piece with equal clearness, although deaf from the time he was born; a blind girl read the ordinary raised type, used to instruct the blind in reading, through eight thicknesses of a common linen handkerchief, showing the great delicacy of touch that may be acquired under skillful tuition. There are several deaf and dumb and blind children in Nevada, whose education has been thus far neglected on account of certain restrictions in the statute relating to the care of these unfortunates. I would recommend the removal of every legal obstruction to the free access of every child in the State thus afflicted, and of proper age. Humanity forbids that we should suffer these unfortunate children to continue in their present helpless condition, for, without the aid of an education, they must certainly become a perpetual charge upon public or private charity. An Act empowering the Commissioner to make contracts for the education of the deaf, dumb and blind in the State, is what is needed. Parents that are not able to pay the entire expense of their education, under the provisions of such an Act might be able to pay the State part of the expenses; and, besides, there is no institution on the coast that affords equal facilities for the education of this class of children as that at Berkeley.

W. C. DOVEY,  
Commissioner, ex-officio.

#### INDIAN SCHOOL AT PYRAMID INDIAN RESERVATION.

While making my annual visit through the State last Summer I visited the Indian School at the Pyramid Lake Indian Reservation twice. Miss Taddie Doane, the teacher, has in attendance sixty-three Indian boys and girls of proper school age. It was a novel and interesting sight—a room crowded with jet-black heads, and black



eyes bright and shining. The room was in perfect order, and eager attention was given to all that was said. A pleasing remark or a funny incident disclosed as if by magic sixty-three sets of clear, white teeth that shone in striking contrast with their clean brown faces. Then, again, there were sixty-three pairs of peering black eyes gazing on you steadily with a look of eager expectation. They responded cheerfully and promptly, but with great diffidence, to every wish of their teacher. They sang in concert, with clear voices, many beautiful selections, keeping perfect time, looking steadily at their books. Five different boys played the organ when they sang. They all rose to their feet while they sang "America" with surprising zest and fervor. They recited the Lord's Prayer in concert, and with bowed heads, in a clear, shrill chant that was very impressive. Eleven of the boys and six of the girls wrote their names in a fair, legible hand, and one boy wrote equally well with both hands. They are naturally apt with the pen and pencil, and exhibited specimens of map drawing that were above the average of white children of their age. They had made considerable progress in geography and readily pointed out the capitals of all the States, principal rivers, mountains, etc. Reading and spelling are their most difficult studies, for the reason that they labor under the disadvantage of having a very limited knowledge of the English language, and are obliged to master it as they advance in their studies. They showed cleverness in arithmetic in simple examples in the four rules. By object lessons, alone, can the Indian be taught successfully. The teacher is obeyed implicitly by all her pupils, and respected and honored by all the adult Indians on the reservation. In a building near the school-house the Indian girls are taught needle work, together with instruction in cutting and fitting and the use of the sewing machine, the smoothing iron, and in general all about household duties. The boys are trained in all kinds of domestic and farm work that will be of use to them in the future. A particular account of the Indian school exhibit will be given under the proper head.

All the Indian children in the State that are being educated are Pah-Utes, Pai-Utes and Shoshones, and are a very small percentage of the Indian children within the State. The total Indian population of the State is estimated at 8,816, of which 1,500 are children between six and sixteen years of age, about 150 of whom are at the Agency schools; thus leaving 1,350 children that have no school advantages. These figures are taken from the report of my predecessor in office, Hon. C. S. Young, who gave this subject careful and intelligent study, and who has done much to call the attention of the General Government to the great importance of educating and civilizing the Indians.

His efforts were chiefly directed to the procuring of an appropriation for the purpose of establishing a school for the children of the Washoe Indians. He never bent his energies in a cause more just. Present indications show that his desires in this direction will see their early fulfillment. I am informed that Mr. H. S. Welton, United States Indian Agent, has already selected a site for an Indian

school for the Washoes. No tribe of Indians in America are more deserving and none have received such unkind treatment from the Government. From the time of the earliest settlements, during all the Indian hostilities in this State, the Washoe was the white man's friend. How has this friendship been repaid? Every means of subsistence that this country once afforded has been taken away. The forests of the Sierra Nevada that once abounded in wild game have been cut down, and the charcoal burner and the woodcutter have destroyed the groves of the pinon which supplied the pine nuts for his winter food. Every acre of arable land has been appropriated by the settler, every stream and every lake from whence he once drew his supply of fish has been utilized by farmer or lumberman. The rocky warrens of the rabbit, the haunts of the grouse and the sage hen are occupied by the miner, and this ignorant and inoffensive child of the wilderness is left homeless, a stranger and a beggar in his own land. He is no longer king of the forest, chief of the hills, or lord of the valley. He is the cowering outcast, the helpless prey of the lawless and the vicious. Who can view with indifference the pitiful spectacle of this innocent tribe, shorn of every right, stripped of their inheritance, naked and destitute in the lands of their fathers? Does title to property and fair treatment inhere in the pigment of the skin, or corpuscles of the blood, that we can rob the Indian and yet stand guiltless? Would we dare to thus rob any other race of people in the country, be their estate ever so lowly? No such ruthless and holy invasion and divestment of a people has ever occurred in the history of Indian wrongs. Treatment so unprovoked and cruel, appeals to us for some measure of redress. How unspeakably shameful is this brutal treatment of a simple people that have always been our friends. The fierce Comanche, the warlike Sioux and the bloodthirsty Apache have purchased with countless atrocities the favors of the Government. These guileless children of the forest have learned the cruel lesson that hands unstained with blood, must not be extended in the hope of receiving favors, that uncomplaining submission and trusting faith have earned for them contempt and neglect. The Chief of the Washoes might well ask "what atrocities shall we commit to earn recognition from the 'Great Father in Washington?' We have lived in peace with the whites for more than thirty years. He has taken from us our lands the grounds wherein our ancestors are buried; yet, he has not so much as given us the toys and trinkets with which he is wont to purchase lands from the red man."

In the light of these facts, so well known and so often repeated, it is hoped that the Government will not long delay in making reparation for their great wrong. The Washoes express their desire for the school, and are curious to know why the Pah-Utes that made war on the whites several times during the Territorial days, and committed many atrocities subsequently, are abundantly supplied with rations and blankets and have reservations of the finest lands on the two great lakes of Nevada, while they, who were peaceful, have



not one acre they can call their own. The education of the Indians of Nevada is a very difficult problem, because they are so widely scattered. There is not a settlement in the State that has not its complement of Indians nicely proportioned to the number of the inhabitants and the supply of broken food that falls from the white man's table, for which the Indian pays by sawing wood or washing clothes. It seems that the Indians obey the law of nature that distributes insects and birds in just proportion to the food supply. In many instances the Indians have settled near ranches and become steady, industrious farm hands, and till the ground for their own use to a limited extent.

I am informed by Mr. H. S. Welton that the Moapa Reservation was divided in severalty among the Indians several years ago, and that they have made great progress in farming since that time.

The great obstacle to overcome in the Indian problem is the difficulty encountered in collecting them on the reservations and in keeping them there after they are collected. Another difficulty is that after he has received an education he is still an Indian and is prone to wander from place to place, preferring the precarious fortunes of the poacher and beggar rather than endure the restraints of fixed habitation and steady industry. If they are to be educated they must be placed on the reservation and kept away from the degenerating influence of contact with the white settlements.

Further than the question of national honor or State pride there rests upon the Government a great moral obligation to adopt rational and adequate measures for the civilization and education of these semi-barbarous wards of the nation. From earliest colonial days to the present the treatment of the native races has been a reproach to our civilization. It is a matter of no small importance when we remember that our Indian population numbers nearly 9,000, and by reason of their native virtues have thus far measurably resisted the corroding vices which have so nearly exterminated many tribes on the Pacific Coast, and are therefore increasing in numbers. The savage, like the child, is more prone to copy evil than good, and by reason of his lowly condition is excluded from the christianizing influence of the best citizens, and is thus forced to meet the viler element that always seek to crowd him down still lower.

To the best of my knowledge neither missionary nor missionary society is formed in this State to rescue these people from darkness and ignorance. Perhaps Indians have no souls to save.

The increase of half-breeds has already attracted wide attention, and is unmistakable evidence that the Pah-Utes, hitherto a notable and honorable exception to the general history of the aborigines in this respect, are beginning to succumb to the deadly contamination to which they are exposed while mingling freely among the white settlements. The history of pioneer and frontier settlements abounds in instances of Indian outbreaks, instigated and led by half-breeds, therefore it becomes a matter of public safety that something be done to preclude the possibility of another Indian war in Nevada. The mingling of Caucassian blood in the veins of the Indian abates

none of his fierce traits, but adds to his terror as a foe, for in him are combined the daring of the lawless white man and the cruel and remorseless spirit of the savage.

The condition of the Indians of this State, with few exceptions, is no better than it was twenty-five years ago—and morally, they are worse—therefore, the methods hitherto adopted for their improvement are a failure. They cannot be civilized by simply establishing day schools on reservations where only a few attend, nor by taking a handful of them to distant Industrial Schools, but by making ample provision for their instruction at home, in those industrial pursuits most necessary to make them self-sustaining. I am informed by Mr. H. S. Welton that the attempt to make farmers only of them has generally proven a failure; that they are naturally apt in the use of ordinary mechanical tools, and readily engage in the ruder trades, such as common carpentering, blacksmithing, and the cooper and tinner trades; that they are not naturally disposed to engage in the dull, plodding labor necessary to make farming a success. As United States Special Indian Agent, he has had an opportunity to make observations on this feature of Indian character, in all parts of the Union where reservations are established and, therefore, speaks with authority on this subject.

As a site for the School for the Washoes has already been selected, it behooves the Legislature to provide means whereby the school may be established and this worthy design be carried into effect. Delay may forfeit the appropriation made for that purpose.

#### ARBOR DAY.

The Act establishing Arbor Day in Nevada reads as follows:

“SECTION 1. Arbor Day is hereby established in the State of Nevada, and shall be fixed each year by proclamation of the Governor at least one month before the fixing of such date, and it shall be observed as a holiday by the public schools of the State; *provided*, that nothing in this Act shall be so construed as to make this a legal holiday so far as the courts and civil contracts are concerned.

SEC. 2. His Excellency the Governor is requested to make the proclamation, setting forth the provisions of the first Section of this Statute, and recommending that Arbor Day, so established, be observed by the people of the State in planting trees, shrubs and vines, in promotion of forest growth and culture, in the adornment of public and private grounds, places and ways, and in such other efforts and undertakings as shall be in harmony with the character of the day so established.”

Agreeable to the provisions of this Act Governor C. C. Stevenson designated by proclamation a day in April of the years 1887 and 1888 to be observed as Arbor Day. The language of this Act leaves no doubt that it was the intent of the Legislature to establish Arbor Day as a holiday for the public schools for no other purpose than to afford the teachers, children, parents and friends time and opportunity to engage, during a portion of the day at least, in planting trees,



shrubs and vines. A respectable number of the schools of the State so employed a good portion of the day, sufficient at least to comply with the letter of the law. There were, however, several schools, some of the largest in the State, that entirely ignored the essential provisions of the Act and simply gave a vacation.

Teachers should supervise the work and encourage the pupils to observe the day with intelligent interest. Literary exercises of a nature calculated to inspire reverence and respect for the day would lend interest to the occasion and impress upon the minds of the children the importance of the exercise. An excuse for neglect was given in some instances that there were no grounds surrounding the school house that were suitable for the purpose. It should be remembered that the statute says "public and private grounds, places and ways," which may reasonably include cemeteries, highways and byways, or eligible places along springs, creeks, or marshy places where subsequent irrigation will not be needed. The pruning of trees, fencing or protecting in any way, would be in keeping with the aims and purposes of the Act.

At the State University the day was observed with appropriate exercises and ceremonies by the Faculty and students. The Board of Regents, the Faculty, students and citizens of Reno marched in procession to the grounds already prepared for tree-planting and took part in the planting and naming of many hard wood trees in honor of prominent citizens, members of the Board of Regents and Faculty, and friends of education generally. When the trees were planted the audience listened to an address by the State Superintendent of Public Instruction and dispersed much pleased with the exercises.

Arbor Day is becoming very popular throughout the Western States, and has already been instrumental in planting hundreds of groves in what was formerly known as the treeless regions of the West. Tree planting is an object lesson to teach the child that he must look to the future, and that if he would be a useful and noble citizen he must labor for the future, and that all worthy deeds influence the destinies of those that must finally take our places. It is a mistaken idea that praiseworthy deeds and aspirations are entirely the manifestations of natural gifts; they are more largely the result of early impressions and careful, conscientious training. Children are wonderful imitators, and are prone to copy the actions and manners of those they most esteem. Thus it often happens that a single action in which they participate is the beginning of a career of great usefulness or the first downward step in a life of shame.

The following selections are copied from the very readable report of Hon. J. W. Akers, State Superintendent of Public Instruction of Iowa. I deem the extracts very appropriate in this connection:

What conqueror in life's broad field of battle could desire a more beautiful, a more noble, or a more patriotic monument than a tree planted by the hands of pure and joyous childhood, as a memorial of his achievements? What honest, earnest worker with hand and brain, for the benefit of his fellow men, could desire a more pleasing recognition of his usefulness than such a monument, a

symbol of his or her production, ever growing, ever blooming, and ever bearing wholesome fruit?

Trees already grown ancient have been consecrated by the presence of eminent personages or by some conspicuous event in our national history, such as the Elm tree at Philadelphia, at which William Penn made his famous treaty with nineteen tribes of barbarians; the Charter Oak at Hartford, which preserved the written guarantee of the liberties of the Colony of Connecticut; the wide-spreading Oak tree at Flushing, Long Island, under which George Fox, the founder of the Society of Friends or Quakers, preached; the lofty Cypress tree in the Dismal Swamp, under which Washington reposed one night in his young manhood; the huge French Apple tree near Fort Wayne, Indiana, where Little Turtle, the great Miami Chief, gathered his warriors; the Elm tree at Cambridge, in the shade of which Washington first took command of the Continental army on a hot summer's day; the Tulip tree of King's Mountain battlefield, in South Carolina, on which ten bloodthirsty Tories were hanged at one time; the tall Pine tree at Fort Edward, New York, under which the beautiful Jane McCrea was slain; the magnificent Black Walnut tree near Haverstraw, on the Hudson, at which General Wayne mustered his forces at midnight, preparatory to his gallant and successful attack on Stony Point; the grand Magnolia tree near Charleston, South Carolina, under which General Lincoln held a council of war before surrendering the city; the great Pecan tree at Villere's plantation, below New Orleans, under which a portion of the remains of General Pakenham was buried; and the Pear trees planted respectively by Governor Endicott of Massachusetts and Governor Stuyvesant of New York, more than two hundred years ago.

These trees have all a place in our national history and are inseparable from it because they were so consecrated. My eyes have seen all but one of them and patriotic emotions were excited at the sight. How much more significant and suggestive is the dedication of a young tree as a monument.—Benson J. Lossing.

The trees may outlive the memory of more than one of those in whose honor they were planted, but if it is something to make two blades of grass grow where only one was growing, it is much more to have been the occasion of the planting of an oak which shall defy twenty scores of winters, or of an elm which shall canopy with its green cloud of foliage half as many generations of mortal immortals. I have written many verses, but the best poems that I have produced are the trees I planted on the hillside. Nature finds rhymes for them in the recurring measures of the seasons, Winter strips them of their ornaments and gives them, as it were, in prose translation, and Summer clothes them in all the splendid phrases of their leafy language.—Oliver Wendell Holmes.

"A little of thy steadfastness  
Rounded with leafy gracefulness,  
Old oak, give me,  
That the world's blast may round me blow,  
And I yield gently to and fro,  
While my stouthearted trunk below  
And firm set roots unshaken be."—Lowell.



As the leaves of the trees are said to absorb all noxious qualities of the air and to breathe forth a purer atmosphere, so it seems to me, as if they drew from us all sordid and angry passions, and breathed forth peace and philanthropy.—Washington Irving.

There is something nobly, simple and pure in a taste for the cultivation of forest trees. It argues, I think, a sweet and generous nature to have this strong relish for the beauties of vegetation and this friendship for the hardy and glorious sons of the forest. He who plants an oak looks forward to future ages and plants for posterity; nothing can be less selfish than this.—Washington Irving.

The young oak grew, and proudly grew,  
For its roots were deep and strong;  
And a shadow broad on the earth it threw,  
And the sunlight lingered long  
On its glossy leaf where the flickering light  
Was flung to the evening sky;  
And the wild bird sought to its airy height  
And taught her young to fly.

—Mrs. E. Oakes Smith.

Like leaves on trees, the race of man is found,  
Now green in youth, now withering on the ground;  
Another race the following Spring supplies;  
They fall successive, and successive rise;  
So generations in their course decay,  
So flourish these when those are passed away.

—Homer.

#### THE PARKER MAPS.

The Legislature appropriated \$900 for the purchase of three hundred of John W. Parker's Maps of the State of Nevada, and directed the Superintendent of Public Instruction to furnish each County Superintendent with a sufficient number of maps to supply one to each department or room in that county. All the requirements of this Act were complied with immediately after the adjournment of the Legislature. Each county was supplied with a few additional maps for districts that would probably be formed under the provision of the Five Census Children-Act. Several of the County Superintendents reported to me that these maps were the only ones in some of the schools and were everywhere welcome.

#### SCHOOL LEGISLATION.

During the two years that I have occupied the office of State Superintendent of Public Instruction I have made a careful study of the needs and defects of the Nevada schools, and as the results of my study and personal observation I ask the legislators to consider the following recommendations carefully and urge them for sake of the common schools to remedy the evils mentioned in the different recommendations.

First—A law should be passed prohibiting the issuance of certificates of any grade to applicants under eighteen years of age; and, further, prohibiting School Boards employing teachers under the

age stated under a penalty no less than the forfeiture of all school moneys of said district or districts.

Second—An amendment to the law appropriating or apportioning the County School Funds, reducing the number assigned to each teacher from one hundred to not more than seventy-five.

Third—An Act providing for the compensation of teachers while in attendance on Teachers' Institutes or educational meetings. Most of the States have laws on this subject. Teachers' salaries should be allowed while attending such meetings.

Fourth—Compensation of members of County Boards of Examiners, said compensation to be drawn from the General Fund of the county the same as jury fees. The law should not presume that men of education and ability, fitting them for this important duty, should be expected to give their time and attention to the public without compensation of some kind. The position is not an enviable one and they should at least be paid enough to pay their expenses.

Fifth—A law providing for school libraries and making it compulsory upon the School Boards to expend from \$15 to \$50 of the school money apportioned to each district in the purchase of books of reference, maps, charts and apparatus necessary for the proper furnishing and equipment of the schools.

Sixth—The office of County Superintendent of Schools should be re-created, and salaries commensurate with the duties of the office in the several counties should be allowed. If this cannot be done, the State should be formed into at least three Educational Districts, and a salary of at least \$2,000 a year, allowed to each of the three District Superintendents. Such an Act should provide that no one who is not qualified by education and experience as a practical teacher, should be eligible for the position, and should further require this officer to give his whole time and attention to the duties of his office. The State cannot afford to economize at the expense of its greatest interest, education. There never has been a complaint from the people of Nevada that their schools were a burden, or that proper school supervision would be an expensive luxury, a burden too heavy to be borne. The people of Nevada are loyal to their schools, and hail with joy any measure that increases their proficiency.

Seventh—At least \$1,000 should be appropriated as the traveling expenses of the State Superintendent of Public Instruction, to enable him to visit all the school districts in the State. It should be remembered that Nevada is third in area in the Union, and that schools of some of the counties are very difficult of access, and can only be reached at great labor and expense, and, for this reason, have been neglected in the past, although they are the ones that need supervision the most.

Eighth—The State Superintendent of Public Instruction should be authorized to make contracts at Berkeley, California, for the education of all deaf and dumb and blind children in the State of school age. These unfortunate children have a strong claim upon our sympathy, and humanity requires that we should not leave them in a state of helplessness, at last to become a charge upon the State,



or beneficiaries of private charity. The State has made generous provision for the education of the State, regardless of race, color or previous condition.

What sound reason can be given for not providing for the education of children who are so unfortunate as to be blind, or deaf and dumb? If the expense is greater than it should be, remember that their necessities are infinitely greater.

Ninth—An appropriation of at least \$500 should be made for the purpose of holding State Teachers' Institutes during the years 1889 and 1890. Two State Teachers' Institutes should be held each year, one in the eastern part of the State and one in the western, so as to give the schools of both sections equal advantages. The distance is so great and the expenses so heavy that teachers cannot afford to go from one section to institutes held in the other.

Tenth—School supervision should be placed upon a footing of dignity and be as well paid as criminal supervision. Superintendents should be as well paid as Sheriffs, Constables, etc. The following will add force to the remark: Dr. Scouler of the Illinois Reform School says: "While the State of Illinois has less than six per cent. unable to read or write the commitments to the Reform School show nearly twenty-five per cent. unable to read and seventy-five per cent. unable to write."

Would recommend that the University and High Schools of the State be supplied with copies of the compiled laws.

Eleventh—Would recommend that the May Election Law be made general throughout the State so that it would apply to all districts, and that the maximum levy of taxes be raised to seventy-five cents on \$100 valuation instead of fifty and that the minimum be placed at forty cents. This change is greatly needed in many counties in the State and would prove a benefit to all.

INSTRUCTIONS OF THE STATE BOARD OF EDUCATION TO COUNTY BOARDS OF EXAMINATION.

Part Second, of Section 1,286, Compiled Laws of Nevada, under the title of "An Act to provide for the maintenance and supervision of public schools," provides that the State Board of Education shall adopt a "uniform system of rules for State and county examinations," and Part 14, of said Act, reads "to prescribe in what shall be examined an applicant for a first-grade county certificate valid for three years, and also an applicant for a second-grade certificate valid for two years."

Inasmuch as the State Board of Education is called upon to make county certificates valid in any county in the State, it desires that the examinations shall be as uniform as possible, in order that the schools of the State may not suffer from farcical examinations in any county, and for the guidance of County Boards of Examiners and for its own protection, the State Board of Education of Nevada has adopted the following rules, to-wit:

Rule 1—County School Superintendents are requested to forward

the names of all appointed members of the County Board of Examination, and no certificate signed by Examiners, whose names are not on file in the State Superintendent's office, will be recognized or made valid.

The State Board reserves the right to object to the appointment of any Examiner or Examiners on the different Boards, who do not possess the requisite qualifications to fill the position.

Rule 2—At least two of the regularly appointed, or ex-officio, members of the Board of County Examiners must be present during each and every examination held.

Rule 3—All examinations shall be, so far as practicable, written.

Rule 4—Applicants shall not be permitted to leave the room during the examination in any one branch or list of questions submitted, without the permission of some member of the Board; nor shall any applicant, or applicants, receive any aid from any person present, nor refer to any book, or books, during the time the questions in any one branch are being submitted.

Rule 5—Applicants for first-grade county certificates, valid for three years, shall be examined in the following branches, to-wit: Orthography, reading, writing, arithmetic, geography, grammar, history of the United States, chemistry, physiology, algebra, book-keeping, physics and the theory and practice of teaching. Drawing and geometry shall be optional with the county boards. A general average of eighty-five per cent., and not less than seventy per cent. in any one study, is required.

Rule 6—Applicants for second-grade county certificates, valid for two years, shall be examined in the following branches, to-wit: Orthography, reading, writing, arithmetic, geography, grammar, physiology and the theory and practice of teaching. A general average of eighty per cent., and not less than sixty-five per cent. in any one study, is required.

Rule 7—The County Board of Examination shall report immediately after the close of each and every examination, to the State Board of Education, the names of the applicants for teachers' certificates, their standing in each and every branch, the general average of each applicant, the names of those to whom first-grade certificates are issued, the names of those to whom second-grade certificates are issued, and said report shall be signed by a majority of the board.

Rule 8—A failure to comply with any or all of these rules will be deemed sufficient cause by the State Board of Education of the State of Nevada for refusing to recognize or make valid any certificate or certificates issued by the board or boards so offending.

W. C. DOVEY,  
Superintendent of Public Instruction.

SCHOOL TEXT BOOKS.

As the question is liable to arise as to the feasibility of the State assuming the responsibility of publishing a State series of school text



books to pupils at cost, I deem it not impertinent to consider the subject in advance. I would advise against an attempt to make such a costly experiment, especially when it is remembered that California alone of all the States has assumed this responsibility.

California may make it a success, and a profit to the people of that State, but there are 280,000 school children in that State, whereas in Nevada there are but 9,716 according to the last census, and the first cost would be the same in both cases, while the income in Nevada would be only one twenty-eighth of that of California, in other words, California has 28 times as many children to pay for these books. I append as confirmation of this view the address of John Swett, of San Francisco, upon this subject, than whom there is none more able to judge correctly in this matter.

The following is from an address delivered at a meeting of the National Educational Association in San Francisco July, 1888: "In consequence of popular clamor about change of text books an amendment to the Constitution was adopted in 1884 providing for a uniform State series, edited by the State Board of Education, printed by the State Printer and sold to pupils at cost price. At the present time there have been published a series of readers (consisting of three books), one speller, one grammar, one arithmetic and one history of the United States, some of which have gone into use in some parts of the State. California is the only State that has entered into the business of publishing school books. This action is outside of what has heretofore been considered as the proper scope of State law. It is too soon to judge of the success or failure of the experiment. It will be wise for other States to wait the result before imitating the example. We who are living here fondly hope, for the sake of our schools, that the experiment will prove successful, but some of us have grave doubts about it."

#### TEACHERS' INSTITUTES.

The eighth session of the State Teachers' Institute was held at Reno, and continued in session during Thanksgiving week. It was the largest, most enthusiastic and profitable ever held in Nevada. Nearly half of the teachers of the State were present, besides a host of the friends of education. Professor Joseph O'Connor, of San Francisco, was Chief Instructor, and by his able work added much to his reputation, already notable, as an advanced educator.

The great, good feeling which pervaded the entire session was emphasized by the fact that many female teachers took an active part in the regular exercises and discussions, which was largely a new feature in this State. This feature became more prominent in the meetings of the Nevada Educational Association, which were held in Carson in January, and in Virginia in May, 1888.

Their efforts were creditable as Institute work and praiseworthy for the influence of example to encourage others to imitate them in the good work, for hitherto it had been most difficult to get our best female teachers to exemplify their work at an institute. Another

gratifying feature was the great number of teachers that engaged with alacrity in any work or duty assigned them. It was in every respect a notable success, many teachers who came from a great distance, some more than 200 miles, who express themselves as more than repaid for expense, time and trouble. The subsequent meetings of the Teachers' Association were generally enthusiastic and profitable, and were directed and managed entirely by home talent. No State Teachers' Institute was held in 1888, for the reason that so many of our teachers were preparing work for the National Exhibit in San Francisco, together with the labor and expense of the trip and the time and labor of the two teachers' meetings, it was deemed prudent to postpone a further meeting until 1889. A full account of these meetings will be found in the excellent report of Robert Lewers, Secretary of State Teachers' Institute, which is appended to this report.

#### PIONEER'S CABINET.

The subjoined note and descriptive inventory is from the record of the proceedings of the Legislature and the Society of Pacific Coast Pioneers, donating their valuable cabinet to the State, as reported, compiled and edited by Alf. Dotea. The published exercises, consisting of speeches, poems, letters, and songs, fill thirty-seven closely printed pages which are omitted in this report because they are not germane to the subject matter of the report.

#### THE CABINET TRANSFER.

In accordance with the presentation resolutions of the Society and the Act of the Legislature authorizing its acceptance, the cabinet museum, and other property donated to the Pioneers has been duly and successfully transferred, and is now eligibly placed in the department of the Capitol occupied by the Superintendent of Public Instruction, where it can be seen by all who take an interest in it. It collectively constitutes not only a very interesting relic of the past, but a valuable and instructive exhibit of the mineral resources of the State and Pacific Coast, as well as from all parts of the world.

#### DESCRIPTIVE INVENTORY.

The large, main cabinet of ores and mineral specimens, three or four thousand in number, is first to be mentioned. It consists of choice specimens of fine silver and gold ores of every variety and combination from the various mining districts of this State and the Pacific Coast, as well as rich gold ores from California and elsewhere, and copper, tin, galena, cinnabar, carbonates and every description of ores from all parts of the American continent and the world, including native metals and the richest mineral combinations. The graphite, sulphur, borax, salt and similar naturally abundant products of this State, are well represented. There are also agates from Colorado, garnets from Alaska, and other specimens from various quarters of the globe.



The numismatic exhibit includes an extensive collection of coins, peculiar, ancient and rare, from all nations and ages of the world—copper, silver, gold, nickel, brass and bronze; also Confederate notes of different denominations, and other interesting paper money, both ancient and modern. Among the specimens are samples of petrified wood, shells, fossiliferous formations, ancient pottery, insects, reptiles, etc., and a lot of ancient firearms, fabrics, and curios from Japan; Indian war-clubs, bows and arrows, and other weapons and articles of interest, from the Sandwich Islands, and other islands and shores of the Pacific; also a case of samples of sub-marine telegraph cable, presented by Cyrus W. Field.

The menagerie exhibit consists of a large, full-antlered deer, shot in the Sierra Nevada, and very artistically stuffed and mounted by Dr. E. B. Harris, a former President of the Society; a huge California lion, measuring about nine feet from the tip of the tail to the end of the nose; Alf. Doten's famous old war dog, "Kyzer;" buffalo and white wolf heads from Colorado, also a full-antlered elk head, velvet deer horns, etc.

Among the pictures are two very fine, full life-size oil-paintings or portraits of Dr. S. A. McMeans and Hon. Charles E. DeLong, the first and second Presidents of the Society; also painted portraits, photographs and engravings of Captain Storey, John James and other well-known pioneers, the "Landing of the Pilgrims" at Plymouth in 1620, the pioneer stage crossing Nevada, and numerous small pictures.

A letter written by Daniel Webster in 1848 and a document signed by John Quincy Adams and Secretary of State Henry Clay are among the relics.

In this connection I desire to express my gratitude to Mr. Alf. Doten for the great service he rendered me in performing the laborious task of compiling and publishing, in pamphlet form, the entire proceedings relative to this splendid donation, a task which the Legislature imposed upon me without additional compensation. The pamphlet is exceedingly interesting and instructive, containing eloquent speeches and beautiful poems. The zeal and ability shown in its preparation, a labor of love, reflects great credit upon its author.

As soon as it was published it was eagerly sought for, and more than a thousand copies were mailed by Mr. Doten and myself to Pioneers, prominent citizens and friends of the Society in nearly every State and Territory. The old State cabinet was removed from the office of the State Superintendent and placed in the corridor on the first floor of the Capitol. There are eight cases, containing thousands of catalogued mineral specimens, systematically arranged and of great scientific value. I would recommend that these cases, or some of them, be donated or transferred to the State University, where they would be of great value to the Department of Mines and Mining, and will tend to make that branch of study more interesting and popular.

The following poem is deemed so appropriate that I cannot omit it:

MY NEW YEAR'S GUESTS.

[SCENE:—A chamber in Virginia City; one of the pictures on the wall being the reduced photographs of over five hundred California Pioneers of 1849. Time, midnight, December 31, 1881.]

BY HON. ROLLIN M. DAGGETT.

The winds come cold from the southwest, with incense of fir and pine,  
And the flying clouds grow darker as they halt and fall in line.  
The valleys that reach the deserts, the mountains that greet the clouds,  
Lie bare in the arms of Winter, which the prudish night enshrouds.  
The leafless sage on the hillside, the willows low down the stream,  
And the sentry rocks above us, have faded—all as a dream.  
The fall of the stamp grows fainter; the voices of the night sink low;  
And, spelled from labor, the miner toils home through the drifting snow.  
As I sit alone in my chamber this last of the dying year,  
Dim shades of the past surround me, and faint through the storm I hear  
Old tales of the castles builded under shelving rock and pine,  
Of the bearded men, and stalwart, I greeted in 'Forty-Nine;  
The giants with hope audacious; the giants with iron limb;  
The giants who journeyed westward when the trails were new and dim;  
The giants who felled the forests, made pathways o'er the snows,  
And planted the vine and fig-tree where the manzanita grows;  
Who swept down the mountain gorges, and painted their endless night  
With their cabins, rudely fashioned, and their camp-fire's ruddy light;  
Who builded great towns and cities, who swung back the Golden Gate,  
And hewed from a mighty ashlar the form of a sovereign State;  
Who came like a flood of waters to a thirsty desert plain,  
And where there had been no reapers grew valleys of golden grain.  
Nor wonder that this strange music sweeps in from the silent past,  
And comes with the storm this evening, and blends its strains with the blast;  
Nor wonder that through the darkness should enter a spectral throng,  
And gather around my table with the old-time smile and song;  
For there, on the wall before me, in a frame of gilt and brown,  
With a chain of years suspended, old faces are looking down:  
Five hundred all grouped together—five hundred old pioneers—  
Now list, as I raise the taper, and trace the steps of years.  
Behold this face near the center; we met ere his locks were gray;  
His purse, like his heart, was open; he struggles for bread to-day.  
To this one the fates were cruel; but he bore his burden well,  
And the willows bend in sorrow by the wayside where he fell.  
Great losses and grief crazed this one; great riches turned this one's head;  
And a faithless wife wrecked this one—he lives, but were better dead.  
Now, closer the light on this face; 'twas wrinkled when we were young;  
His torch drew our footsteps westward; his name is on every tongue.  
Rich was he in lands and kindness, but the human deluge came,  
And left him at last, with nothing but death and a deathless fame.  
'Twas a kindly hand that grouped them—these faces of other years—  
The rich and poor together—the hopes, and the smiles, and the tears  
Of some of the fearless hundreds, who went like the knights of old,  
The banner of empire bearing, to the land of blue and gold.  
For years I have watched these shadows, as others, I know, have done;  
As death touched their lips with silence I have draped them one by one,  
Till, seen where the dark-plumed Angel has mingled them here and there,  
The brows I have flecked with sable the living cloud everywhere.  
Darker and darker and darker these shadows will yearly grow,  
As, changing, the seasons bring us the bud and the falling snow;  
And soon—let me not invoke it—the final prayer will be said,  
And strangers will write the record: "The last of the group is dead."  
And then—but why stand here gazing? A gathering storm in my eyes  
Is mocking the weeping tempest that billows the midnight skies;  
And, stranger still—is it fancy? are my senses dazed and weak?  
The shadowy lips are moving as if they would ope and speak;  
And I seem to hear low whispers, and catch the echo of strains  
That rose from the golden gulches and followed the moving trains,



The scent of the sage and the desert, the path o'er the rocky height,  
 The shallow graves by the road side—all, all have come back to-night;  
 And the mildewed years, like stubble, I trampled under my feet,  
 And drink again at the fountain when the wine of life was sweet;  
 And I stand once more exalted where the white pine frets the skies,  
 And dream in the winding canyon where the twilight early dies.  
 Now the eyes-look down in sadness; the pulse of the year beats low;  
 The storm has been awed to silence; the muffled hands of the snow,  
 Like the noiseless feet of mourners, are spreading a pallid sheet  
 O'er the breast of dead December and glazing the shroud with sleet.  
 Hark! the bells are chiming midnight; the storm bends its list'ning ear,  
 While the moon looks through the cloud rifts and blesses the new born year.  
 And now the faces are smiling. What augury can it be?  
 No matter; the hours in passing will fashion the years for me.  
 Bar closely the curtained window; shut the light from every pane;  
 While, free from the world's intrusion and curious eyes profane,  
 I take from its leathern casket a dinted old cup of tin,  
 More precious to me than silver, and, blessing the draught within,  
 I drink alone and in silence to the Builders of the West—  
 "Long life to the hearts that are beating, and peace to the hearts at rest."

W. C. DOVEY,  
*Ex-officio* Curator of State Museum.

## LIFE DIPLOMAS

Granted from July 19, 1885, to December 31, 1888.

No.	To Whom Issued.	Date of Diploma	No.	To Whom Issued.	Date of Diploma
1	Mrs. J. R. Williamson.....	July 19, 1885	32	Miss Hannah K. Clapp.....	July 10, 1886
2	Mrs. Helen M. Atwood.....	July 19, 1885	33	Miss Mettie Curry.....	October 4, 1886
3	Orvis Ring.....	July 19, 1885	34	Mrs. Mary L. Gaston.....	October 4, 1886
4	W. W. Booher.....	July 19, 1885	35	C. W. Grover.....	October 4, 1886
5	A. E. Kaye.....	July 19, 1885	36	Miss Kate Hodgkinson.....	October 4, 1886
6	Samuel D. B. Bristow.....	July 19, 1885	37	Miss Jennie D. Dwyer.....	October 18, 1886
7	Mrs. E. A. Ricker.....	July 19, 1885	38	Miss Nellie R. Lynch.....	Dec. 31, 1886
8	Miss Mary E. Davies.....	July 19, 1885	39	A. N. Lowe.....	Dec. 31, 1886
9	Sardis Summerfield.....	July 19, 1885	40	Mrs. Emma J. Blossom.....	Dec. 31, 1886
10	Miss Emma Wright.....	July 21, 1885	41	G. J. Reek.....	January 20, 1887
11	Miss Ella Riley.....	July 21, 1885	42	Miss Rachel Young.....	May 19, 1887
12	Miss Addie Park.....	July 21, 1885	43	Miss Francis A. Farmer.....	May 19, 1887
13	J. H. Bailey.....	August 15, 1885	44	Mrs. Mary S. Doten.....	May 19, 1887
14	John E. Bray.....	August 21, 1885	45	James L. Smith.....	May 19, 1887
15	Morgan D. Bowen.....	August 15, 1885	46	T. H. Rose.....	August 3, 1887
16	Hayward H. Howe.....	August 15, 1885	47	Miss Jennie M. Kelley.....	October 6, 1887
17	Miss Jennie L. Hodgins.....	August 15, 1885	48	Miss Fannie H. Robinson.....	October 31, 1887
18	Mrs. E. J. Knowlton.....	January 11, 1886	49	Walter M. Miller.....	Nov. 18, 1887
19	Mrs. Lucy Chenoweth.....	January 11, 1886	50	John G. Young.....	February 8, 1888
20	Mrs. Mary C. Browning.....	January 11, 1886	51	LeRoy D. Brown.....	August 5, 1888
21	Miss Lou A. Spencer.....	January 11, 1886	52	A. T. Stearns.....	April 5, 1888
22	Charles Chenoweth.....	January 11, 1886	53	Miss Minnie Leslie.....	April 5, 1888
23	W. C. Dovey.....	January 11, 1886	54	Miss Fannie J. Work.....	August 6, 1888
24	Miss Anna M. Sullivan.....	January 11, 1886	55	Andrew W. Eddy.....	August 6, 1888
25	Mrs. H. C. Mygatt.....	January 11, 1886	56	Mrs. C. S. Wentworth.....	August 31, 1888
26	Miss O. L. Taylor.....	January 11, 1886	57	Edwin Craine.....	October 18, 1888
27	Mrs. M. E. Jones.....	January 11, 1886	58	John H. Brown.....	Nov. 16, 1888
28	T. N. Stone.....	January 11, 1886	59	Warren B. Brown.....	Nov. 16, 1888
29	William Perkins.....	July 10, 1886	60	Miss Lizzie A. Royce.....	Dec. 13, 1888
30	Z. F. Wharton.....	July 10, 1886	61	Miss Julia A. Michelson.....	Dec. 31, 1888
31	Miss Mary H. Breck.....	July 10, 1886	62	Miss S. A. Harris.....	Dec. 31, 1888



## STATE EDUCATIONAL DIPLOMAS

Granted to Teachers who have had five years experience in teaching, said Diplomas being granted for a term of six years.

No.	To Whom Issued.	When Issued.	No.	To Whom Issued.	When Issued.
1	John G. Young.....	July 10, 1885	32	Mrs. Ella Smart.....	Dec. 31, 1886
2	Miss Rachel Young.....	July 10, 1885	33	Miss Ada F. Lackey.....	January 20, 1887
3	Miss Emma Jennison.....	July 10, 1885	34	N. F. Smith.....	January 20, 1887
4	George J. Reek.....	July 10, 1885	35	Miss Alice I. Ober.....	March 9, 1887
5	Miss Maggie W. Long.....	July 21, 1885	36	Wm. Loren Smith.....	March 24, 1887
6	Miss H. C. Dettenreider.....	August 15, 1885	37	Robert Lewers.....	May 19, 1887
7	Mrs. Mary S. Doten.....	January 11, 1886	38	John P. Fay.....	August 3, 1887
8	Miss Minnie M. Leslie.....	January 11, 1886	39	Edward E. Winfrey.....	August 3, 1887
9	Miss Kate Hodgkinson.....	January 11, 1886	40	Mrs. C. B. Ferguson.....	August 3, 1887
10	Miss Julia A. Michelson.....	January 11, 1886	41	N. A. Hummel.....	August 3, 1887
11	Albert F. Price.....	January 11, 1886	42	Miss Frank L. Grippen.....	August 3, 1887
12	Miss Belle Ryan.....	January 11, 1886	43	Miss Kate Courtney.....	Sept. 6, 1887
13	Miss Kate Bardenwerper.....	January 11, 1886	44	Charles H. Groves.....	October 14, 1887
14	Miss F. H. Robinson.....	January 11, 1886	45	A. C. Pratt.....	Dec. 31, 1887
15	T. P. McDonald.....	January 11, 1886	46	Miss Bertha Wagner.....	April 5, 1888
16	Alonzo C. Webb.....	January 11, 1886	47	Miss Laura M. Marsh.....	May 31, 1888
17	Miss Winnie Timmons.....	July 10, 1886	48	Miss Mary Henry.....	May 31, 1888
18	Miss Nellie R. Lynch.....	July 10, 1886	49	Miss Ella Geiger.....	May 31, 1888
19	Wm. Sherman Hannah.....	July 10, 1886	50	Dow L. Huntsman.....	May 31, 1888
20	Miss Rachel Frank.....	July 10, 1886	51	Miss Anna J. Gaunt.....	July 30, 1888
21	Miss Eva Slingerland.....	July 10, 1886	52	Miss L. Durrenberger.....	August 6, 1888
22	L. F. Herrod.....	July 10, 1886	53	Miss Emma A. Browne.....	August 6, 1888
23	Mrs. Sarah E. Clark.....	July 24, 1886	54	Miss May Stackhouse.....	August 6, 1888
24	Mrs. Julia E. Flannery.....	October 4, 1886	55	Mrs. Sarah E. Clark.....	Sept. 25, 1888
25	Miss Grace A. Dowdell.....	October 4, 1886	56	Miss Belle Leslie.....	October 18, 1888
26	Miss S. A. Harris.....	Dec. 31, 1886	57	Mrs. Marion L. Brumsey.....	Dec. 13, 1888
27	Andrew W. Eddy.....	Dec. 31, 1886	58	Miss Josie L. McIntire.....	Dec. 13, 1888
28	Miss Maggie V. Madigan.....	Dec. 31, 1886	59	Miss Fanny Brown.....	Dec. 13, 1888
29	Miss Lizzie E. Niles.....	Dec. 31, 1886	60	Miss Marion E. Stone.....	Dec. 13, 1888
30	Miss Saida H. Wilson.....	Dec. 31, 1886	61	Miss Etta M. Quintrell.....	Dec. 31, 1888
31	Mrs. W. Wendell.....	Dec. 31, 1886			

## FIRST GRADE CERTIFICATES.

Issued by the County Boards of Examiners and made valid by the State Board of Education for any county in the State, from July 19, 1885, to December 31, 1888.

No.	To Whom Issued.	When Made Valid.	No.	To Whom Issued.	When Made Valid.
1	Mark Averill.....	January 11, 1886	50	Miss Mary Egan.....	Dec. 31, 1887
2	Miss Clara Carney.....	Sept. 18, 1886	51	Miss Helen M. Huff.....	Dec. 31, 1887
3	Miss Mamie Moore.....	Sept. 18, 1886	52	Miss Minnie O'Hara.....	January 12, 1888
4	Miss Mollie Killeen.....	October 4, 1886	53	Miss Mamie Hanning.....	January 12, 1888
5	Miss Emma Browne.....	Dec. 31, 1886	54	Miss May J. Donahue.....	January 12, 1888
6	Robert Lewers.....	Dec. 31, 1886	55	Miss L. E. Stackhouse.....	February 8, 1888
7	James L. Smith.....	Dec. 31, 1886	56	Eugene R. Williams.....	April 5, 1888
8	Artemas E. Harris.....	Dec. 31, 1886	57	Miss Lettie A. Howard.....	May 31, 1888
9	Miss Etta M. Quintrell.....	January 12, 1887	58	Mrs. A. V. Bradley.....	May 31, 1888
10	Miss Lizzie McIntee.....	January 12, 1887	59	Miss Mamie Steler.....	May 31, 1888
11	Miss Mamie L. Morris.....	May 19, 1887	60	Miss Hannah Conover.....	May 31, 1888
12	Miss Mabel French.....	May 19, 1887	61	Miss Belle O'Leary.....	July 14, 1888
13	Miss Vallie French.....	May 19, 1887	62	Alexander Wilson.....	July 14, 1888
14	Miss Hannah Linehan.....	May 19, 1887	63	Berton Sweeney.....	July 14, 1888
15	Mark Averill.....	May 19, 1887	64	Miss F. G. C. Prince.....	July 30, 1888
16	Miss Nora Quinlan.....	August 3, 1887	65	Miss Minnie O'Hara.....	August 6, 1888
17	Miss Kate Hardy.....	August 3, 1887	66	Miss Celia McCarty.....	August 6, 1888
18	Miss M. E. Michelson.....	August 3, 1887	67	Miss Clara Wasson.....	August 6, 1888
19	Miss Kitty O'Rourke.....	August 3, 1887	68	Miss Lillie Swift.....	August 6, 1888
20	Miss Mary Leete.....	August 3, 1887	69	Miss Alice Bryant.....	August 6, 1888
21	Miss Nellie Moran.....	August 3, 1887	70	Miss Mabel Little.....	August 6, 1888
22	Miss Viola Stewart.....	August 3, 1887	71	Miss Clara E. Carney.....	August 6, 1888
23	Edward Hardack.....	August 3, 1887	72	Miss Florence Spurgeon.....	August 6, 1888
24	Miss Kate Blake.....	August 20, 1887	73	Homer Little.....	August 6, 1888
25	Miss Sallie Powers.....	August 20, 1887	74	Miss Alma Manheim.....	August 31, 1888
26	Miss Mary Stanton.....	August 20, 1887	75	Miss Kittie O'Rourke.....	August 31, 1888
27	Miss Lizzie Fitzgerald.....	August 20, 1887	76	Miss Martha Gee.....	Sept. 17, 1888
28	Miss Effie Hyde.....	August 20, 1887	77	Miss Isabelle F. Barrett.....	Sept. 25, 1888
29	Miss Julia Hyde.....	August 20, 1887	78	Miss Elsie Bradley.....	Sept. 25, 1888
30	Miss Laura McIntosh.....	August 20, 1887	79	Miss Mattie M. Child.....	Sept. 25, 1888
31	Eugene Howard.....	August 20, 1887	80	Miss Sarah M. Freeman.....	Sept. 25, 1888
32	Miss Kate Courtney.....	Sept. 6, 1887	81	John H. Brown.....	Oct. 10, 1888
33	Miss Rosa Summers.....	Sept. 6, 1887	82	Miss Georgie Gillespie.....	Oct. 18, 1888
34	Miss Libbie Wasson.....	Sept. 9, 1887	83	Miss Helen McCready.....	Oct. 27, 1888
35	Miss Ida Sabin.....	Sept. 9, 1887	84	Miss Emma McCready.....	Oct. 27, 1888
36	Miss Josie Godfrey.....	Sept. 9, 1887	85	Miss Stella Rhodes.....	Oct. 27, 1888
37	Miss Bessie Penrose.....	Sept. 9, 1887	86	W. H. Pearson.....	Dec. 6, 1888
38	Miss Christine Elliott.....	Sept. 16, 1887	87	Miss Frantz Wasson.....	Dec. 7, 1888
39	Miss Mary Tierney.....	Sept. 16, 1887	88	Miss Sallie Sullivan.....	Dec. 7, 1888
40	Miss Janie Vosburg.....	Sept. 21, 1887	89	Miss Mary A. Russell.....	Dec. 7, 1888
41	Miss Kate J. Slavan.....	Sept. 23, 1887	90	Percy S. King.....	Dec. 13, 1888
42	Albert E. Harter.....	Sept. 23, 1887	91	Miss Maud Dow.....	Dec. 13, 1888
43	Miss Nellie M. Ash.....	October 14, 1887	92	Miss Kate Slavan.....	Dec. 13, 1888
44	Miss Emma Stewart.....	October 31, 1887	93	Grant H. Smith.....	Dec. 31, 1888
45	Miss Laura Billings.....	October 31, 1887	94	Charles A. Peyser.....	Dec. 31, 1888
46	Miss Irene Billings.....	October 31, 1887	95	Miss Vallie French.....	Dec. 31, 1888
47	Miss Emma Browne.....	Nov. 18, 1887	96	Miss Mabel French.....	Dec. 31, 1888
48	Miss Anna J. Gaunt.....	Dec. 12, 1887	97	Miss C. Durrenberger.....	Dec. 31, 1888
49	Miss Alice L. Ede.....	Dec. 12, 1887	98	Miss Mary Roberts.....	Dec. 31, 1888
Second Grade—					
1	Miss Maggie Wright.....	Dec. 31, 1886	2	Miss Louise Derrick.....	April 5, 1887
			3	Miss Mena Wagner.....	Dec. 31, 1888



*Hon. W. C. Dovey, ex-officio Chairman of State Teachers' Institute—*

DEAR SIR: In compliance with your request I herewith submit my report of all institute work for the years 1887 and 1888. One regular State Institute (the eighth) was held in Reno in November, 1887, and as the proceedings were published in pamphlet form by the order of the State Board of Education I do not think it necessary at this time to review them at length, even if space permitted. Other work in the line of institute work was done by the Nevada Educational Association in its meetings held at Carson in January, 1888, and at Virginia in May of the same year; and, as this work comes clearly within the scope of this report, I shall review it briefly.

There is no longer any question about the value of institute work in Nevada. The increased efficiency of the schools having the benefit of the institutes is patent to all. Method is absolutely necessary in school work, and in an age so prolific in invention it is necessary to become familiar with all new plans and methods in order to gain the best results; and an intelligent comparison of notes and methods will materially assist in improving the teachers, and through them the schools. In our short-sighted system of school supervision it is only possible to receive instruction in professional work by assembling in institutes, which are, after all, but schools adapted to this special work and conducted on the same plan and for the same purposes as other schools; and, if the instructors are competent and the pupils attentive, the lessons will be well learned and the results of value to the schools.

The choice of the Institute Conductor, Professor Joseph O'Connor, of San Francisco, was a happy one, as he is both well qualified as an instructor and popular with the Nevada teachers. The papers and addresses by the Nevada contributors were all instructive, and emphasized the fact the Nevada teachers are fully aware that success in the profession demands the untiring efforts of its followers. The address delivered by Professor O'Connor on the subject "Education," well repays the careful perusal of the general reader, and the careful study of the practical educator. The School Boards of the western and central parts of the State contributed greatly to the success of this meeting by allowing and, in some cases, compelling their teachers to attend the meeting with full pay. The School Boards of Reno, Carson, Virginia, Wadsworth, Genoa, Dayton and Winnemucca are especially worthy of mention in this respect.

The teachers of the western part of the State have, with the single exception, that of the Elko Institute, had the benefits of Institute training in this State from the mere force of circumstances. The eastern counties are so thinly populated that it is impossible to get the teachers together without great trouble and expense. In all the Institutes held in Western Nevada, Humboldt county has been well represented, and this, considering the distance all the teachers have to travel, speaks well for the energetic teachers and school officers of

that county. Ormsby, Storey, Washoe and Lyon counties were fully represented in the eighth session.

It is extremely doubtful whether a law compelling teachers to attend Institutes, when held within reasonable distance, would be beneficial in its effects or not, because it seems to be the general desire of our teachers to attend these Institutes from professional pride, and where this desire is wanting, the School Boards have supplied the necessary incentive in the majority of the cases. A mandatory law on the subject would add an unhealthy feeling of compulsion, and seriously detract from the interest of the work. When, in a State containing only two hundred and twenty odd teachers, scattered over a large territory, it argues well for their interest in the work when we find over one half of them enrolled on the Institute register, and looks as though very little compulsion is needed. I must not, however, overlook the fact that the large attendance is due, in a great measure, to the earnest efforts of yourself and your worthy predecessor, Hon. Charles S. Young.

It is a fact that meets with the ready assent of every well informed educator in Nevada that these Institutes have done work that is of inestimable value in banishing methods of teaching from the school rooms of Nevada, not only banished such methods from the schools in general, but have so educated public opinion that these Gradgrind ideas of instruction dare not show themselves, even in the more obscure school rooms of the State, without meeting the condemnation of an enlightened public. When we take into consideration the fact that nearly seventy per cent. of the teachers in the schools of this State were educated in the schools of the State, and received whatever training they have had, as teachers, in the grammar and high schools, which, while it is a good training so far as it goes, is of too limited a nature to be of the greatest value to the patrons of the public school system, we recognize the fact that some other and more distinctly professional training is required. The work of the schools has been extended and broadened by the Teachers' Institutes.

Another feature has been introduced into this part of the educational system of the State, and that is the establishment of the Normal Department of the University of Nevada, a feature that will tend to elevate the standard of professional skill in the public schools. This school is under the immediate charge of Miss Kate N. Tupper, whose extensive experience as a normal teacher is a guarantee that the training will be skillfully done. This school so long needed and now so well equipped for effective work deserves the earnest support and encouragement of every friend of good schools. It is a stubborn fact that brooks no denial that a majority of the teachers in any locality is taken from the ranks of the home talent, and if these teachers are provided with opportunities to get the professional training so necessary to successful teaching, they will not neglect the opportunity in a majority of the cases and the schools will be the gainers. The Normal School supplies this want and should be liberally patronized. If the School Boards throughout the State would only insist on skilled teaching it would not be long before the schools



would take a great stride forward. As the Board is so is the teacher. If the School Board is poor the teacher is more than apt to be poor professionally—and financially.

The favored climate and especially the pure, bracing air of this State, constitute an element that must not be forgotten in the general summary of the educational advantages of the "Sagebrush State." This element accounts for the almost entire absence of that disagreeable feeling of fatigue at the close of the school day so constantly complained of by teachers elsewhere. There is a vivacity and a buoyancy of spirits about the Nevada teacher that is not observable amongst the teachers of other and less favored climes; and it seems to me that this spirit of healthy activity will aid in accomplishing more and better work than less favorable conditions will permit. If the teacher is tired and worn out she cannot help showing it in her manner, thus depressing the spirits and destroying the ambition of the pupil.

This difference of appearance was especially noticeable among the teachers assembled in San Francisco attending the National Educational Association in July, 1888. The teachers from the East had the tired look, the penalty of long years of close and confining work in the school-room that too often characterizes these earnest workers, and, while they formed a highly intellectual looking class, I would hesitate long before calling them handsome. There were pretty school ma'ams in San Francisco—but they came from Nevada and California. The climate is responsible for this.

I deem it not an inappropriate time to say something about the attendance of Nevada teachers at this meeting of the National Educational Association. The attendance numbered one hundred and thirty, or about sixty per cent. of the teachers in the State. The Nevada headquarters were established at the Baldwin hotel; and a pleasant reunion was held by the Nevada teachers and their friends on Tuesday evening, July 17, in the parlors of that hotel. The Nevadans were cordially received by the hospitable California teachers, and will long recall with pleasure their pleasant stay in the metropolis of the Golden State, as well as their cheerful reception at Santa Cruz, Stockton, Santa Rosa and numerous other places in the State.

The printed proceedings of the National Educational Association form a volume of about eight hundred pages, and I doubt not but what every teacher in the State who attended the meeting has already received a copy, and further, that all will give it the attention it deserves. The careful study of this volume, together with the addresses listened to during the session, will repay the time and expense of attending many fold. I am of the opinion, though, that most of the good that will result from the visit will come from the careful and diligent study that most of our teachers gave the fine exhibit of school work in the Mechanics' Pavilion, said exhibit being under the competent charge of Prof. Joseph O'Connor. These exhibits are a good test of school work. A poor bookkeeper cannot make a neat balance sheet and a poor pupil cannot make a

neat exercise. The exercise is bound to show what the previous training has been.

#### NEVADA SCHOOL EXHIBIT.

One of the most important acts of the Nevada Institute at Reno was the appointment of a committee on school exhibits, consisting of President LeRoy D. Brown of the University, Chairman; Orvis Ring, principal Reno schools; N. A. Hummel, principal Wadsworth schools; James L. Smith, principal Genoa schools; John E. Bray, principal Virginia schools; Chas. A. Groves, Supt. Humboldt county, and Robt. Lewers, principal Dayton schools, Secretary. Although the work was entirely new, and the schools widely scattered, the committee feels well satisfied with the work accomplished. The schools contributing were Virginia, Gold Hill, Carson, Reno, Empire, Clear Creek, Brunswick, Dayton, Huffakers, Sutro, Wadsworth, Pyramid, Franktown, Mill Station, Washoe, Tuscarora, Battle Mountain, Willow Creek, Ione, Lincoln and several other districts in Nye and Humboldt counties. Space forbids a lengthy review of the exhibit, but a few words must in justice be said of the work as a whole. While from lack of experience in preparing work of this nature, or for this purpose, it must be admitted that some of the work was crude and all of it wanted classification, it must be stated that the results were more satisfactory than the members of the committee expected, and on the whole the work was well and honestly done. Ormsby county stands at the head of the list in number of schools sending exhibits, as every school in that county sent work of some kind, and much credit is due the energetic members of the local exhibit committee of Ormsby, Sardis Summerfield, Mrs. M. E. Jones and H. H. Howe, for this gratifying result. The volumes sent were neatly bound in cloth and morocco, and the exercises were well done, reflecting on both teacher and pupil. The work prepared at the Orphan's Home, under the able direction of Mrs. M. E. Jones, by the children, formed an interesting feature of this exhibit, and the clay moulding in this exhibit was so well executed that it was difficult in some cases to tell the difference between the clay model and the real object. One apple especially was so perfectly modeled and colored by these children that it deceived more than one of the visitors. All this work is done by the children with no other instrument than a small wooden scraper. To Mrs. M. E. Jones herself many thanks are due, not only for her interesting exhibit of clay work, sewing and general school exercises, but also for the patience and uniform courtesy she displayed in showing and explaining the work to the thousands of visitors that examined it while in the Mechanics' Pavilion.

The Storey county exhibits spoke well for the training the pupils have received in the past, and show plainer than words can tell that the schools are advancing, and that their work will compare favorably with the best done elsewhere. It is to be regretted that this work was not more durably bound, because it is well worthy a place



in the libraries of those schools. The Reno schools contributed a good many volumes of school work that make a good showing for the school, and one that the teachers and pupils may well be proud of. This work is well bound in cloth, and will be preserved in the school library.

One thing was missing in all the Nevada work, and this was the apt aid of free hand-drawing to make the exercises look well. The California work excelled in this particular, and it is time for us to take the hint so strongly given and introduce drawing into the public schools. If this is done I do not think a dissenting voice will be heard from the teachers who were present at the last session of the Nevada Educational Association.

#### INDIAN SCHOOL EXHIBIT.

The exhibit of school work from the Indian school at the Pyramid Indian Reservation, prepared under the direction of Miss Taddie Doane, who has charge of the school, formed a unique and interesting collection and attracted much more than its share of attention. It consisted of specimens of sewing, map drawing, written compositions, letters, etc. I give one or two of the letters in full because I think they will be interesting reading. The penmanship is quite good, though somewhat larger than the ordinary writing, and shows, in this case, the *tutored* and not *untutored* Indian has a steady hand and a good idea of form. The Indian is somewhat weak in his literary composition when he attempts to use the more abstract parts of speech, and this is especially noticeable in the use of the infinitive. He is very prone to omit the preposition, as the following examples will show. The reader will be somewhat surprised when he reads the names of the distinguished pupils that appear in the letters, but the Indian in a state of nature does not like to give his Indian name because of an ingrained superstition that ill will come of it if he does, and where this belief does not prevail the Indian name is so long and cumbersome that it cannot be used. Miss Doane found in organizing the school that she had an additional task on her hands, inasmuch that every new pupil that came in had to be named, and, in naming, she gave distinguished names the preference.

PYRAMID LAKE INDIAN RESERVATION, June 15, 1888.

MR. HENRY CLAY, WADSWORTH, NEVADA:

MY DEAR UNCLE:—I think I write you a few lines so I ask my teacher Miss Taddie please give me paper. My school close two weeks from to-day when I will be very glad to have vacation. I go up see your ranch last night every thing look very nice.

Senator James G. Fair, Jeff Davis John P. Jones and Doc. Bevier they make a new house for Judge King and they been shingle the roof to-day. My teacher say I learn very good now. I am in Third Reader, First Spelling class geography and arithmetic.

Governor Adams he is come to school now, when vacation come he is going to Virginia to see his Father.

When you think you come home, I be very glad see you. I going to work in the fields now so good bye I am your nephew,  
WILLIAM DAVENPORT.

PYRAMID LAKE INDIAN RESERVATION, June 12, 1888.

PROF. C. S. YOUNG, RENO, NEVADA.

MY DEAR SIR:—It has been a long time since I see you so I write you a letter and tell you all the boys and girls are very well. I wish you could come and see us before our school is out. It will be out in three weeks. We all feel very bad cause Mr. and Mrs. Gibson and Miss Taddie leave us I wish so they here all time. Jim. Blaine he is come to school all time so is Mark Twain. Prof. Young, James G. Fair Jewett Adams Andy Jackson Bill Gibson and lots more boys and girls. Emma Nevada she is married. When you think you come see us. I guess this is all, please you write me sometime. I am your friend,  
O. C. WHEELER.

PYRAMID LAKE INDIAN RESERVATION, June 4, 1888.

MR. ELI HUSHFIELD, ARKANSAS:

MY DEAR SIR MR. HUSHFIELD: How do you do? Long time I no see you so I think I write you a few lines. How do you like that place down there? Please you write me a long letter I am very glad hear from you. All boys and girls here are very well. About four weeks my school close then vacation two months, I like that very much. You think you come back here some time? I hope you come back as I like see you I must study my book now so I say good bye, I am hoping to hear from you soon your truly friend,

CHARLIE HOLBROOK.

The list given by no means exhausts the list of distinguished pupils in the Reservation. We find Governor Adams, Jim Blaine, Mark Twain, Senator Fair, Jeff Davis, Senator John P. Jones, Judge S. D. King, Professor C. S. Young, Professor William C. Dovey, Doc. Bevier, Doctor Dawson, President Andy Jackson, Bill Gibson, Tom Hymers, Doctor Lee, Emma Nevada, Miss Anna Morriss, Miss Ella Bender and many others.

As a general rule the Indian boys, and especially those named in the first two letters, excel in carpenter work of nearly every description except building fences.

#### NEVADA EDUCATIONAL ASSOCIATION.

The work of the State Institute has been extended by the Nevada Educational Association, which was organized at Reno during the session of the Eighth Nevada Teachers' Institute in November, 1887.

This association was organized for the purpose of getting the cooperation of every teacher, school officer and friend of education in the State in extending the work of the institute and in arousing public interest in the schools. Its membership is large at the present time. Up to the present time two meetings have been held. The first, held in Carson January, 1888, was well attended, in spite of the extremely cold weather, and the programme, though not a long one, was instructive and interesting. Professor Walter N. Miller, of the State University, performed some interesting experiments in physics. Miss Anna H. Martin of the Carson schools, Miss Adelaide S. Harris of the Reno schools and Miss Helen R. Guthrie of Bishop Whitaker's School for Girls read well written essays upon the subjects, "Primary Work," "Primary Reading" and "Methods in Work," respectively. Miss Anna Sullivan of the Gold Hill schools and Mrs. M. E. Jones illustrated their methods of



teaching with classes from their own schools. The former illustrated the method of teaching primary arithmetic and the latter the methods of teaching sewing and drawing. All this work was done as these teachers do all their work, well. In the evening Sardis Summerfield, Principal of the Empire schools, delivered an able address upon the timely and interesting subject, "The Press as a Public Educator." The Carson Choral Society, under the leadership of Mrs. D. A. Bender, kindly contributed the excellent music on this occasion.

The next meeting of the association was held in Virginia May, 1888, at which time a good programme was well carried out. The Reno teachers appeared in full force under the leadership of their principal, Orvis Ring. The meeting was opened with a pleasant address of welcome by the eloquent F. M. Huffaker, County Superintendent of Storey county. Miss M. Michelson of the Virginia schools, presented an instructive essay upon "Composition Work;" Professor John E. Bray, Principal of the Virginia schools, favored the teachers with a paper upon "Geography," and President Brown, of the State University, closed the evening session with an interesting talk upon "Reading Circles."

The morning session opened with an extremely interesting essay upon the subject of school work, entitled "Some Observations," contributed by Mark Averill of the First Ward School in Virginia. This was followed by class work conducted by Miss Jennie M. Kelley, Vice Principal of the Gold Hill schools, illustrating the method of teaching pupils to express their ideas. Miss Cassie Henderson of the same schools illustrated with a class methods of teaching arithmetic to primary classes. This work was skillfully illustrated and well received by the audience. Mrs. H. M. Atwood of the Reno schools read a very interesting essay upon "True Basis of Object Teaching." Principal T. P. McDonald, of the Gold Hill schools, showed his methods of teaching algebra and history with a bright class from his school. Mr. Summerfield closed the meeting with an excellent address upon "Pacific Coast Character."

#### READING CIRCLES.

A committee, consisting of the Directors of the Nevada Educational Association, W. C. Dovey, Walter M. Miller, Miss L. M. Beck, H. H. Howe and Robert Lewers, was appointed by the teachers at the Reno Institute to consider the ways and means of establishing a Nevada Teachers' Reading Circle. The committee formulated plans for its organization, and these plans were adopted by the association while in session in Carson in January, 1888. The management of the Nevada Reading Circle was invested in a Board of Managers consisting of William C. Dovey, Chairman, Robert Lewers, Secretary and Treasurer, Walter M. Miller, Hayward H. Howe and Miss Lizzie M. Beck, but from the press of duties, connected with other matters, the committee has not had time to do the requisite amount of work in organizing the Reading Circles.

To accomplish this work the Committee must have the active, enthusiastic support of every teacher and school officer in the State. In this way, and in this way only, can this useful institution be established. It is the only practical method of encouraging professional reading and indeed the only way of improving the methods of teaching in a large number of the isolated districts in the State. The course adopted by the Board of Managers is not a cumbersome one, nor is it one that will interfere with private reading. The course consists of: First—professional, "Hailman's Pedagogy;" second—literary, "Ben Hur," by Gen. Lew Wallace, "Sesame and the Lilies," by John Ruskin; third—biographical, Plutarch's Lives, (Pericles, Fabius Maximus, Demosthenes, Cicero and Julius Cæsar.) The books comprising the literary course were adopted by the flourishing California State Teachers' Reading Circle and were very popular with its members.

One Reading Circle has been formed in the State, the one at Reno, which numbers among its members the faculty of the University and teachers of the public school. Any further information in regard to this important institution will be gladly furnished to those interested, and I hope we will soon have every teacher in the State enrolled as members of the Nevada Reading Circle. It requires a good deal of perseverance to start this and keep up an interest in the work, but it is worth it, and I have confidence enough in the Nevada teachers to think that they are not afraid of work, and are more than anxious to advance themselves in the profession.

The teachers and school officers of Nevada have shown their practical appreciation of Teachers' Institutes and the benefits resulting therefrom, and now it remains for the Legislature to encourage this praiseworthy desire to elevate the standard of professional skill in this State by appropriating a sum sufficient to pay all necessary expenses incurred in holding at least one Institute each year. At least \$200 per year should be set aside for this purpose.

Respectfully,

ROBERT LEWERS,

Secretary Nevada State Teachers' Institute.



## MEMBERS AND OFFICERS OF THE NEVADA EDUCATIONAL ASSOCIATION.

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ROBERT LEWERS, Secretary.....	Dayton
WALTER M. MILLER.....	Reno
MISS L. M. BECK.....	Virginia
H. H. HOWE.....	Carson

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 Averill, Mark  
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 Babcock, Miss Mina.  
 Bardenwerper, Miss Kate G.  
 Beck, Miss Lizzie M.  
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 Bray, John E.  
 Bray, Mrs. John E.  
 Brophy, Miss Ceta  
 Brown, LeRoy D.  
 Brown, Mrs. LeRoy D.  
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 Douglas, William J.  
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 Huffaker, Frank M.  
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 Lackey, Miss Ada F.  
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 Leslie, Miss Belle  
 Lewers, Robert  
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 Lingo, Stephen S.  
 Long, Miss Maggie W.  
 Longabaugh, Miss Emily

Lothrop, Miss May  
 Lucas, William  
 Mack, Thomas P.  
 Martin, Miss Anna H.  
 Marx, Miss Ida M.  
 Mateer, J. A.  
 Mayer, Miss Millie  
 Maguire, J. A.  
 McCoy, Miss Delia  
 McDonald, Thomas P.  
 McIntosh, Miss Margaret  
 McIntyre, Miss Josie  
 Meiley, Miss Carrie H.  
 Michelson, Miss Julia  
 Michelson, Miss Miriam,  
 Miller, Mrs. Walter M.  
 Miller, Walter M.  
 Moore, Miss Cora E.  
 Moore, Miss Mamie A.  
 Moore, James A.  
 Morris, Miss Mamie E.  
 Murphy, Frank E.  
 Nevin, Miss Kate  
 Niles, Miss Lizzie E.  
 Northrop, Miss Flora  
 Owens, Miss Annie T.  
 Park, Miss Addie  
 Price, Albert F.  
 Quinlan, Miss Nora  
 Ring, Orvis  
 Rulison, Miss Nellie M.  
 Schneider, Miss Lillie  
 Sharpe, Miss Nettie C.  
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 Smith, James L.  
 Smith, N. F.  
 Stackhouse, Miss May  
 Stewart, Miss Viola  
 St. Clair, Mrs. Saidee A.  
 Sullivan, Miss Anna  
 Summerfield, Sardis  
 Taylor, Miss Olive L.  
 Timmons, Miss Winnie  
 Unruh, Miss Lizzie  
 Wasson, Miss Clara  
 Wasson, Miss Libbie  
 Webb, Alonzo C.  
 Welton, Miss Virginia  
 Williamson, Mrs. J. R.  
 Winfrey, Edward E.  
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 White, Miss Edith L.  
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 Young, John G.



