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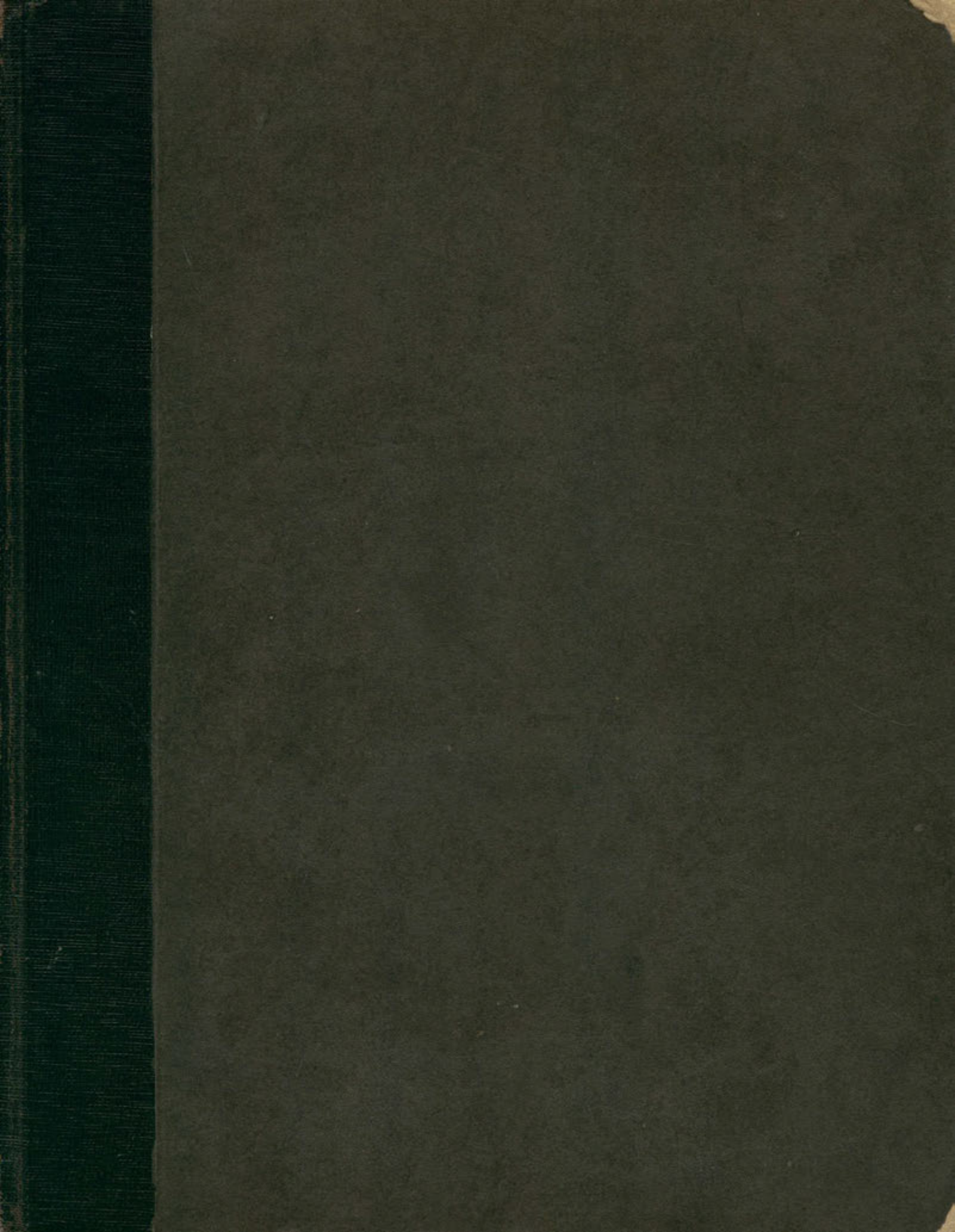


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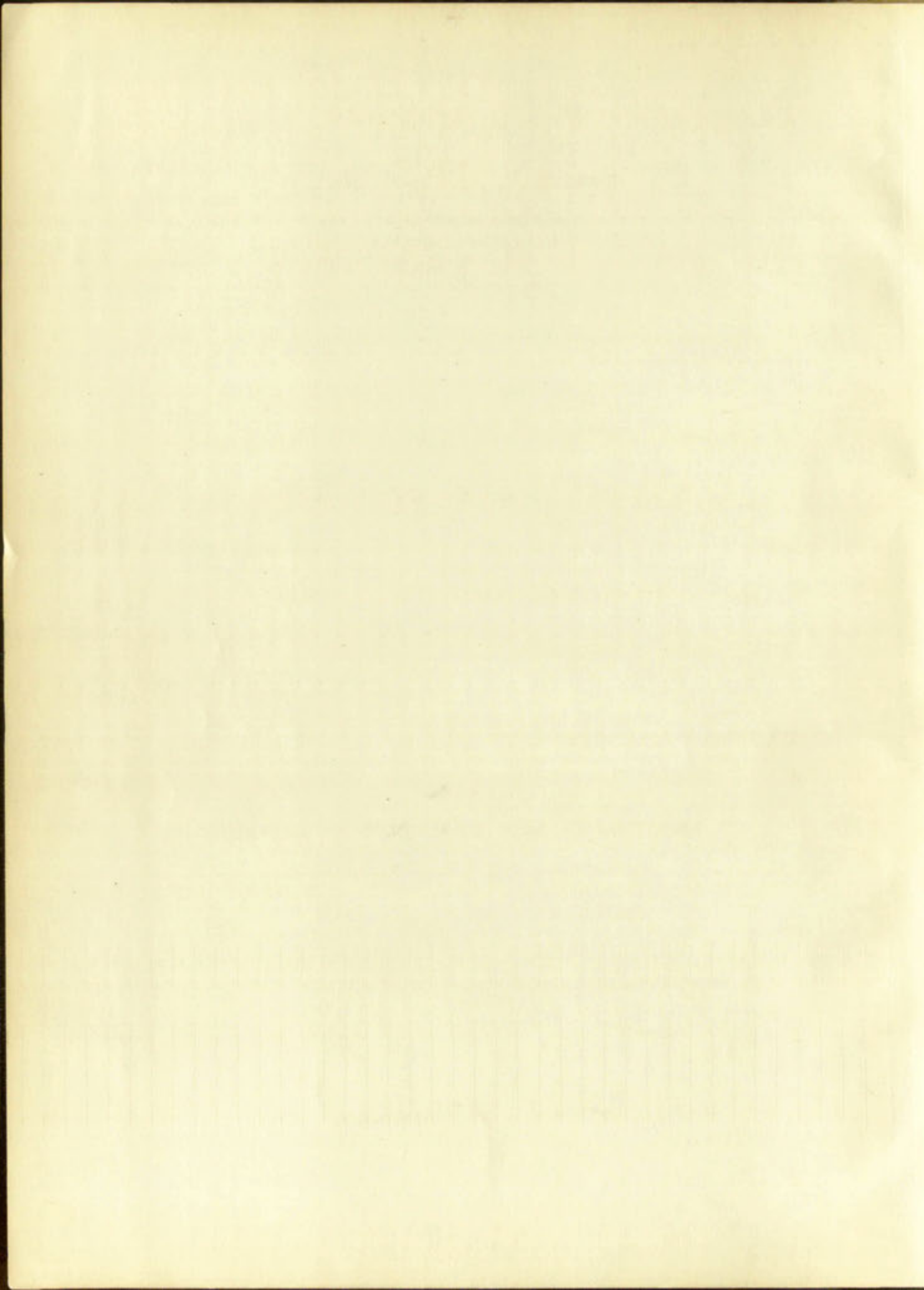
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DATE: _____ NAME AND ADDRESS: _____

A HISTORY OF TEACHER CERTIFICATION
IN NEW MEXICO

By
Roy Melugin

A Thesis
Submitted in partial fulfillment of the
Requirements for the Degree of
Master of Arts in Education

University of New Mexico

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This thesis, directed and approved by the candidate's committee, has been accepted by the Graduate Committee of the University of New Mexico in partial fulfillment of the requirements for the degree of

MASTER OF ARTS

George P. Hammond

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Aug. 30, 1939

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Thesis committee

E. A. Fixey
CHAIRMAN

Benjamin Sacks

S. P. Mannings

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It is the duty of every citizen to support the Government in its efforts to maintain the peace and stability of the country. The Government has the honor to receive your letter of the 15th inst. and in reply to inform you that the same has been forwarded to the proper authorities for their consideration.

Very truly yours,

Secretary of the Interior

Assistant Secretary

Assistant Secretary

Assistant Secretary

Assistant Secretary

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I. INTRODUCTION

The purpose of this study is to investigate the effects of the various factors mentioned in the preceding chapters. It is hoped that the results of this study will be of value to the student of the subject.

The following chapters will be devoted to a detailed study of the various factors mentioned in the preceding chapters. It is hoped that the results of this study will be of value to the student of the subject.

II. THE EFFECTS OF THE VARIOUS FACTORS

The first factor mentioned in the preceding chapters is the effect of the various factors mentioned in the preceding chapters. It is hoped that the results of this study will be of value to the student of the subject.

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The second part of the report deals with the financial statement of the year. It shows the total amount of the grant received from the Government and the total amount of the grant received from other sources. It also shows the total amount of the grant expended and the balance of the grant at the end of the year.

The third part of the report deals with the personnel statement of the year. It shows the total number of staff members engaged in the work and the total number of staff members who have been engaged in the work during the year. It also shows the total number of staff members who have been engaged in the work during the year.

The fourth part of the report deals with the general statement of the year. It shows the total number of staff members engaged in the work and the total number of staff members who have been engaged in the work during the year. It also shows the total number of staff members who have been engaged in the work during the year.

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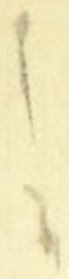
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CHAPTER I

INTRODUCTION

A constantly increasing demand for professional preparation as a basis for teacher certification has brought about a great many changes in the laws and state board regulations governing the certification of teachers. Certification as a means of definitely and systematically promoting higher standards in the qualifications of the teaching corps is growing in recognition. Educational progress in the United States has not been constant or universal. Some states have made more rapid progress than others; and, in order to keep abreast of the times, the retarded states have been forced to meet these new educational situations by raising their standards of certification.

I. THE PROBLEM

Statement of the problem. It is the specific purpose of this study (1) to present the history of teacher certification in New Mexico; (2) to show what progress has thus far been made in education within the state through means of teacher certification; (3) to compare the present practices in New Mexico with those in neighboring states; and (4) to determine the possible future trends.

Government of the State of New York
Department of Education
Office of the State Superintendent of Education
Albany, New York

STATE OF NEW YORK
IN SENATE
January 12, 1910.

REPORT
OF THE
COMMISSIONERS OF THE DEPARTMENT OF EDUCATION
FOR THE YEAR 1909.

ALBANY:
PUBLISHED BY THE STATE EDUCATION DEPARTMENT.
1910.

The value of the study. Information regarding the progress which different states are making in improving certification laws and regulations is of interest to persons concerned with educational advancement and is valuable as an incentive to progressive measures in this field. This study furnishes data pertaining to the evolution of the legal certificate in New Mexico as well as the present status of certification. A knowledge of the development, progress, and trends in teacher certification should be of particular value to educators, school administrators, state and local boards of education, and teachers. Such a knowledge should be a valuable aid in improving public education within the state.

Delimitation. The scope of this investigation is limited to teacher certification from the beginning of the territorial period to the year 1939.

Methods of procedure. This problem is attacked with the idea (1) of determining the conditions which prompted the authorities to regulate teaching certificates; (2) of tracing changes or trends in certification; and (3) of evaluating certification as a means of in-service training. It, therefore, necessitates the use of the historical and the normative-survey methods of research.

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II. DEFINITIONS OF TERMS USED

Certificate. There are many kinds of certificates, but the term "certificate" as used in this study is limited to mean a legal permit to teach in the public schools.

Credentials. Throughout this report the term "credentials" is interpreted to mean certified credits or units of work from educational institutions. When teachers' certificates are issued on completion of a required number of credits, such certificates are called certificates on credentials.

Reciprocity. Since various states from time to time have had reciprocal agreements in the recognition of certificates of equal value, the word "reciprocity" or any form of the word as used in this problem is interpreted as the acceptance of teachers' certificates from other states.

Territorial. The name "territorial" is applied to the government of New Mexico from the date of American occupation until its admission to the union as a state in 1912.

Rules and regulations. Certain powers have been delegated to the State Board of Education. Decisions and acts of the State Board of Education are known as "rules and

1. Introduction
The first part of the report deals with the general situation of the country and the position of the various groups. It also contains a list of the names of the various groups and their members.

2. Organization
The second part of the report deals with the organization of the various groups and the methods of their work. It also contains a list of the names of the various groups and their members.

3. Activities
The third part of the report deals with the activities of the various groups and the results of their work. It also contains a list of the names of the various groups and their members.

4. Conclusions
The fourth part of the report deals with the conclusions drawn from the above information. It also contains a list of the names of the various groups and their members.

5. References
The fifth part of the report deals with the references used in the report. It also contains a list of the names of the various groups and their members.

regulations". The same definition applies to decisions and acts of the Territorial Board of Education.

Institute. For many years it was the practice in New Mexico to conduct annually in each county a short school of instruction whose function was to furnish in-service training and to prepare applicants for teachers' examinations. Such a school of instruction was called an "institute".

Reading circle. The term "reading circle" as used in this study has reference to the territorial organization whose purpose was to promote the reading each year of certain prescribed books for the professional improvement of teachers. The organization remained active for several years after New Mexico became a state.

III. SOURCES OF DATA

The findings indicated in this study are based upon data secured from (1) session laws, (2) territorial and state board regulations, (3) minutes of the meetings of territorial and state boards of education, (4) New Mexico Journal of Education, (5) New Mexico School Review, (6) educational bulletins, (7) certification rules and regulations of Arizona, California, Colorado, and Texas,

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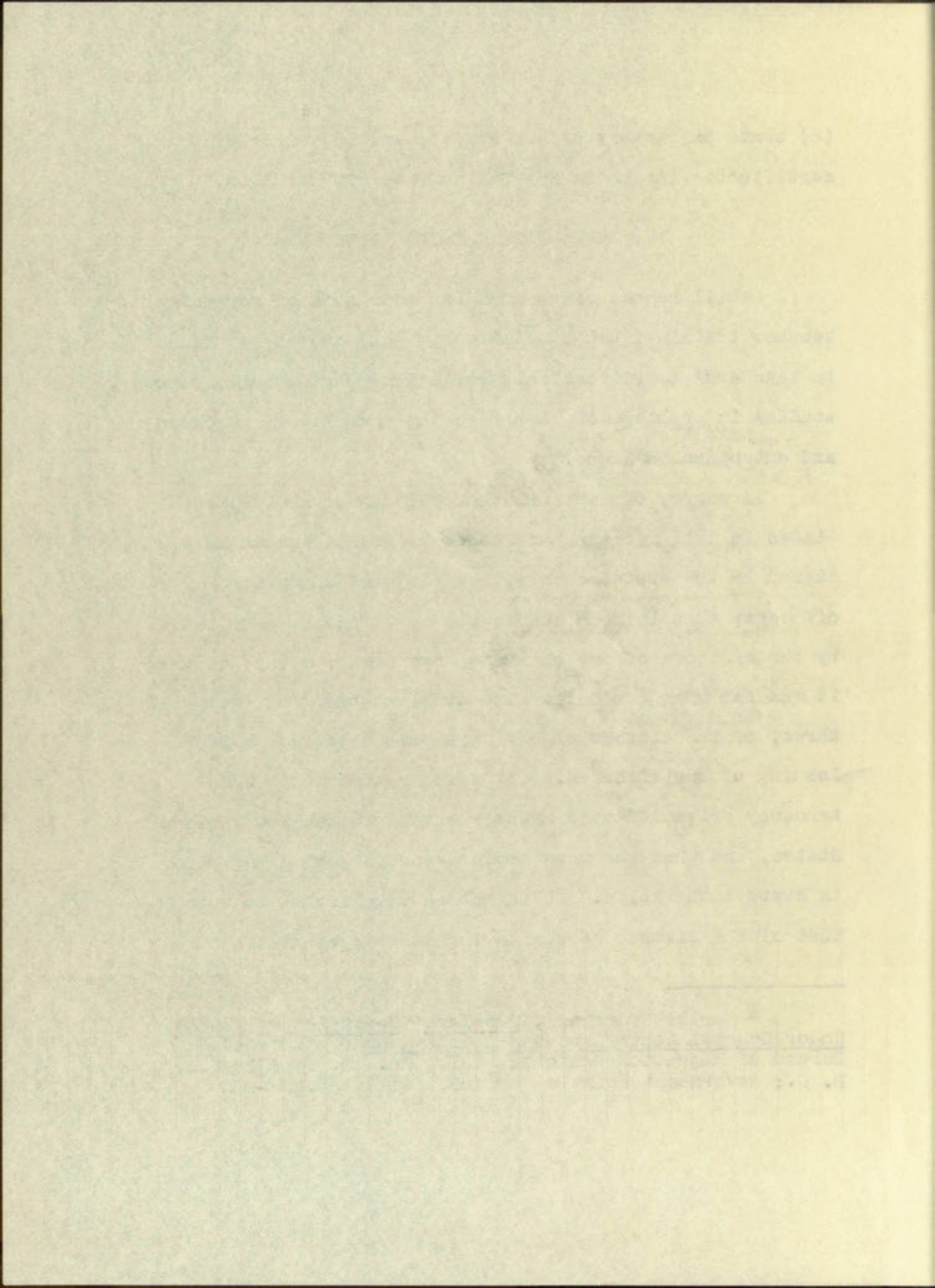
(8) texts on history of New Mexico, and (9) stubs of certificates issued in New Mexico from 1907 to 1938.

IV. REVIEW OF RELATED LITERATURE

Until recent years much had been written regarding teacher training, but a relatively small amount pertained to teachers' certification. During the past decade, however, studies in problems of certification have become numerous and extensive in scope.

A survey of certification throughout the United States in 1911 reveals that teachers' certificates were issued by the state, county, and district education officers; that in some states all certificates were issued by the officers of one of these government units; but that it was far more common to find at least two, and often all three, of the classes of officers participating in the issuing of certificates.¹ It further shows that this tendency prevailed to a greater extent in the New England States, and that the more western states vested the power in state authorities. It is rather significant to note that of the sixteen states having state systems of

¹ Harlan Updegraff, Teachers' Certificates Issued Under General State Laws and Regulations (United States Bureau of Education Bulletin, 1911, No. 18. Washington, D. C.: Government Printing Office, 1911), pp. 138-41.



certification, twelve were west of the Mississippi River and seven were in the Western States.

In 1910, educational conferences held in Lincoln, Nebraska, and Salt Lake City, Utah, focused attention on the desirability of reciprocity in certification.² In the months that followed, there was much important legislation in many states, due in part to the interest awakened by these conferences. Approximately half of the states immediately amended certificate laws, and not less than ten states completely revised or made radical changes in their systems of certification.

The survey shows that New York and West Virginia were far in advance of all other states in certifying teachers by credentials rather than by the commonly used method of examination. As a result of his survey, Updegraff concluded, "It seems that scholarship requirements are going to lay more emphasis on the completion of courses in educational institutions and less on examinations."³

Katherine Cook, in her survey of certification in 1921, found that a beginning had been made in using professional preparation as a basis for teacher certification. This trend is shown (1) in the establishing

² Ibid., p. 7.

³ Ibid., p. 209.

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of academic and professional requirements for all certificates granted; (2) in an apparent tendency to centralize issuing authority in the state departments of education; (3) to work away from the examination as the principal method of judging teacher qualifications; and (4) in the growing tendency to demand some degree of specialization for teaching the special subjects.⁴

A study of the survey made in 1927 discloses the fact that these tendencies were still evident and far more widely spread than in 1921; that the requirements were of a higher standard and were established in a larger and constantly increasing number of states; that the examination as a method of obtaining teachers' certificates was definitely on the decrease; and that specialization was extending beyond the special subjects to include grade specialization. The tendency to centralize certificating authority in state officials was well entrenched in forty states.⁵

⁴ Katherine Cook, State Laws and Regulations Governing Teachers' Certificates (United States Bureau of Education Bulletin, 1921, No. 22. Washington, D. C.: Government Printing Office, 1921), pp. 2-242.

⁵ Katherine Cook, State Laws and Regulations Governing Teachers' Certificates (United States Bureau of Education Bulletin, 1927, No. 19. Washington, D. C.: Government Printing Office, 1927), pp. 11-19.

The following information was obtained from the records of the
United States Department of the Interior, Bureau of Reclamation,
Albany, New York, on July 10, 1968, in response to a letter
dated June 17, 1968, from the Bureau of Land Management,
Washington, D.C., regarding the status of the
California National Antiquities Act of 1908.
The Act provides for the establishment of national monuments
and preserves on public lands under the control of the
Department of the Interior. The Act is contained in
Section 2381 of the United States Code, Title 43, Chapter 21,
Section 2381. The Act is also contained in the California
Statutes, 1908, Chapter 527, Section 1.

Very truly yours,
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Albany, New York

A majority of the states had made important changes in their certification laws since 1919 and had availed themselves of one of the following means, apparently having found these methods of raising requirements very successful:

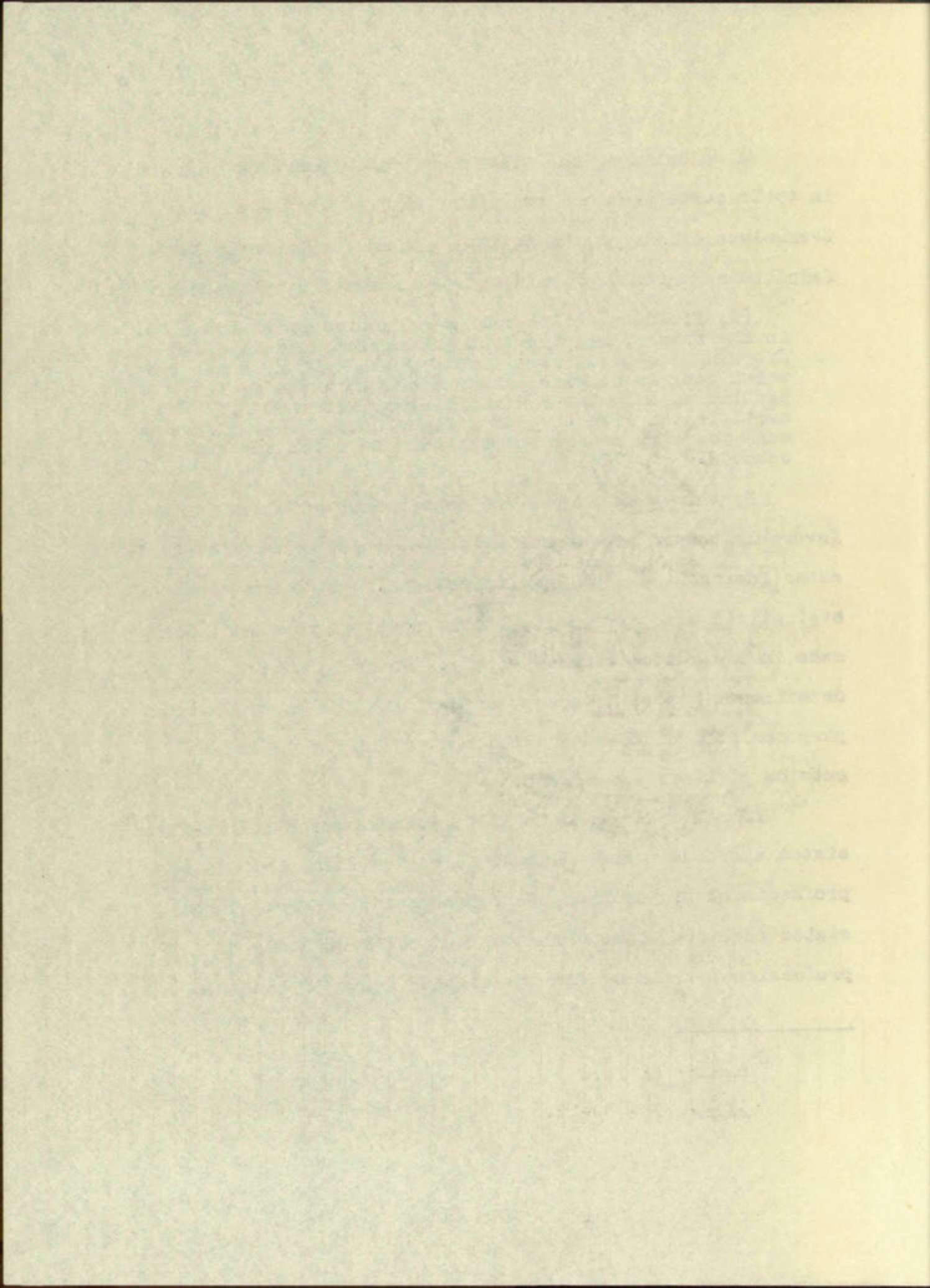
(a) Fixing specific minima effective on stated dates in the future, requirements increasing annually; (b) dropping low-grade certificates, one by one, dates at which each is eliminated announced in advance; (c) setting up a stated minimum prerequisite for all certificates effective at a fixed date, usually five or more years in advance of the date on which the law is enacted.⁶

By this time many state departments of education were favorable toward reciprocal agreements provided the certificates represented equal qualifications. But since such evaluations were difficult, little real progress had been made in the matter of reciprocity. However, state departments generally accept credentials for certification purposes from standard institutions of higher learning outside of their own states.⁷

From a study made in 1930, Bachmen found thirty-three states exercising some kind of directive leadership in the professional preparation of high school teachers. These states required between fifteen and eighteen hours of professional training for the highest grade of academic

⁶ Ibid., p. 10.

⁷ Ibid., pp. 33-37.



high school certificate. However, they had not been equally active in determining what such preparation should be, either with respect to the specific subjects required or the number of semester hours to be allowed in each. Sixteen states prescribed a small portion of their requirements; thirteen were content with merely prescribing the amount of work required; four stated both the subject and the approximate number of hours credit in each. Only thirteen states exercised to any considerable extent their prerogative of determining the character and type of academic education for certification of their academic high school teachers.⁸ However, in almost all the forty-eight states, either the state departments of education or regional accrediting associations had made definite requirements concerning the nature of prescribed work for the teaching of individual subjects or fields of work for high school teachers.

Bachman gave no report on the number of states that had assumed entire responsibility for the certification of high school teachers; but, in his study of the education of elementary teachers, he found that twenty-nine states had assumed such responsibility for the issuance of elementary

⁸ Frank P. Bachman, Training and Certification of High School Teachers (Division of Surveys and Field Studies, Field Study No. 2. Nashville, Tennessee: George Peabody College for Teachers, 1930), pp. 16-19.

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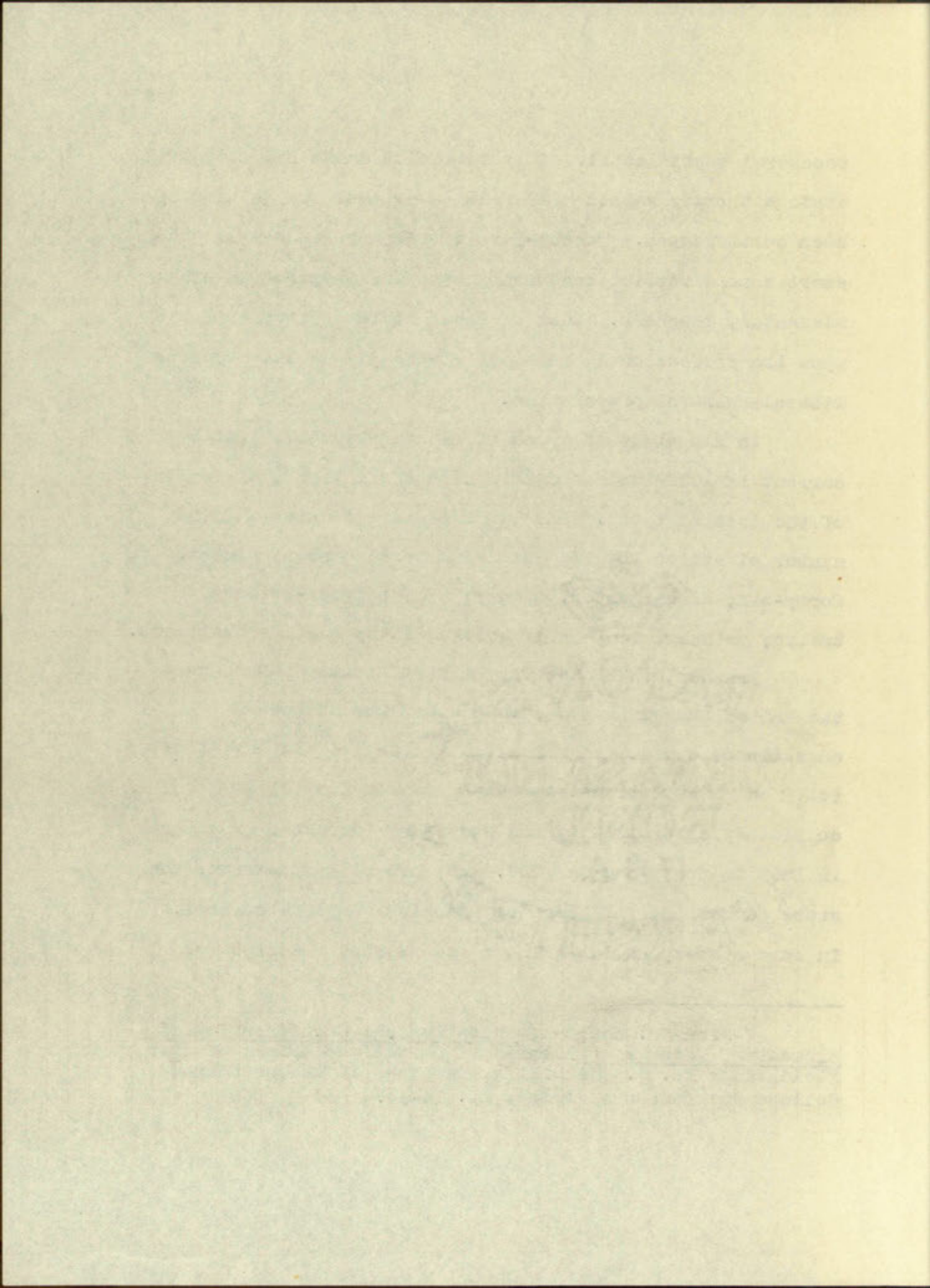
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teachers' certificates. Only eleven of these had a central state authority vested with full power over the issuing of such certificates. Twenty-five states were endeavoring to exert some directive leadership over the preparation of elementary teachers. Most of these states placed emphasis upon the professional training, giving little attention to liberal-cultural preparation.

In his study of types of elementary certificates current in 1930 Bachman distinguished six kinds, exclusive of the special types. The kinds of certificates and the number of states issuing each kind were: General elementary, forty-six; kindergarten, twenty; kindergarten-primary, twelve; primary, ten; intermediate, five; rural school, two.⁹

Frazier, in his survey of certification throughout the United States in 1938, found that the number of educational systems in which the issuing of all certificates (city and institutional issuance not considered) is completely controlled by the state had increased from three in 1898 to forty-one in 1937. Not all of them empower the state educational officers to exercise complete control. In some states, as in Illinois and Kansas, the statutes

⁹ Frank P. Bachman, Education and Certification of Elementary Teachers (Division of Surveys and Field Studies, Field Study No. 5. Nashville, Tennessee: George Peabody College for Teachers, 1933), pp. 16-34.



prescribe certification requirements and regulations in detail, leaving the educational officers subordinate to the will of the legislature in carrying out its provisions. In other states, the statutes specify little more than the educational officers whose duty is to make and administer the rules and regulations, as in Arizona and Wyoming. The modern trend is in the latter direction.

Of the remaining states, six delegate more or less responsibility to the counties for issuance of teachers' certificates. This responsibility is shared chiefly with respect to those granted upon examination. In one state, Massachusetts, all certificates except those to teachers in the few state-aided high schools and to superintendents in union superintendencies are issued by local district or town committees.¹⁰

Frazier points out that the most significant differences in certification among the various states are found in scholastic standards. Minimum qualifications range from the indefinite requirements of examination to college graduation for elementary teachers and one full year of graduate work for high school teachers. In typical states

¹⁰ Benjamin W. Frazier, Development of State Programs for the Certification of Teachers (United States Department of Interior, Office of Education, Bulletin 1938, No. 12. Washington, D. C.: Government Printing Office, 1938), pp. 28-29.

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the minimum requirements is two years of college work for elementary teachers and four for high school teachers.¹¹

There are at present twenty-eight states that issue certificates solely upon institutional credentials, and in the remaining twenty states the number of certificates granted upon examination tends to decrease. Examination as a method of establishing competence to teach is fast becoming obsolete. In 1925, there were fourteen states that issued life secondary teaching certificates on examination and in 1930 there was none.¹² At present the usual scholastic prerequisite for such certificates is four years of college work.

In 1932, eighteen states issued elementary certificates leading to permanency, secured wholly or in part by examination. At the present time, however, academic requirements for the issuance of life elementary certificates are most commonly two or three years of college preparation. The average amount of experience required for life certificates is three to five years, but the range is from none to ten or more years.¹³

¹¹ Ibid., p. 111.

¹² Ibid., pp. 40-42.

¹³ Ibid., p. 71.

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At present there are thirty-five states that recognize permanent certificates, but the trend is to get away from the unconditional life certificate.¹⁴ Most authorities advocate either the total abolition of such certificates or their issuance under safeguards that would insure professional growth in service and so protect the teaching profession.

The practice of differentiating among certificates according to subject was well established as early as 1921, when certificates valid only in special subjects were issued in seventeen states. Forty-three states were issuing special certificates in 1925, and by 1930 there were more than one hundred kinds in use in forty-five states.¹⁵ The practice has been extended to include fields of work. The trend has been especially marked toward issuing certificates for the special and vocational subjects and for administrative and supervisory officers. The number of states issuing administrative and supervisory certificates has increased from one in 1906 to thirty-one in 1937. In these thirty-one states, all issue certificates more or less specialized for superintendents, twenty-three for high school principals, and twenty-three for general supervisors.¹⁶

¹⁴ Loc. cit.

¹⁵ Ibid., p. 76.

¹⁶ Ibid., p. 150.



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Reciprocity is no longer given much consideration by the state departments of education. Out-of-state teachers are certificated in all states upon a basis of credentials, but in only seven states are certificates issued upon the basis of an interstate exchange of equivalent certificates. Theoretically, if not actually, reciprocal relations were practiced by fourteen states in 1903, by thirty-eight states in 1921, and by only seven in 1937. Increased reliance upon out-of-state institutional credentials as a basis for certification and the difficulty of evaluating out-of-state certificates explain the rapid decline in reciprocity since 1921.¹⁷

V. ORGANIZATION OF REMAINDER OF THE THESIS

This study is divided into five chapters. Chapter II deals with certification in New Mexico during the territorial period.

Chapter III is a study of certification from the beginning of statehood to 1923. This period marks the beginning of a more rapid progress in the raising of the educational standards in New Mexico.

Chapter IV covers the period from 1923 to 1931, during which time standards were being raised for the accrediting

¹⁷ Ibid., p. 39.



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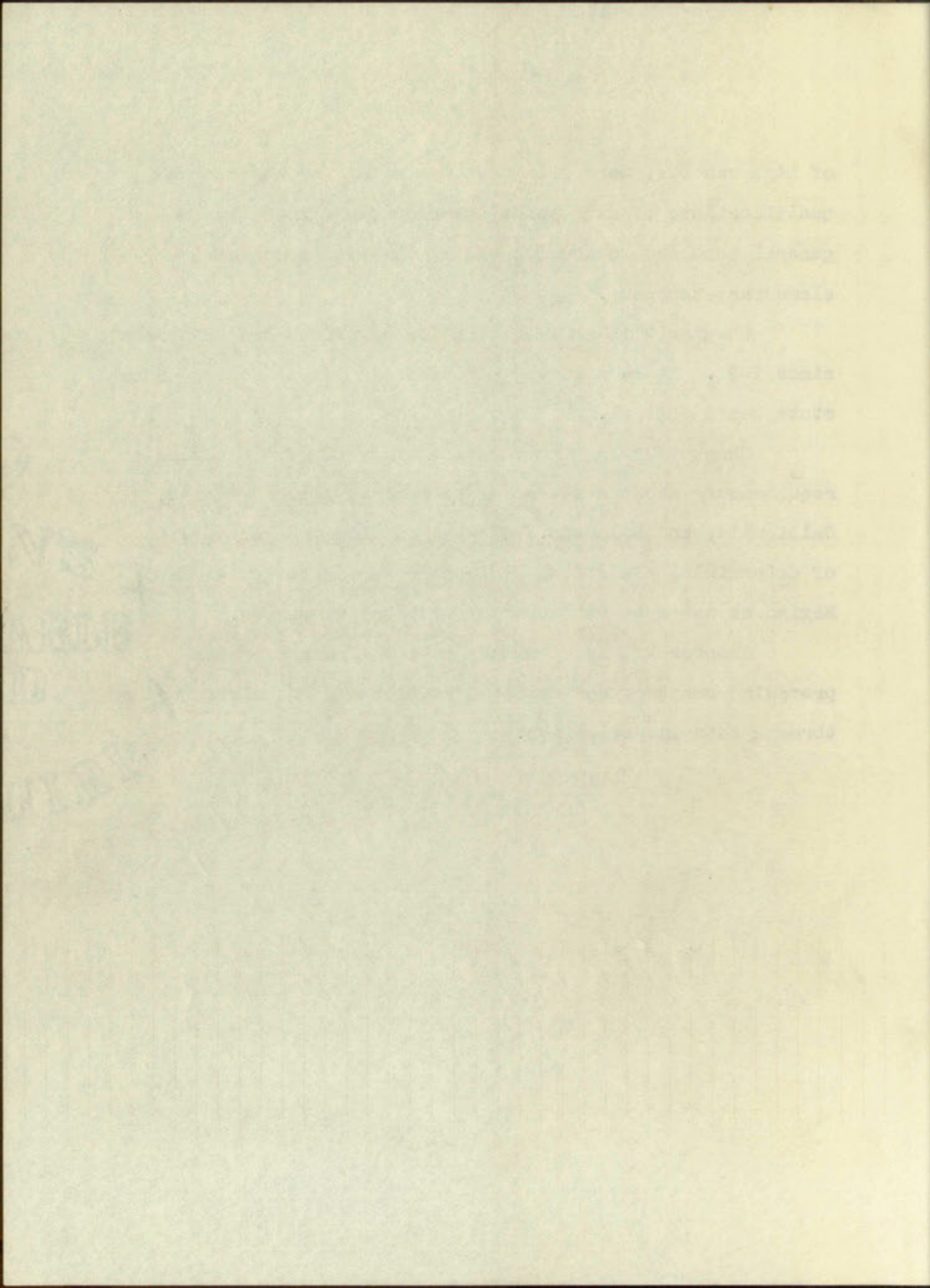
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of high schools, more attention was being focused on the qualifications of high school teachers, and there was a general tendency toward increasing the requirements for elementary teachers.

Chapter V is an investigation of educational progress since 1931. It is a survey of trends in certification under state board control.

Chapter VI is a comparative study of certification requirements and practices in New Mexico, Arizona, Texas, California, and Colorado. It was made for the purpose of determining the status of teacher certification in New Mexico as compared with that of neighboring states.

Chapter VII is a summary of the findings of the preceding chapters and a statement of the conclusions reached through this investigation.



CHAPTER II

TEACHER CERTIFICATION DURING THE TERRITORIAL PERIOD

I. EDUCATIONAL CONDITIONS BEFORE 1891

For years following the American occupation conditions were such that New Mexico was practically unable to provide a suitable public educational program. Distances were great; population was sparse; savage Indians roamed the country; few people spoke the English language; the wealth of the territory was in the hands of a small minority who kept the masses under a system of peonage. In addition to these obstacles, the Catholic clergy opposed a free public school system.¹ It was almost impossible under such conditions to build an educational system without Federal aid. And such assistance did not come.

When New Mexico became a territory of the United States, there was almost nothing in the way of educational advantages within it. For years the government had been shifting and unstable; no provisions had been made for the education of its people; and the masses were living in poverty and ignorance. There were a very few Catholic mission schools

¹ Ralph Emerson Twitchell, Leading Facts of New Mexican History (Cedar Rapids, Iowa: The Torch Press, 1912), Vol. II, p. 321.

CHAPTER IV

The first part of this chapter is devoted to a discussion of the general theory of the subject. It is shown that the theory is based on the principle of least action, and that the equations of motion can be derived from this principle. The second part of the chapter is devoted to a discussion of the special case of the harmonic oscillator. It is shown that the energy of the oscillator is constant, and that the motion is periodic. The third part of the chapter is devoted to a discussion of the general case of the harmonic oscillator. It is shown that the energy is constant, and that the motion is periodic. The fourth part of the chapter is devoted to a discussion of the general case of the harmonic oscillator. It is shown that the energy is constant, and that the motion is periodic.

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schools still struggling for existence, although most of such institutions had long since been closed. There was in Santa Fe a one-teacher school supported by county funds, and this was the only public school in the territory.² By 1860 it had fallen by the wayside, for records of that year show not a single public school within the territory. Records of 1870 show a total of forty-four schools, most of which were parochial institutions.³

According to the early school laws passed by the territorial legislature, the probate judges and the justices of the peace were largely responsible for the regulation of the public schools and for the appointment of teachers. Most of these officials were native New Mexicans and probably many of them could barely read and write. The patrons of these schools were, for the most part, so illiterate that to them any person who could read and write was a highly competent instructor. Because of this general lack of learning, there was little demand for certification requirements or professional training on the part of those who

² C. E. Hodgkin, Early School Laws of New Mexico (University of New Mexico Bulletin, No. 41 Albuquerque, New Mexico: University of New Mexico, 1906), p. 3.

³ Elias Brevoort, New Mexico (Santa Fe, New Mexico: Printed and Published by Elias Brevoort, 1874), pp. 104-05.

taught in the public schools.

There were within the territory a few people, for the most part American emigrants and officials, who realized the need for a system of free public education, and it was through their efforts that the first attempts at public school legislation were made. The first school laws of New Mexico were passed in 1856. This code formed a good foundation for the establishment of a free public school system. It provided for the support of free schools by public taxation and for the administration of such schools by county boards of education. Each board was composed of a probate judge of the county and "one person of the greatest ability, learning and integrity of each precinct."⁴ All teachers in the public schools were appointed by the county boards. Before entering upon the discharge of their duties, teachers were required to take oath that they would "well and truly discharge all their duties as teacher or preceptor to the best of their ability."⁵ No other requirement was made.

The people of New Mexico were not ready for such a sweeping change as provided for in this law, for the act was repealed within less than a year from the date of its passage.

⁴ Hodgin, op.cit., p. 11.

⁵ Ibid., p. 13.

taught in the public schools. The
The first school was established in 1837, and the
most important subjects were reading, writing, and arithmetic. The
need for a system of free public education, and in 1852
their efforts that the first attempts at public schools in
Massachusetts were made. The first school law of the State was
passed in 1852. This law created a Board of Education for the
establishment of a free public school system. It provided
for the support of free schools by raising taxes on the
the administration of such schools by county boards or a
town. Each board was composed of a trustee, who acted
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The people of the State were not ready for such a
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Under the law of 1860 it was "the duty of the justices of the peace to appoint annually in each plaza of their respective precincts, a person capable of teaching the children of such places the first rudiments of learning."⁶ Considering the fact that in 1860 there was not one public school within the territory and only a very small number of parochial schools, it is evident that only a few of the native population had become acquainted with even the simplest of academic fundamentals. Thus it may be assumed that a "capable person" who could "teach the first rudiments of learning" was any one who knew the simple fundamentals of reading, writing, and arithmetic. There was no legal requirement for teachers other than that they take oath to comply faithfully and legally with the commissions conferred upon them.⁷

The school law of 1863 had no clause which applied to teachers except the one which stated that the territorial board of education was empowered to employ teachers in the public schools of the territory. The territorial board was created by this act and it consisted of the governor, the secretary of the territory, the judges of the supreme court,

⁶ Ibid., p. 18.

⁷ Ibid., p. 19.

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and the Bishop of New Mexico.⁸ It must have proved unsatisfactory for the territorial board to appoint teachers, since the school law of 1867 adopted the same clause pertaining to the appointment of teachers as that enacted in 1860.

The school law of 1872 provided for the election of a board of supervisors and directors of public schools for each county. Qualifications, none of which was academic or professional, were named for these school officials but still there were no teacher requirements stated. The first funds for the support of public schools by taxation were provided in the poll tax law of 1872. Before this time there had been public schools supported by tuition and subscription, but no free public schools. The school code of 1872 was the most satisfactory set of laws that had been enacted down to that time. A comparison of statistical reports of 1870 and 1873 discloses the rapid strides made in public schools immediately following the enactment of the law. Whereas the report of 1870 showed only forty-four schools, including both public and private, employing a total of seventy-two teachers, that of 1873 reveals the presence of 164 schools, 133 of which were public schools supported by taxation. Of the 196 teachers in the territory in 1873, there were 136

⁸ Ibid., p. 20.

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teaching in the public schools.⁹

The census of 1880 showed 162 public schools in the territory and an average daily attendance of 3,150. Sixty per cent of the population over ten years of age could not read or write in any language.¹⁰ In 1889 the public school enrollment had reached 14,600 with an average daily attendance of 12,680.¹¹

The increased attendance in the public schools resulted in part from the work of the parochial institutions. These religious institutions turned out persons who took prominent positions of leadership in the social and economic activities of their communities. The native New Mexicans thus began to appreciate the demand for knowledge. But, since only the wealthy few could attend the parochial schools, the poverty-stricken masses began to realize that their only opportunity lay in the free public school system. However, the greatest demand for a public school system came from the American settlers who emigrated from the States.

Increased attendance meant more widespread knowledge

⁹ Brevoort, loc. cit.

¹⁰ History of New Mexico, Illustrated (Los Angeles: Pacific States Publishing Company, 1907), p. 248.

¹¹ H. O. Ladd, The Story of New Mexico (Boston: D. Lothrop Company, 1891), p. 243.

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and a greater demand for better qualified teachers. Although the territorial government had made no legal professional or certification requirements of teachers, public sentiment gradually demanded instructors of greater academic preparation.

The first regulatory measure concerning the issuing of teachers' certificates was a Federal law of 1886 which states:

That no certificate shall be granted to any person to teach in the public schools of the District of Columbia or Territories after the first day of January, Anno Domini 1888, who has not passed a satisfactory examination in physiology and hygiene, with special reference to the nature and the effects of alcoholic drinks and other narcotics upon the human system.¹²

Since, at that time, the territorial government did not issue teachers' certificates, this statute had no effect upon the status of teachers in New Mexico.

The first territorial law governing the eligibility of teachers was passed in 1889. It provided:

That hereafter in this territory no person who cannot read and write sufficiently to keep his own record in either English or Spanish languages, shall be eligible to be elected or appointed to hold the office of school teacher, school director, school treasurer, etc.¹³

¹² Acasio Gallegos, compiler, Compilation of the School Laws of the Territory of New Mexico, 1909 (Albuquerque, New Mexico: Albuquerque Morning Journal, 1909), p. 5.

¹³ Hodgkin, op. cit., p. 34.

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With reference to this statute Vaughan said:

An oft-repeated slander to the effect that as late as 1889 the only qualification for a school teacher in New Mexico was that he should be able to read and write either Spanish or English, deserves to be set at rest once and for all. Here are the facts. In 1889 the legislature passed an act requiring that justices of the peace, constables, and other local officers, including school officers, should be able to read and write sufficiently well to keep their records in either English or Spanish; through some carelessness "school teacher" appeared in the statute along with other school officers. To make this perfectly clear, after the mistake had been discovered, the legislature of 1893 amended the act by striking out the words, "school teacher"¹⁴

Whether or not the use of the words "school teacher" was an error, the fact remains that it was the first definite academic teacher requirement to be placed upon the territorial statutes. It could not properly be called a certificate law because it did not provide for the issuing of teachers' certificates.

II. 1891 To 1912: CERTIFICATION

INTRODUCED IN THE TERRITORY

The first really forward step in the development of a free public school system in New Mexico was the enactment of the school code of 1891. This measure provided for a territorial board of education and a superintendent of

¹⁵ John H. Vaughan, History and Government of New Mexico (State College, New Mexico: Published by C. L. Vaughan, 1929), p. 219.

1. The first part of the report deals with the general situation of the country and the progress of the work during the year. It is divided into two main sections: the first section deals with the general situation and the second section deals with the progress of the work.

2. The second part of the report deals with the results of the work during the year. It is divided into two main sections: the first section deals with the results of the work in the field of research and the second section deals with the results of the work in the field of education.

3. The third part of the report deals with the conclusions of the work during the year. It is divided into two main sections: the first section deals with the conclusions of the work in the field of research and the second section deals with the conclusions of the work in the field of education.

4. The fourth part of the report deals with the recommendations of the work during the year. It is divided into two main sections: the first section deals with the recommendations of the work in the field of research and the second section deals with the recommendations of the work in the field of education.

public instruction. It further provided for the election of county superintendents of public instruction and three school directors in each public school district. The territorial board of education was given wide powers for the organization and control of the entire school system.

County certificates. The first teacher certification law to be enacted was the following clause from the code of 1891:

. . . In conjunction with two competent persons, appointed by the judge of the district court wherein the county is situated, he [county superintendent] shall make examination of all applicants to teach, and when duly satisfied of their competency, shall grant them a certificate: Provided, That said superintendent with one of said persons so appointed shall constitute a quorum of said examining board. Said certificates shall be of three grades, and such examination shall be necessary for the three grades as the territorial superintendent shall designate, and in school districts where the only language spoken is Spanish, the teacher shall have a knowledge of both English and Spanish. . . .¹⁵

Although this law was a step toward the setting up of requirements for teacher certification, it established no definite standards. It did not indicate the subjects in which the applicants should be examined, nor did it set up criteria for measuring their competency. It did not designate the life of the certificates; neither did it specify whether they were valid throughout the territory or were

¹⁵ John P. Victory, and others, compilers, Compiled Laws of New Mexico (Santa Fe, New Mexico: New Mexican Printing Company, 1897), p. 424.

United States
Government
Department of
Justice
Federal Bureau of
Investigation
Washington, D. C.

Report of
Special Agent
in Charge
[Name]
[Address]
[City, State, Zip]

On [Date]
at [Location]
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Special Agent
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do hereby certify
that the above
is a true and
correct copy
of the original
filed in
[File Number]

Special Agent
in Charge
[Name]
[Address]
[City, State, Zip]

limited to the county in which they were issued. All of these details were left to the discretion of the territorial superintendent.

At its first meeting, on March 5, 1891, the territorial board of education set in motion the machinery for the administration of this certification law:

On motion of E. C. Stover, a committee was appointed consisting of Hiram Hadley, Amado Chaves and P. Z. Schneider to prepare forms and questions for examination of teachers in three grades as provided for in section 13 of the Public School Law and to submit the same to the Board at its next meeting.¹⁶

That the question of teacher certification was considered a serious one by the territorial board was shown in the following resolutions adopted by that body:

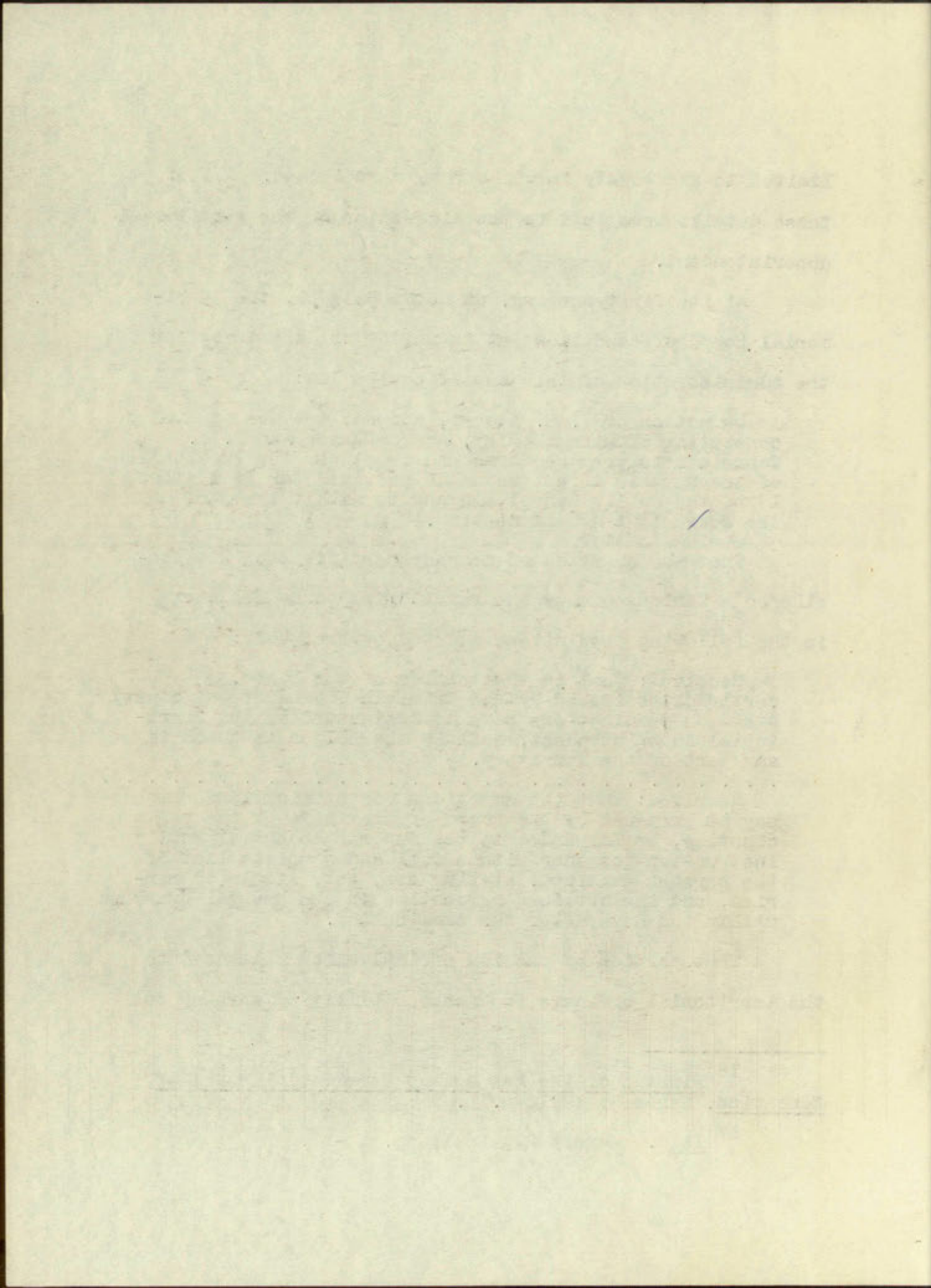
Resolved: That in the opinion of the Board, certificates issued by the Examining Board of any county based on examinations made as designated by the Territorial Superintendent, entitle the holder to teach in any part of the Territory.

Resolved: That the questions for examinations which may be prepared by the Board of Examiners of the various counties, be forwarded to the Superintendent of Public Instruction together with a full and complete list of the persons examined, stating age, sex, single or married, and the obtained percentage in the several branches within ten days after the examination.¹⁷

That portion of the law of 1891 which delegated to the territorial officers the responsibility of working out

¹⁶ Minutes of the New Mexico Territorial Board of Education, March 5, 1891, p. 1.

¹⁷ Ibid., August 20, 1891, pp. 10-12.



details for the certification of teachers was a definite movement toward centralizing certificating authority.

In 1901 the legislature amended Section 13 of the school law of 1891 by adding thereto the following:

The territorial board of education shall annually prepare or cause to be prepared four sets of examination questions, upon such subjects as it may elect, for applicants for first and second class teachers' certificates, to teach in the several school districts, independent districts, and incorporated towns and cities of the territory; and such board shall send one of such sets sealed, to each of the county superintendents seven days before the last Friday in August and November, and on such last Fridays as aforesaid, the said county superintendents shall open the sealed questions in the presence of the assembled applicants for teachers' certificates, and the examining board, and shall proceed at once to hold examinations on such questions. Special examinations may be held in counties of the first class at other times when necessary at the discretion of the examining board. The examining board shall grade the applicants upon the examinations so held, and shall immediately send the papers of the applicants, together with the grade it has given them, to the territorial board of education, or its representative, to be revised if deemed proper. This revision shall be final, and the examining board holding the examination shall, on notification, immediately issue a certificate to the applicant to accord with the action of said territorial board of education; All applicants receiving a general average as high as 90 per cent., with no grade in any one branch lower than 70 per cent., shall receive first class certificates, entitling them to teach for three years throughout the territory; and those receiving a general average grade as high as 70 per cent., and lower than 90 per cent., with no grade in any one branch lower than 50 per cent., shall receive second class certificates entitling the recipients to teach for two years within the county in which granted, and which may be honored in other counties, for the time specified in the certificate only, at the discretion of the county superintendents of said other counties. Third class certificates, entitling the recipient to teach for one year within the county

Labels for the collection of the
University of California, Berkeley
in 1955 by the University of California
School of Education, Berkeley, California

The following is a list of the
names of the individuals who
donated the collection to the
University of California, Berkeley
School of Education, Berkeley,
California, in 1955. The names
are listed in alphabetical order
of the last name of the
donor. The names are followed
by the number of items
donated by each individual.
The total number of items
donated is 1,234.

1. Mr. J. H. ... 12
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4. Mr. A. B. ... 20
5. Mrs. C. D. ... 10
6. Dr. E. F. ... 18
7. Mr. G. H. ... 14
8. Mrs. I. J. ... 9
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in which granted, may be granted as now provided by law. . . . Holders of first class certificates may have them renewed within any county at the discretion of the superintendent of said county without a formal re-examination, in case evidence is shown of successful experience in teaching and faithful attendance to duty: Provided, that no such renewal of any certificate shall be made by any county superintendent without the consent of the territorial board of education; but in the absence of such renewal, all first-class certificates shall be void at the expiration of three years from their date. All second-class certificates shall be void at the expiration of two years from their date, and all third-class certificates at the expiration of one year from their date. Certificates, good only in the districts in which granted, may be issued by the authority of boards of education in incorporated cities or towns, and shall be valid and sufficient for teachers in said districts for such periods as said boards may prescribe. . . .¹⁸

This law was a decided improvement upon that of 1891 in that it set up more definite standards. It specifically designated criteria for the granting of first and second grade certificates; it placed a limitation upon the life of certificates of all three classes; and it specified the validity of all certificates with respect to locality. The choice of subjects in which examinations were to be given was left to the territorial board of education. At its meeting on June 3, 1901, the board prescribed that examinations for first and second grade certificates be given in

¹⁸ J. W. Reynolds, 1901. Acts of the Legislative Assembly of the Territory of New Mexico (J. S. Duncan, Public Printer, 1901), pp. 56-57.

The first part of the report deals with the general situation of the country and the progress of the work done during the year. It is followed by a detailed account of the various projects and the results achieved. The report concludes with a summary of the work done and the prospects for the future.

The second part of the report deals with the financial statement of the organization. It shows the income and expenditure for the year and the balance sheet at the end of the year. The report also includes a statement of the assets and liabilities of the organization.

The third part of the report deals with the administrative matters of the organization. It includes a list of the members of the organization and a list of the committees and sub-committees. The report also includes a list of the various reports and documents prepared during the year.

reading, writing, spelling, geography, arithmetic, English grammar, United States history, and hygiene.¹⁹

In 1903 the legislative assembly passed an act empowering the county examining boards to prepare the lists of questions to be submitted to those applying for third grade certificates, and to grant such certificates to applicants passing satisfactory examinations.²⁰ This act established no definite standards for the issuing of such certificates. Each county examining board was a law unto itself. It had the sole power of selecting subjects, of determining satisfactory marks and of changing requirements as often as it chose to do so.

There were conflicting opinions with reference to the value of the third grade certificate as a means of furthering education, and the question became so controversial that much publicity was given to it. Whether or not this certificate was of value is a matter of small importance. What really counted is the fact that the question brought about constructive thinking on the part of the public and the teachers.

¹⁹ Minutes of the New Mexico Territorial Board of Education, June 3, 1901, p. 50.

²⁰ J. W. Reynolds, 1903. Acts of the Legislative Assembly of the Territory of New Mexico (Santa Fe, New Mexico: The New Mexican Printing Company, 1903), p. 229.

The first part of the report deals with the
general situation of the country and the
situation in the various provinces. It
then goes on to discuss the state of
the economy and the social conditions.
The next part of the report is devoted to
a detailed account of the work done
during the year. This includes a
description of the various projects
which have been carried out, and
the results which have been achieved.
The final part of the report contains
some conclusions and suggestions for
the future.

Secretary of State
Department of State
Washington, D.C. 20520

themselves. Some idea of these diverging opinions may be gathered from the following extracts:

Some misapprehension exists regarding the so-called third grade certificates in New Mexico. Four counties have evidently caught the spirit of those who framed the present law. These counties do not issue a third grade certificate, but issue what is designated as a permit, which carries with it the implication that only one will be issued to any person, and that after having an opportunity to have charge of a school and draw money from the public treasury for a supposed service, he will prepare himself to take out the lowest grade of standard certificate, namely, a second grade certificate. The records in many counties show that some persons have been teaching on a third grade certificate for ten years, and that up to the present they have shown no disposition whatever to take out a standard certificate. It is safe to say that county superintendents and members of the examining boards with boards of education in these counties are responsible for this condition. In no county will the teachers voluntarily raise the standard of qualification. They will attain a general standard demanded by the examiners and the school boards, but nothing higher. Nor can it be said that the character of population in any particular county has anything to do with the question. In some of the most unfavored counties, on account of the noble stand taken by the board of examiners, there are more first and second certificates issued than in some of the most favored counties. There is no doubt that the question of the qualifications of teachers is almost determined by the position taken by the examining board. The plea that should a higher standard be insisted upon there would not be a sufficient number of teachers to supply the schools is the plea of the person who has a low standard and wishes to consult the same. In no instance in which the examining board has taken a strong hand in favor of fully qualified teachers have the schools suffered from the lack of teachers.²¹

²¹ Editorial, New Mexico Journal of Education, I (March, 1905), 11.

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It seems incredible that school boards should not discriminate more carefully regarding the qualifications of the teachers they employ. Though a third grade certificate is merely a permit to teach, and in no sense a full certificate, there are several persons teaching on certificates of this grade and receiving \$60 a month, while one received \$75 a month.²²

. . . The people want better schools. They are tired of sustaining teachers with third grade certificates or "permits". . . Good men, fathers of children, visit this office [office of territorial superintendent] and beg us to use its influence that power shall be exercised to give their children better teachers. They say that we do not want teachers with only third grade certificates. . . .²³

Reports come from all parts of New Mexico that there is a scarcity of teachers in New Mexico. In some counties as high as 80 per cent of all certificates are those of third grade.²⁴

The demand for teachers for our rural and small town schools is a real one. Hundreds of third grade certificates, which are really permits, have been issued by county examining boards, simply because they could not find qualified teachers for the schools.²⁵

There is not a scarcity of competent teachers for the public schools in New Mexico, but competent teachers do not find many of our public schools sufficiently attractive in respect to remuneration, and physical and

²² Article, New Mexico Journal of Education, I (March, 1905), 21.

²³ Hiram Hadley, "Sensible Letter from Supt. Hadley", New Mexico Journal of Education, I (July, 1905) 13-15.

²⁴ Article, New Mexico Journal of Education, III (October, 1906), 9.

²⁵ Article, New Mexico Journal of Education, III (December, 1906), 5.

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social conditions to be willing to teach in them.²⁶

After 1907, third grade certificates were no longer granted by county examining boards. They were issued by the territorial board of education and were valid throughout the territory.²⁷ Although the statutes still set no scholastic or professional standard for the granting of certificates of this grade, the regulations governing their issuance were the best that had yet been made.

The school law of 1905 contained a clause authorizing the territorial superintendent to issue temporary permits to teach in the public schools of New Mexico. County superintendents were given like authority in their respective counties, except that permits so issued were good only in the county where granted. The law stipulated that permits be granted upon the following basis:

. . . to persons holding certificates from educational institutions of good standing in any state or in this territory, or whose credentials as to ability and experience in teaching, properly certified to, are deemed sufficient to meet the requirements of the law, and such temporary permits shall expire upon the first day of the next succeeding examination of teachers.²⁸

²⁶ Editorial, New Mexico Journal of Education, III (October, 1906), 6.

²⁷ J. W. Reynolds, 1907. Acts of the Legislative Assembly of the Territory of New Mexico (Santa Fe, New Mexico: New Mexican Printing Company, 1907), p. 226.

²⁸ J. W. Reynolds, 1905. Acts of the Legislative Assembly of the Territory of New Mexico (By Authority), p. 134.

The purpose of the present investigation is to determine the extent to which the various factors mentioned in the foregoing report have influenced the general conditions of the various districts in the State of New Mexico. The purpose of the present investigation is to determine the extent to which the various factors mentioned in the foregoing report have influenced the general conditions of the various districts in the State of New Mexico. The purpose of the present investigation is to determine the extent to which the various factors mentioned in the foregoing report have influenced the general conditions of the various districts in the State of New Mexico.

III (October, 1901)
 Assembly of the Territory of New Mexico
 New Mexico, Washington, D. C.
 Assembly of the Territory of New Mexico

In view of the fact that qualified teachers were not too plentiful in New Mexico, this measure was a good one if executed according to the spirit of the law. Apparently, however, there were early abuses by some issuing authorities; for at the close of the Taos County Institute in July, 1906, the following resolution was adopted:

That we recommend to the next territorial legislature that the law authorizing county superintendents to issue permits to teach in the public schools be abolished, unless it be to persons who at some previous time have been qualified teachers according to the requirements of the present law.²⁹

This resolution directed no complaint against permits issued by the territorial superintendent of public instruction. It suggested that unfair practices as to what might be "deemed sufficient to meet the requirements of the law" were being used by some county superintendents. Apparently the legislature of 1907 took no cognizance of these complaints, but did attempt to correct one weakness of the measure by adding to that portion of the clause which empowered county superintendents to issue permits, the following amendment: ". . . and shall not be issued twice in succession to the same person."³⁰

²⁹ Editorial, New Mexico Journal of Education, III (December, 1906), 2.

³⁰ J. W. Reynolds, 1907. Acts of the Legislative Assembly of the Territory of New Mexico (Santa Fe, New Mexico: New Mexican Printing Company, 1907), p. 226.

The following information was obtained from the records of the
Department of the Interior, Bureau of Land Management, for the
years 1900 to 1909, inclusive, and is hereby published for the
information of the public.

The following table shows the number of acres of land
acquired by the United States for public use, and the
amount of money expended therefor, during the years
1900 to 1909, inclusive.

Year	Number of acres	Amount of money expended
1900	1,234,567	\$1,234,567
1901	1,345,678	\$1,345,678
1902	1,456,789	\$1,456,789
1903	1,567,890	\$1,567,890
1904	1,678,901	\$1,678,901
1905	1,789,012	\$1,789,012
1906	1,890,123	\$1,890,123
1907	1,901,234	\$1,901,234
1908	2,012,345	\$2,012,345
1909	2,123,456	\$2,123,456

Chapter 97 of the territorial laws of 1907 was an act to revise and systematize the school laws of New Mexico. Some important changes were provided for, relative to the issuing of county teachers' certificates. According to the revised act, county examining boards no longer graded the papers of applicants. All papers thereafter were sent to the superintendent of public instruction, who graded them or caused them to be graded. No longer were county boards of examiners permitted to issue third grade certificates, but all county certificates were issued by the territorial board of education and all classes of such certificates were valid throughout the territory.³¹

Territorial certificates. The legislature of 1904 passed a law permitting the territorial board to issue certificates to teachers of pronounced qualifications. The act provided:

The territorial board of education is hereby authorized to issue territorial teachers' certificates to persons whom it may deem qualified by reason of their moral character, academic scholarship, knowledge of the theory and art of teaching, and actual practice in teaching. The certificate shall remain in force from and after their issue: Provided, No certificate shall be granted for not less than five years: And Provided, Further, The lowest qualifications for such certificates shall be equal, in respect to moral character, academic scholarship, knowledge of the theory and art of teaching,

³¹ Ibid., p. 226.

Chapter VI of the Territorial Law of 1907

not to review the expenditure of the territory and to report thereon to the legislature. Some territorial changes were suggested by the legislature in the course of the hearing of the bill, and the bill was amended accordingly. The bill was then passed by the legislature and the Governor signed it. The bill provided for the creation of a board of education for the territory, and for the appointment of a superintendent of education. The bill also provided for the establishment of a system of public schools, and for the payment of salaries to teachers. The bill was a landmark piece of legislation, and it marked the beginning of a new era in the history of the territory.

Section 1. The board of education shall consist of five members, to be appointed by the Governor.

passed a law providing for the establishment of a board of education for the territory, and for the appointment of a superintendent of education. The bill provided for the establishment of a system of public schools, and for the payment of salaries to teachers. The bill was a landmark piece of legislation, and it marked the beginning of a new era in the history of the territory.

The board of education shall consist of five members, to be appointed by the Governor. The board shall have the honor and privilege of meeting in the executive chamber of the Capitol building, and shall be organized as soon as possible after its appointment. The board shall have the right to call upon any department of the executive branch of the government for information and assistance. The board shall have the right to subpoena any person who has knowledge of any matter relating to the education of the territory. The board shall have the right to make recommendations to the Governor regarding the appointment and removal of teachers, and regarding the payment of salaries to teachers. The board shall have the right to make recommendations to the Governor regarding the establishment of new schools, and regarding the closing of existing schools. The board shall have the right to make recommendations to the Governor regarding the purchase of land for school purposes, and regarding the sale of land owned by the territory for school purposes. The board shall have the right to make recommendations to the Governor regarding the construction of school buildings, and regarding the maintenance of school buildings. The board shall have the right to make recommendations to the Governor regarding the payment of salaries to school officers and employees. The board shall have the right to make recommendations to the Governor regarding the payment of salaries to teachers. The board shall have the right to make recommendations to the Governor regarding the payment of salaries to principals. The board shall have the right to make recommendations to the Governor regarding the payment of salaries to superintendents. The board shall have the right to make recommendations to the Governor regarding the payment of salaries to assistant superintendents. The board shall have the right to make recommendations to the Governor regarding the payment of salaries to inspectors. The board shall have the right to make recommendations to the Governor regarding the payment of salaries to librarians. The board shall have the right to make recommendations to the Governor regarding the payment of salaries to janitors. The board shall have the right to make recommendations to the Governor regarding the payment of salaries to messengers. The board shall have the right to make recommendations to the Governor regarding the payment of salaries to clerks. The board shall have the right to make recommendations to the Governor regarding the payment of salaries to stenographers. The board shall have the right to make recommendations to the Governor regarding the payment of salaries to typewriters. The board shall have the right to make recommendations to the Governor regarding the payment of salaries to bookkeepers. The board shall have the right to make recommendations to the Governor regarding the payment of salaries to accountants. The board shall have the right to make recommendations to the Governor regarding the payment of salaries to auditors. The board shall have the right to make recommendations to the Governor regarding the payment of salaries to assessors. The board shall have the right to make recommendations to the Governor regarding the payment of salaries to collectors. The board shall have the right to make recommendations to the Governor regarding the payment of salaries to referees. The board shall have the right to make recommendations to the Governor regarding the payment of salaries to arbitrators. The board shall have the right to make recommendations to the Governor regarding the payment of salaries to mediators. The board shall have the right to make recommendations to the Governor regarding the payment of salaries to conciliators. The board shall have the right to make recommendations to the Governor regarding the payment of salaries to negotiators. The board shall have the right to make recommendations to the Governor regarding the payment of salaries to arbitrators. The board shall have the right to make recommendations to the Governor regarding the payment of salaries to mediators. The board shall have the right to make recommendations to the Governor regarding the payment of salaries to conciliators. The board shall have the right to make recommendations to the Governor regarding the payment of salaries to negotiators.

Approved: _____
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and actual practice in teaching to that required of those who complete full professional course in either the New Mexico Normal School or the Normal University. .
 . . .³²

In carrying out the provisions of this measure, the territorial board of education took the following action:

Upon motions of different members duly seconded, the following rules for the administration of the law passed by the last Legislative Assembly empowering this Board to grant professional certificates to teachers were un-animously adopted.

No. 1 Applicants for professional certificates who reside outside the Territory, as one condition of having their applications granted, must present a certificate from the school superintendent of the county in New Mexico in which they propose to teach, or from the Board of Education or school directors by which they are employed, testifying to such employment.

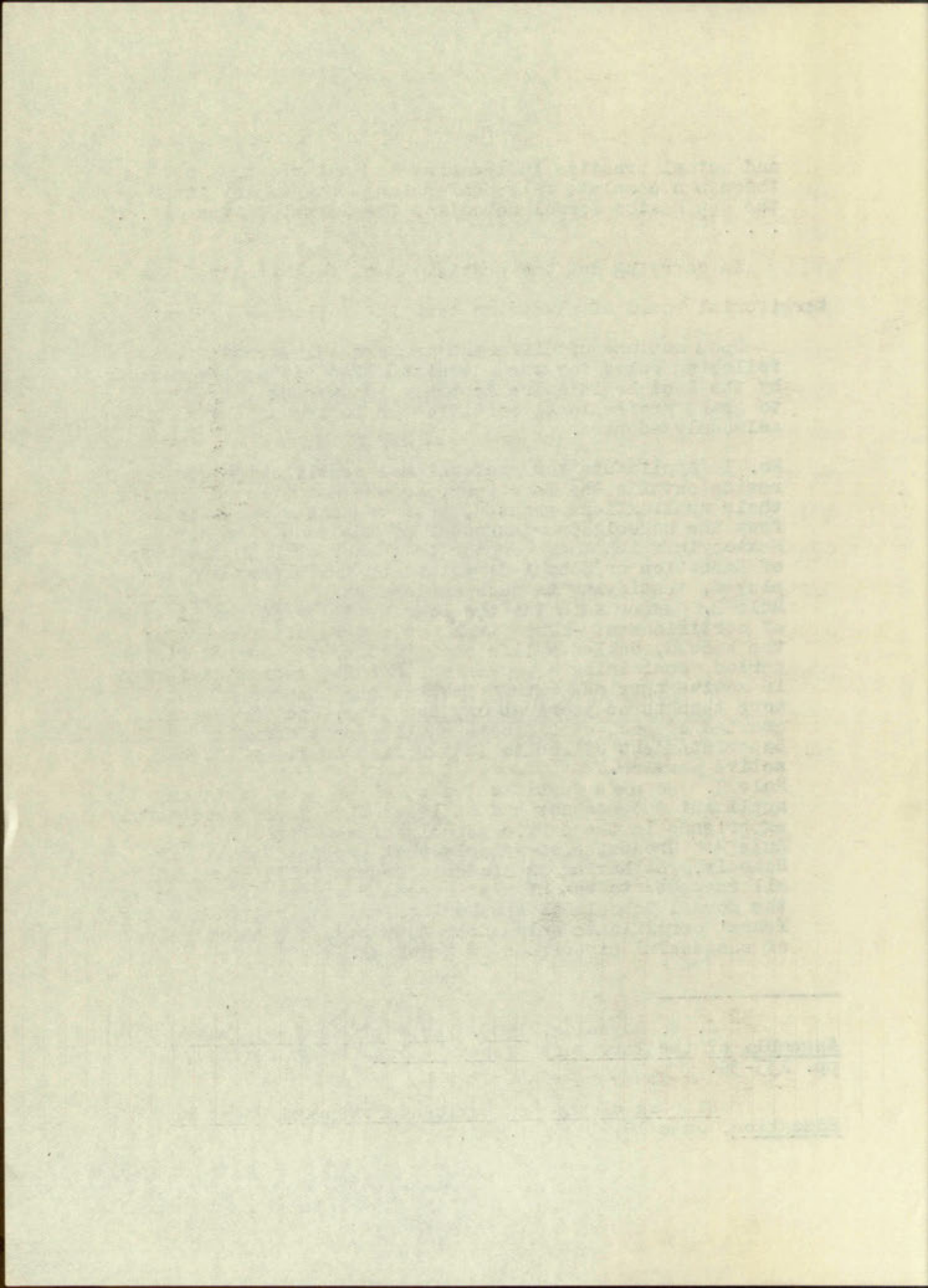
Rule 2. Under said law the Board will grant two classes of certificates: - The first for a term of five years; the second, called a life certificate, for an indefinite period, containing a provision that the recipient remain in active service, with a permissible absence of not more than three years at any one time, and that each granted of such certificate shall report annually to the Superintendent of Public Instruction in regard to his active service.

Rule 3. No Life Certificates shall be granted to any applicant who has not had at least five years successful experience in the public schools of New Mexico.

Rule 4. Graduates of schools that are not Normal Schools, yet having an academic course fully equal in all respects to the highest academic course of either of the Normal Schools of New Mexico, may be granted the Five Years' certificate only after they have had three years of successful experience in teaching.³³

³² J. W. Reynolds, 1905. Acts of the Legislative Assembly of the Territory of New Mexico (By Authority), pp. 133-34.

³³ Minutes of the New Mexico Territorial Board of Education, June 10, 1905, p. 67.



It became necessary upon numerous occasions, as is shown in minutes of the territorial board, for that body to invoke Rule 1, with reference to the granting of professional certificates to non-residents. Such an instance was the case of one Mrs. L. L. Brown of San Diego, California:

The application was denied on the grounds that it was not in accordance with the rule which requires a non-resident to furnish evidence of being employed as a teacher in the Territory.³⁴

That teachers immediately began to qualify for the professional certificates is evidenced by the fact that "At a recent meeting of the Territorial Examining Board, 40 five year certificates and 14 life certificates were granted."³⁵

Neither the legislature nor the territorial board of education had made any provision for the extension of the five-year professional certificates. It soon became obvious to the Board that such provisions were necessary. The following motion was made and carried:

At the expiration of five years' Territorial certificates, the holders thereof, if they have had five years of successful teaching and are of good moral character, shall be granted a life certificate; otherwise such certificates shall be subject to renewal.³⁶

³⁴ Ibid., March 15, 1906, p. 98.

³⁵ "Educational News", New Mexico Journal of Education, I (July, 1905), 3.

³⁶ Minutes of the New Mexico Territorial Board of Education, December 12, 1905, p. 83.

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THE UNIVERSITY OF THE STATE OF NEW YORK
THE STATE EDUCATION DEPARTMENT
ALBANY, N. Y.

The legislature of 1905 showed wisdom in conferring upon the territorial board broad powers for administering the law regarding professional certificates. It was another step toward the centralization of certificating authority.

Heretofore, regardless of how much academic and professional training a teacher may have had or the number of years of successful teaching experience, a first grade certificate was the highest type that could be procured. Thus the trained and untrained teachers were placed in the same category. Under such conditions there was little inducement for professional growth; but with the advent of the territorial certificates, a definite incentive was supplied.

Reciprocity. The school code of 1907 amended the law pertaining to territorial certificates by adding a clause which empowered the territorial board "to officially endorse teachers' certificates in States and other territories under such rules as it may prescribe."³⁷ Acting on the authority delegated to it, the territorial board established, with a number of states, reciprocal relations in the matter of certification. By October, 1909, agreements had been made

³⁷ J. W. Reynolds, 1907. Acts of the Legislative Assembly of the Territory of New Mexico (Santa Fe, New Mexico: New Mexican Printing Company, 1907), p. 227.

The regulations of 1971 should be amended to read as follows:

from the professional board to the professional body.

the law regarding professional activities. It has been agreed that the professional body should be responsible for the regulation of the profession, including the setting of standards for the profession and the regulation of the profession's affairs.

of parts of the profession which are not covered by the regulations. The law should be amended to provide that the professional body should be responsible for the regulation of the profession's affairs, including the setting of standards for the profession and the regulation of the profession's affairs.

These provisions should be amended to provide that the professional body should be responsible for the regulation of the profession's affairs, including the setting of standards for the profession and the regulation of the profession's affairs.

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document for professional activity. The law should be amended to provide that the professional body should be responsible for the regulation of the profession's affairs, including the setting of standards for the profession and the regulation of the profession's affairs.

The provision of 1971, a section of the law, should be amended to provide that the professional body should be responsible for the regulation of the profession's affairs, including the setting of standards for the profession and the regulation of the profession's affairs.

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particular to professional activities. It has been agreed that the professional body should be responsible for the regulation of the profession's affairs, including the setting of standards for the profession and the regulation of the profession's affairs.

which are not covered by the regulations. The law should be amended to provide that the professional body should be responsible for the regulation of the profession's affairs, including the setting of standards for the profession and the regulation of the profession's affairs.

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Section 1 of the Law

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for the exchange of certificates with Oklahoma, Nebraska, Minnesota, Wyoming, Missouri, Michigan, Kansas, and Oregon.³⁸

The establishment of such relations opened the doors of New Mexico to an influx of teachers. Undoubtedly this helped in the raising of professional standards.

Extracts from the Minutes of the New Mexico Territorial Board of Education show that certificates accepted from the states with whom reciprocal relations had been established were equivalent to the New Mexico first grade or higher certificate.

The theory of reciprocal relations was good; the practice was difficult. Standards of education were different in the various states and territories, and there was no uniform system of certification. However, the greatest advantage derived from attempts at reciprocity was not in the actual exchange of certificates, but in the growing tendency to accept for certification purposes credentials from institutions of higher learning in other states.

Health certificates. An act for the protection of the health of the children in the public schools of New Mexico was approved March 18, 1901. The measure provided

³⁸ Minutes of the New Mexico Territorial Board of Education, October 22, 1909, p. 243.

The exchange of property between the United States and

the foreign country, through the United States, is a

subject of interest to all nations, and it is

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that no person afflicted with tuberculosis in a transmissible form should be employed to teach in the public schools or other educational institutions of the territory. Teachers were required to file health certificates from regular physicians who had been named by the president of the territorial board of education.³⁹ In 1903 this law was amended to authorize the issuance of teachers' health certificates by any reputable and licensed physician who was a resident of New Mexico and who was not himself afflicted with tuberculosis.⁴⁰

This health protection law continued in force during the remainder of the territorial period. Its effectiveness depended upon the integrity of the physicians who issued the health certificates. There might have been some physicians who had no scruples in the matter; but, on the whole, it is probably safe to say that much health protection was afforded the youth of the territory through the enforcement of this act.

Revocation of teachers' certificates. It was not

³⁹ J. W. Reynolds, 1901. Acts of the Legislative Assembly of the Territory of New Mexico (J. S. Duncan, Public Printer, 1901), pp. 56-57.

⁴⁰ J. W. Reynolds, 1903. Acts of the Legislative Assembly of the Territory of New Mexico (Santa Fe, New Mexico: New Mexican Printing Company, 1903), pp. 165-66.

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until 1903 that the territorial board of education was authorized to revoke teachers' certificates. Causes for revocation were incompetency or immorality of the holder or for any cause that should have withheld the issuance of such certificate.⁴¹ In addition, teachers might be declared ineligible to teach in any county in New Mexico if they were found guilty of violating the health certificate law. This revocation measure remained in force throughout the territorial period, but the legislature of 1907 clarified it by specifying the types of certificates that might be revoked:

The territorial board of education is hereby empowered to revoke certificates of conductors and instructors of teachers' institutes, territorial teachers' professional certificates, county teachers' certificates, and city teachers' certificates issued by boards of education, for incompetency, immorality of the holder, or for any cause that should withhold the issue of such certificates; Provided, That in each case the accused shall be allowed a full and fair hearing at which he may be privileged to employ the services of counsel.⁴²

III. TEACHER IMPROVEMENT AGENCIES

The relationship of teacher education to certification is close and vital. Both the administration of certification and the very nature of certification requirements that are set up are directly conditioned by the organization

⁴¹ Ibid., p. 234.

⁴² J. W. Reynolds, 1907. Acts of the Legislative Assembly of the Territory of New Mexico (Santa Fe, New Mexico: New Mexican Printing Company, 1907), p. 229.

The first part of the report deals with the general situation of the country and the progress of the work done during the year. It is followed by a detailed account of the various projects undertaken and the results achieved. The report concludes with a summary of the work done and a list of the names of the persons who have been engaged in the work.

The second part of the report deals with the financial statement of the year. It shows the total amount of the income and the total amount of the expenditure. It also shows the balance of the fund at the beginning and at the end of the year. The report concludes with a list of the names of the persons who have been engaged in the work.

The third part of the report deals with the accounts of the various projects undertaken during the year. It shows the amount of the income and the amount of the expenditure for each project. It also shows the progress of the work done and the results achieved. The report concludes with a list of the names of the persons who have been engaged in the work.

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and functioning of the institutions or agencies that educate teachers. Certification standards progress in proportion to the advancement of the educational and professional ideals of teachers themselves. A careful study of certification requirements and practices reveals the fact that in a vast majority of instances where forward strides were made, teacher training institutions had been clamoring for them.

During the territorial period there were four important teacher-improvement agencies: the county institute, the educational association, the reading circle, and the institutions of higher learning. Each of these contributed in a definite way toward the improvement of New Mexico teachers, and thus aided in the raising of certification standards.

County institutes. County institutes played a significant role in the preparation of teachers during the territorial days. Even before the enactment of the progressive school code of 1891, teachers in certain counties sometimes met for one or two days for the purpose of professional improvement, although there was no law or regulation requiring it. In 1891 provision was made for the territorial superintendent to visit each county at least once during the year "for the purpose of holding a teachers' institute [for at least two days] and of awakening an interest in the cause of

education throughout the territory."⁴³ But this two-day institute under the direction of the territorial superintendent did not suffice. Educators were so jubilant over the long-hoped-for legislation that much enthusiasm was manifest. Various county superintendents organized institutes in their respective counties for the purpose of mutual improvement and instruction of teachers.

It was in 1897 that the teachers' institute as a normal school of instruction came into being. Under this law the county superintendent was directed to hold each year in his county a normal institute for the instruction of teachers and for those who were preparing to teach. A two weeks' session was required and the various conductors and instructors, selected by the county superintendent, were required to be graduates of some state or territorial institution.⁴⁴ After 1901 attendance became compulsory and no person, except for reasonable and legitimate excuse, was allowed to teach who had not attended a county institute. Furthermore, teachers in city schools who had attended city institutes held by order of the board of education in the district in which they taught were excused from attending

⁴³ John P. Victory, and others, compilers, Compiled Laws of New Mexico (Santa Fe, New Mexico: New Mexican Printing Company, 1907), p. 423.

⁴⁴ Ibid., p. 442.

Education throughout the country. The first step was to establish a central office of the Department of Education in the capital city. This office was to be responsible for the coordination of all educational activities and for the distribution of funds. The second step was to establish a system of local educational authorities. These authorities were to be responsible for the management of schools and for the collection of taxes. The third step was to establish a system of teacher training. This was to be done by the establishment of normal schools and by the appointment of teachers to these schools. The fourth step was to establish a system of inspection. This was to be done by the appointment of inspectors to visit schools and to report on their condition. The fifth step was to establish a system of statistics. This was to be done by the appointment of statisticians to collect and analyze data on education.

It was in 1887 that the Department of Education was established as a central office of the government. This office was to be responsible for the coordination of all educational activities and for the distribution of funds. The second step was to establish a system of local educational authorities. These authorities were to be responsible for the management of schools and for the collection of taxes. The third step was to establish a system of teacher training. This was to be done by the establishment of normal schools and by the appointment of teachers to these schools. The fourth step was to establish a system of inspection. This was to be done by the appointment of inspectors to visit schools and to report on their condition. The fifth step was to establish a system of statistics. This was to be done by the appointment of statisticians to collect and analyze data on education.

John L. ...
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...

the county institute.⁴⁵

By act of the legislative assembly of 1903 the territorial board of education was empowered to issue a course of study for county institutes and to authorize counties to unite for the purpose of holding joint institutes.⁴⁶ In 1905 the legislature authorized county superintendents to appoint as institute conductors persons of good moral character who possessed teachers' certificates of the first class.⁴⁷ The school code of 1907 specified that no person should be selected to serve as institute conductor or instructor who did not hold an institute certificate from the territorial board of education. The code further provided that said board should have authority to excuse from county institute attendance such persons

. . . as in its judgment it deems eminently qualified to teach by reason of their professional scholarship and training, and that nothing herein contained shall make it compulsory for cities which engage a city superintendent of schools who gives at least half of his time to direct supervision to hold such institutes.⁴⁸

⁴⁵ J. W. Reynolds, 1901. Acts of the Legislative Assembly of the Territory of New Mexico (J. S. Duncan, Public Printer, 1901), p. 58.

⁴⁶ J. W. Reynolds, 1903. Acts of the Legislative Assembly of the Territory of New Mexico (Santa Fe, New Mexico: New Mexican Printing Company, 1903), p. 234.

⁴⁷ J. W. Reynolds, 1905. Acts of the Legislative Assembly of the Territory of New Mexico (By Authority). p. 134.

⁴⁸ J. W. Reynolds, 1907. Acts of the Legislative Assembly of the Territory of New Mexico (Santa Fe, New Mexico: The New Mexican Printing Company, 1907), p. 228.

The first thing I noticed when I stepped
out of the car was a warm blanket of
sunlight. The air was thick with the scent
of pine trees and the distant hum of
cars. I took a deep breath, feeling the
weight of the world lifting off my
shoulders. The road ahead was a blur,
a promise of adventure and discovery.
I had heard so much about this place,
but nothing could prepare me for the
beauty that awaited me. The mountains
were majestic, their peaks shrouded in
mist. The valleys were lush and green,
a stark contrast to the dry hillsides
I had seen in other parts of the state.
I felt like I had entered a new world,
one filled with endless possibilities
and untold stories. The sun was
beginning to set, casting a golden
glow over the landscape. I knew
this was just the beginning of my
journey.

Year	Population	Area (sq. mi.)	Density (pop./sq. mi.)
1900	100,000	1,000	100
1910	150,000	1,000	150
1920	200,000	1,000	200
1930	250,000	1,000	250
1940	300,000	1,000	300
1950	350,000	1,000	350
1960	400,000	1,000	400
1970	450,000	1,000	450
1980	500,000	1,000	500
1990	550,000	1,000	550
2000	600,000	1,000	600

Beginning in 1909, the territorial board of education had the power to waive the holding of institutes in counties where authorized summer schools were held and in counties adjacent to them.⁴⁹

It was extremely difficult to plan institute programs, for often in the same county were found teachers representing the greatest extremes of scholarship and professional skill, and in attempting to outline the institute course of study the territorial board of education brought upon itself a mighty avalanche of criticism. Almost every issue of the New Mexico Journal of Education over a period of two or three years carried one or more scathing criticisms. Justification for such criticisms may be found in the following editorial:

Comparatively little of the work done by the institutes is directly helpful to the teacher except as a hothouse method of preparing for the examinations which follows.⁵⁰

The following quotations point out reasons for the existence of such conditions:

At the August examinations for teachers in San

⁴⁹ Acasio Gallegos, compiler, Compilation of the School Laws of the Territory of New Mexico, 1909 (Albuquerque, New Mexico: Albuquerque Morning Journal 1909), p. 205.

⁵⁰ Editorial, New Mexico Journal of Education, I (March, 1905), 11.

beginning in 1911, the first year of the
had the duty to enter the building, and
state authorities, and in 1912, the
adjustment building.

It was not until 1913, when the
ground for the new building was
acquired, that the project was
abandoned after the purchase of the
area in 1912, and the building
upon it was started in 1913.

The building was designed by
James H. Thompson, and the
of two for their respective
plans, consisting of a main
the following:

1. The main building, which
will be used for the
purpose of the
building, and
follows:

The following ground plan
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Miguel County, sixty-seven persons were examined and out of this number, one received a first grade certificate, six received second grade certificates, and fifty-six, third grade.⁵¹

. . . 336 in the territory took the examination and 270 county certificates were granted. There were 34 first grade, 82 second grade, and 154 third grade certificates granted.⁵²

. . . 732 took the examination, 160 failed, 31 received first grade certificates, 184 received second grade certificates, and 366 received third grade certificates [throughout the territory] .⁵³

. . . The colleges, normal schools, universities, etc. in New Mexico are not "turning out" a sufficient number of qualified teachers to supply the demand. The rapid settling up of portions of New Mexico and the consequent establishing of more schools in such regions, seems to have absorbed all the available teaching talent. In counties like this [Sierra] where, in several school districts, the majority of the population is Spanish-speaking, and these boards of school directors seek to employ only those of their own race as teachers, the supply of such teachers is inadequate. . . .⁵⁴

. . . I find that they [applicants from the States] upon learning the rather low salary as fixed by law in this territory. . . . decide that they do not want to come. . . .⁵⁵

⁵¹ Editorial, New Mexico Journal of Education, I (December, 1905), 9.

⁵² A. M. Sanchez, "County Institutes in New Mexico," New Mexico Journal of Education, IV (October, 1907), 8.

⁵³ Article, New Mexico Journal of Education, V (March, 1909), 14.

⁵⁴ Extract from letter of Sup't. J. P. Parker, New Mexico Journal of Education, VI (December, 1909), 20.

⁵⁵ Hiram Hadley, "Teachers Needed," New Mexico Journal of Education, III (February, 1907), 9.

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From these extracts it can readily be seen that various factors made it the natural thing to build an institute course of study that would be most suitable for the majority attending. There is no doubt but that the majority was composed of persons of little learning and no professional skill. Those teachers with higher qualifications felt keenly the injustice of being forced to attend the institutes. At the Territorial Teachers' Association in 1905 a full afternoon session was devoted to the subject of institutes. A great variety of opinions was expressed concerning the construction of a course of study to suit the various needs and wants of the teachers of the territory.

In a very interesting article, Dr. C. M. Light, a member of the territorial board of education and one who was largely responsible for the course of study set forth by that body, stated that a lack of funds made it impossible to outline three courses corresponding to the three grades of certificates and that such courses of instruction would not be practicable because they would require more instructors than county institute funds could pay for. Said he:

Professional improvement is everywhere the aim of the teachers' institute, and not academic scholarship. . . . Our institutes are suffering more from incompetent instructors than from anything else. We need conductors who can follow any course of study or change it to suit the individual needs of the teachers with whom they are laboring, or if need be, make one of their own. The fact

From these experiments it can be seen that
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a full attendance record was given to the
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the construction of a course of study to
needs and wants of the students.

In a very interesting paper, Dr. J. H. ...
number of the factors of which are
largely responsible for the course of study
that body, stated that a lack of funds
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certificates and that such courses of
be practicable because they would require
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Professional management is essential for the
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is, many of our county superintendents, whose duty it is to provide competent conductors for their institutes, have been failing to discharge this important obligation. In not a few counties of the territory the best teachers seek to avoid attending because they consider it a waste of time and money. Incompetent conductors are employed when competent ones are available. . . . The truth is. . . the weak point in the New Mexico County Institute is the conductorship, not the course of study.⁵⁶

The biting criticisms and the unfavorable publicity concerning teachers' institutes began, after a while, to have a wholesome effect. Early in 1907 the territorial board of education changed its method of selecting conductors and instructors. Heretofore, the selections had been left to the county superintendents, but in the spring of 1907 this educational body caused to be prepared a list of names of persons whom it thought qualified to do institute work and county superintendents were requested to select their conductors and instructors from that list.

Institutes held throughout the territory in 1907 reported a marked improvement in the character of instruction and in the results shown in the examinations which followed. This was believed to be due to the care with which institute directors were selected. Only persons of well-known educational ability and a considerable experience with territorial conditions were granted institute certifi-

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C. M. Light, "Institute Course of Study," New Mexico Journal of Education, II (January, 1906), 19-20.

cates. This marked the beginning of the teachers' institute as a definitely potent force in teacher education in New Mexico.

County institutes held in 1908 showed a decided increase in attendance and a genuine interest in the work. Socorro County teachers voluntarily lengthened their two weeks to four, in order to get better results. In several counties resolutions were passed asking that thereafter institutes be in session for four weeks. One county favored a six weeks' session. Study periods, round table discussions, and reading circles were organized in many of the county institutes. Practically all counties reported worthwhile sessions with teachers zealous and attentive, showing a strong professional spirit. Six counties reported "model schools" in connection with their institute work; six reported active, enthusiastic county teachers' associations; and four reported organizing county associations at the close of their summer institutes.⁵⁷

New Mexico Educational Association. In 1886, C. E. Hodgin (long time educator and former dean of the University of New Mexico), together with two of his friends, conceived the idea of a territorial teachers' association. These men laid plans and set to work in earnest. That year the New

⁵⁷ "County Institutes," New Mexico Journal of Education, V (October, 1908), 18-21.

offer. This was the beginning of the "Socialist Party"
as a relatively recent force in the country. In 1902
Mexico.

The party's influence was felt in the 1910s, but it
remained in obscurity until a general election in 1917.
The party's success was due to its ability to attract
votes from the rural population, the urban workers,
and the middle class. It was the first time that
the party had a significant role in the government.
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The party's success was due to its ability to attract
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For Mexico Socialist Party, in 1902, it
was the first time that the party had a significant
role in the government. The party's success was
due to its ability to attract votes from the rural
population, the urban workers, and the middle class.
It was the first time that the party had a significant
role in the government.

Mexico Educational Association was organized. Its purpose was to improve the educational conditions of the territory, and it was the desire of the educational leaders that unselfish and non-partisan methods be used in conducting the affairs of the association.

Prior to 1905 this educational body had no official publication, and reliable data concerning its activities are scarce. A few newspaper articles and copies of New Mexico Educational Association programs show that leaders attempted to obtain interest of the teachers in the programs by means of teacher participation. Such a method naturally produced programs having no central thought and of little interest to any except those who actually participated. However, those leaders who were most concerned with the real educational process were planning for and encouraging many round table discussions. Such discussions centered about needed legislation, better physical set-up for the public schools, and especially did they stress the need for raising teaching standards and certification requirements.

But as too few teachers in the territory attended these annual meetings, only a small number caught the inspiration. Shortly before the meeting at Silver City in 1904, Dr. Edwin J. Vert of the Normal University and Superintendent R. R. Larkin of Las Vegas conceived the idea of an educational

Mexico Educational Commission was organized. The Commission
was to improve the educational conditions of the country
and to use the center of the educational system as a
center and to - system which is now in operation
affairs of the Commission.
From 1909 this educational center has been a
publication, and reliable data concerning the educational
are given. A few important studies and other works
Mexico Educational Commission has been published. The
Commission is doing a great deal of work in the
by means of teacher conferences, which are held
produced reports which are sent to the
interest to any extent there is a report
work, these studies are sent to the
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again. Shortly before the opening of the
Dr. John J. ... of the ...
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Journal which might be the official organ of the Association. Publication was immediately begun and the first issue was ready for distribution to the teachers at the Association meeting. This educational Journal, The New Mexico Journal of Education, met with the approval of educators and at the convention in 1905 it became the official organ of the New Mexico Educational Association.

Although only thirty-eight persons attended the annual session at Silver City in December, 1904, it was significant in that it was the first effort of the Association as a unified body to exert influence. At the invitation of Governor Otero, the Association expressed its wishes concerning the type of person who should be selected for superintendent of public instruction. This act on the part of the territorial educators aroused the indignation of a number of newspaper men, who immediately began publishing such editorials as "Let the Practical People Select the Superintendent of Public Instruction," "The Province of the Teacher is in the School Room," "The People Know What They Want," "Teachers Attending to Their Business."⁵⁸

Nevertheless, the expressed wishes of the Territorial Teachers' Association must have carried some weight as is

⁵⁸ "Story With a Moral," New Mexico Journal of Education, I (July, 1905), 8.

Journal which might be the official organ of the
Education was established during the first year of
teach for Education to the teacher in the
series. This journal was founded in the year 1907.

Education and with the approval of the
Government in 1907 it became the official organ of the
National Educational Association.

It was only thirty days after the
session at River City in December, 1907, that
it was the first issue of the journal. It
was to be sent free of charge to all
members of the Association and to all
persons who would be eligible to become
members. This was the first of the
educational periodicals in the United States
and the first to be published by the
National Educational Association. The
first issue was published in December, 1907.

The journal, the National Educational
Association, has since that time been
published by the National Educational Association.

It was with a view to the
National Educational Association, 1907.

shown in the following editorials:

While the last legislature did not carry out all the wishes of the educators as expressed by resolution in the convention at Silver City last winter, some decided gains were made. First of importance, of course, was the appointment of an able school man for superintendent of instruction. The law passed permitting the territorial board of education to issue certificates for five years to teachers of pronounced qualifications and the law providing that a Normal Institute teacher must have and be entitled to a first class certificate are excellent measures.⁵⁹

From this time forward, the New Mexico Educational Association took definite stands on matters concerning education.

The New Mexico Journal of Education, as official organ of the Territorial Teachers' Association, immediately started an advertising campaign for the purpose of increasing interest in the Association. The territorial board of education, which had also adopted the Journal as its official organ, co-operated by sending out circulars urging school boards to grant permission to teachers to attend the convention with pay. The Albuquerque school board agreed to give to each Albuquerque teacher who attended a gift of ten dollars. Railroads were persuaded to reduce fares. The result was that the meeting in Las Vegas in 1906 was "the most representative one ever held by the association. Not only

⁵⁹ Editorial, New Mexico Journal of Education, I (March, 1905), 11.

about the value of the

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was the attendance the largest, but more than twice as many places were represented than ever before."⁶⁰

In 1907 the first sectional divisions of the Association were formed. An elementary school section and a county superintendents' section were organized. From that time forward, sectional meetings became popular.

At the meeting in Santa Fe in 1907, all counties in the territory were represented. A session law of 1907, providing that teachers should be paid full wages during the holiday vacation not to exceed fifteen days, probably was largely responsible for this increase in attendance. The territorial superintendent had sent out letters to county superintendents reminding them of this new law and urging that they use their influence in bringing teachers to the convention.

Editorials in the Journal show that school boards, not only in cities but in villages and rural communities, were eager to have their teachers attend the Association. Directors in the public schools of Los Griegos, San Jose, Las Padillas, Chilili, District No. 8, Old Albuquerque, and Barelas voted to pay the expenses of their teachers to this

⁶⁰ "Echoes from the Association Meeting," New Mexico Journal of Education, III (February, 1907), 11.

was the attendance the largest, but were then taken as
places were represented than ever before.

In 1907 the first medical division of the
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superintendent, besides being organized. From that time
ward, medical societies began to appear.

At the meeting in 1908 in 1907, an organized
the territory were represented. A system of
providing that teachers should be paid full rates during the
holiday vacation and be exempt from other duties during
largely responsible for this success in education. The
technical examinations had not yet been organized
superintendents realizing that of this and for well
that they use their influence in urging teachers to
conventions.

Efforts in the general show that correct
not only in order but in various and great quantities
were eager to have their names upon the Association
Directors in the public schools of Los Angeles, San Jose,
San Francisco, Oakland, Berkeley and in the Alameda, San
Bernardino and other counties of their territory in 1911

to "show that the Association was not a
Journal of Education, Vol. 11, (February, 1911), p. 11.

meeting in Santa Fe.⁶¹

Throughout the territorial period the low educational standards for teachers in New Mexico was a matter of grave concern to educational leaders. As a direct result of their unceasing efforts through the teachers' organizations, certification requirements were gradually raised by law and the teachers continued to improve their standards,--all this in the face of repeated censorship through the press of the territory. The New Mexico Educational Association used two methods for improving certification requirements and practices. It recommended the raising of certification requirements by statutory enactments and it encouraged teachers to make every effort to meet new requirements in the shortest time possible.

Between 1905 and 1908, approximately half the counties in the territory maintained active, enthusiastic teachers' associations with professional improvement as their sole aim. Found among pages of the Journal are copies of county convention programs. They reveal the fact that such programs were professional in nature and were concerned with problems vital to the teachers. The very inspiration that

⁶¹ Editorial, New Mexico Journal of Education, IV (December, 1907), 4.

Throughout the conference, the main concern of the teachers for teachers in the United Kingdom was to discuss the concept of educational leadership. The conference was held in London, England, and was organized by the British Educational Research Association. The conference was held in London, England, and was organized by the British Educational Research Association. The conference was held in London, England, and was organized by the British Educational Research Association. The conference was held in London, England, and was organized by the British Educational Research Association. The conference was held in London, England, and was organized by the British Educational Research Association.

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teachers received from these meetings tended to increase enthusiasm for the Territorial Association, and thus an interest in the entire program of teacher improvement.

Territorial teachers' reading circle. During the institute period of 1907, interest in teachers' reading circles was awakened. However, the first definite public agitation for the organization of a territorial teachers' reading circle in New Mexico came in 1908. The Journal carried numerous editorials and articles concerning such an organization. At the Association meeting in December, 1908, the Territorial Teachers' Reading Circle was organized. R. F. Asplund was put in charge and the New Mexico Journal of Education was made the official organ. The organization met with quick response and continued to grow. At the Educational Association meeting in December, 1909, Asplund made the following report:

From the very incomplete reports obtainable from the county superintendents, I submit the following report . . .

Membership by Counties, January 1, 1910
 Colfax 68, Eddy 35, Bernalillo 34, Chaves 34, Union 30, Otero 23, Curry 21, Rio Arriba 18, San Juan 15, Mora 11, Luna 11, Grant 11, San Miguel 11, Guadalupe 10, Torrance 9, Valencia 8, Roosevelt 8, Taos 7, McKinley 6, Santa Fe 5, Sandoval 4, Lincoln 3, Sierra 2, Socorro 2, Dona Ana 2, Quay 1.

Number of Books Sold by Counties, January 1910
The Recitation -- Colfax 42, Chaves 21, Union 20, Otero 19, Quay 14, San Juan 10, Curry 9, Eddy 9, Dona Ana 6, Guadalupe 6, Lincoln 6, Sandoval 6, Santa Fe 6, San

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Section 1 of the Act provides that the Secretary of the Interior shall have the honor to advise the President of the United States of the results of his investigations and reports.

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Section 4 of the Act provides that the Secretary of the Interior shall have the honor to advise the President of the United States of the results of his investigations and reports.

Miguel 6, Bernalillo 6, Luna 4, Mora 2, Sierra 2, Socorro 1, Valencia 1.

Essentials of Teaching Reading -- San Miguel 64, Colfax 40, Bernalillo 28, Quay 21, Eddy 20, Union 20, Otero 17, Mora 13, Sandoval 12, Lincoln 10, Socorro 10, Dona Ana 9, Curry 8, Guadalupe 7, Santa Fe 7, Grant 6, Valencia 6, San Juan 5.

Civics and Health -- Colfax 26, Bernalillo 11, Guadalupe 6, Taos 6, San Juan 5, McKinley 5, Rio Arriba 5, Quay 4, Otero 2, Chaves 1.

Teaching a District School -- Chaves 13, Bernalillo 12, Taos 6, San Juan 4, Colfax 4, Guadalupe 3, Rio Arriba 3, Quay 2.⁶²

In February 1911, Asplund reported:

The Territorial Board of Education has given full recognition to Reading Circle work as it is shown by the following rules as to credits: Beginning with the examinations at the close of the institutes in 1911 any applicant for teachers' license taking the examination will receive one per cent added to the general average merely on the presentation of a certificate, signed by the Secretary of the Reading Circle showing that reading has been done, for each book read.⁶³

The Reading Circle was planned to aid teachers in professional growth. A large percentage of teachers in the territory were certificated without having had any professional training; they had only a smattering knowledge of academic subject matter and none of psychology or methods of teaching. Books selected for reading circle work were

⁶² R. F. Asplund, "Report for the New Mexico Teachers' Reading Circle for the Year Ending December 31, 1909," New Mexico Journal of Education, VI (February, 1910), 8-9.

⁶³ R. F. Asplund, "Report of New Mexico Teachers' Reading Circle," New Mexico Journal of Education, VII (February, 1911), 12.

Readings of interest are listed below...
1. G. E. Wood, "The Psychology of Learning," *Journal of Experimental Psychology*, 1932, 17, 1-16.
2. G. E. Wood, "The Psychology of Learning," *Journal of Experimental Psychology*, 1932, 17, 1-16.
3. G. E. Wood, "The Psychology of Learning," *Journal of Experimental Psychology*, 1932, 17, 1-16.
4. G. E. Wood, "The Psychology of Learning," *Journal of Experimental Psychology*, 1932, 17, 1-16.
5. G. E. Wood, "The Psychology of Learning," *Journal of Experimental Psychology*, 1932, 17, 1-16.
6. G. E. Wood, "The Psychology of Learning," *Journal of Experimental Psychology*, 1932, 17, 1-16.
7. G. E. Wood, "The Psychology of Learning," *Journal of Experimental Psychology*, 1932, 17, 1-16.
8. G. E. Wood, "The Psychology of Learning," *Journal of Experimental Psychology*, 1932, 17, 1-16.
9. G. E. Wood, "The Psychology of Learning," *Journal of Experimental Psychology*, 1932, 17, 1-16.
10. G. E. Wood, "The Psychology of Learning," *Journal of Experimental Psychology*, 1932, 17, 1-16.

In February 1911, A. H. Wood

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A. H. Wood, "The Psychology of Learning," *Journal of Experimental Psychology*, 1911, 6, 1-16.
A. H. Wood, "The Psychology of Learning," *Journal of Experimental Psychology*, 1911, 6, 1-16.

chosen with this in mind. At least one of the books was definitely professional in nature, yet written in simple, non-technical language which could be easily understood. To guide in the reading of the selected books, carefully prepared outlines were published in the Journal.

In order that the Reading Circle might be made to reach the largest possible number of teachers, the secretary appointed a manager in each county. This person was chosen because of his enthusiastic interest in the work and because of his ability to fire others with his own enthusiasm. Through this method many untrained teachers who otherwise would not have known such books existed became acquainted with pedagogical books and by reading them improved their own professional standings.

Much credit is due Rupert F. Asplund and other educational leaders who were responsible for the organization and efficient functioning of this important teacher improvement agency.

Territorial institutions of higher learning. Early in 1890 Hiram Hadley, in discussing territorial institutions of higher learning, said that New Mexico had none -- except three on paper.⁶⁴ The University of New Mexico, The

⁶⁴ History of New Mexico, Illustrated (Los Angeles: Pacific States Publishing Company, 1907), p. 251.

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Agricultural and Mechanical College, and the School of Mines had all been created by act of the legislature in February, 1889. In 1893, the legislature passed an act creating two normal schools, one at Silver City and the other at Las Vegas. Although the construction of buildings for these institutions proceeded slowly, all the schools were open to the public before 1900.

One important contribution that these institutions made toward raising certification standards was their influence in the creation of the professional certificates. But as instruments in the preparation of teachers they did not perform so important a function as did the county institutes. They did not reach a sufficient number of teachers. The outstanding reason for this was the fact that these schools were traditional in organization and administration. Their courses of study were designed and patterned after those of institutions of higher learning in the States. For the most part, the heads of these institutions were men from the eastern States, -- men who knew little or nothing of the social structure, the economic conditions, and the educational background of New Mexico. They had been trained in colleges and universities of the traditional type; and, in setting up standards for the territorial schools, they failed to take into account the lack of educational advantages in the territory. The entrance requirements were so rigid that

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1827. In 1827, the first school of mines was
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One school was established at Amherst, Mass., in
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colleges and universities of the country. They
setting up standards for the technical schools
to take into account the lack of educational
the territory. The country was so rich that

few could meet them. The New Mexico public school system, still in its infancy, was not turning out students who could meet these requirements.

The colleges and normal schools of New Mexico had not passed their experimental stage of development by the end of the territorial period and were floundering about, trying to adjust themselves to meet existing conditions. The greatest contribution that they made toward raising standards and requirements for certification was through their leaders. These men were members of the territorial board of education and were largely responsible for the progressive measures taken by that body.

IV. SUMMARY OF FINDINGS

Prior to 1907, all certificates except professionals were issued by the county superintendents. No records of such certificates had been kept in the territorial office of education. Because of this fact, only fragmentary data can be found relative to the total number of county certificates granted before 1907. Neither are there accurate records for territorial certificates. The stubs found in the office of the state superintendent of public instruction indicate neither the kind nor duration of the early professional certificates. Not until 1909 was anything like a correct amount kept.

The first part of the document is a letter from the Secretary of the State Department to the Secretary of the War Department. The letter is dated August 1, 1918, and is addressed to the Secretary of the War Department, Washington, D. C. The letter is signed by the Secretary of the State Department, Robert Lansing.

The second part of the document is a letter from the Secretary of the War Department to the Secretary of the State Department. The letter is dated August 1, 1918, and is addressed to the Secretary of the State Department, Washington, D. C. The letter is signed by the Secretary of the War Department, D. H. Garrison.

It is interesting to note that a seemingly accurate catalogue of county certificates was maintained beginning in 1907 when the certificating authority was vested in the territorial board. A study of Table I reveals the fact that the number of people being certificated was steadily increasing. More than twice as many certificates were issued in 1911 as in 1907. No data concerning the issuance of professional certificates for the years 1907 and 1908 was available.

Table II, page 60 shows that the percentage of first grade certificates was on the upward trend while that of the third grade was on a corresponding downward trend. Although there were marked variations in the percentages of the second grade certificates, there was a final increase of only 1.2 per cent. The number of professional certificates was so small that no significant trend was established.

Data concerning certification during the last five years of the territorial period point toward the fact that standards were being raised; that educational agencies were contributing in no small degree toward teacher improvement; and that many teachers were conscientiously attempting to improve their own qualifications. Such data point toward a greater degree of progress than that indicated in Table II, which shows that relatively little improvement had been made with respect to grades of certificates issued.

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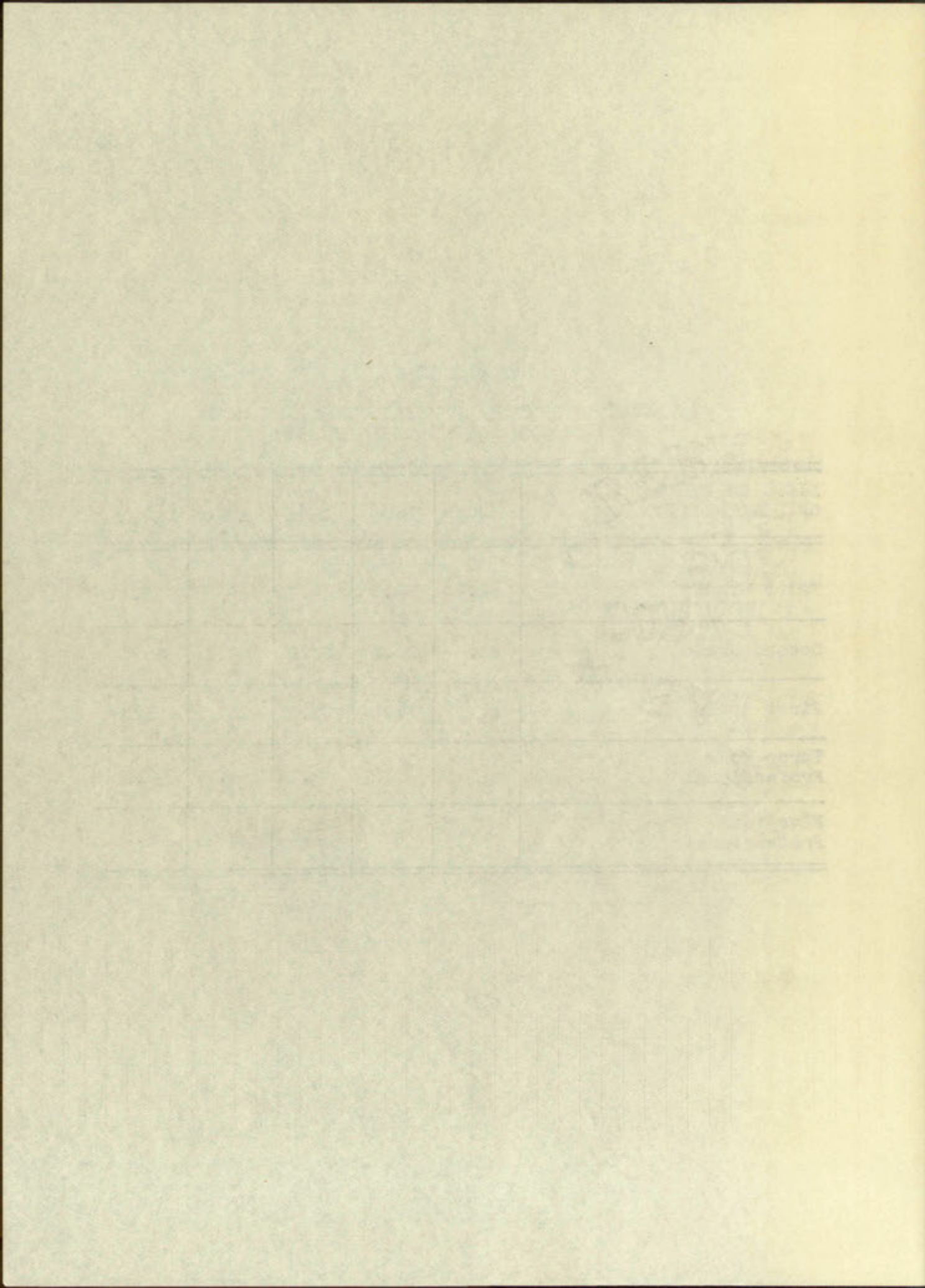
TABLE I
 NUMBER AND TYPES OF CERTIFICATES ISSUED
 DURING THE TERRITORIAL PERIOD

KINDS OR TYPES OF CERTIFICATES	1907	1908	1909	1910	1911	Total
Third Grade	264	573	358	497	530	2222
Second Grade	140	266	325	305	352	1588
First Grade	83	178	212	276	274	1013
Three Year Professional			10	8	4	22
Five Year Professional			10	19	15	44
Total	487	1012	915	1105	1175	4694

						Total
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TABLE II
 PERCENTAGES OF TYPES OF CERTIFICATES ISSUED
 DURING THE TERRITORIAL PERIOD

KINDS OR TYPES OF CERTIFICATES	1907	1908	1909	1910	1911
Third Grade	54.2	56.6	39.1	45	45.1
Second Grade	28.8	26.3	35.5	27.6	30
First Grade	17	17.1	23.2	25	23.3
Three Year Professional			1.1	.7	.3
Five Year Professional			1.1	1.7	1.3



CHAPTER III

DEVELOPMENTS IN CERTIFICATION FROM 1912 TO 1923

When New Mexico became a state there was within it a progressive public school system, an active teachers' association, an efficient reading circle organization, and a well-organized department of education. The state board of education inherited from the territorial board all the powers that had been delegated to that body by the territorial legislature. This heritage included full control in the matter of reciprocity, and broad powers in the regulation and administration of professional certificates. It included limited authority in the issuing of county certificates and in the regulation of teachers' institutes.

In the latter years of the territorial period there had been a definite movement toward improving public education in New Mexico by raising the standards of teacher certification. In order to carry out the principles laid down by the territorial legislators and educators, the state legislature and state board of education immediately launched a program to realize these aims.

I. COUNTY AND ELEMENTARY CERTIFICATES

The first session of the first legislature of the

THE UNIVERSITY OF CHICAGO

DEPARTMENT OF CHEMISTRY

PHYSICAL CHEMISTRY

LABORATORY

CHICAGO, ILLINOIS

1950

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state of New Mexico included in the statutes a measure making necessary for teacher certification the passing of a satisfactory examination to enable the holder properly to teach the nature of alcoholic drinks and narcotics and their effects upon the human system.¹ It was also made mandatory that teachers of first and second grades, to be granted a certificate, must have passed a satisfactory examination in United States history and civics as well as in the history and civics of New Mexico.² The state board of education was empowered to prescribe and adopt a course of study in industrial education including domestic science, manual training, and agriculture. The board was permitted to require all teachers attending county institutes and summer normal schools to pass examination in one or more of the branches of industrial education.³

County certificates. In accordance with the provisions of the first state legislature and the powers inherited from the territory, the following rules and regulations concerning county certificates were adopted by

¹ Antonio Lucero, Laws of the State of New Mexico Passed at the First Regular Session of the Legislature (Albuquerque, New Mexico: Albright and Anderson, Printers, 1912), p. 59.

² Ibid., pp. 68-69.

³ Ibid., p. 84.

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1 Acting Secretary, Dept. of the Interior, Washington, D.C., July 1, 1910, p. 50.
 2 ibid., p. 50.
 3 ibid., p. 51.

the state board of education:

A person may become legally qualified to teach as follows:

- I. By securing a county first, second or third grade certificate in any one of the following ways: —
 - A. By examination before the County Superintendent at the close of the summer institute or at other dates set by the State Board of Education. Institutes are held for a period of two weeks. The County Superintendent forwards all examination papers to the office of the State Superintendent of Instruction for grading.
 - B. By presenting to the State Board of Education satisfactory credits from State Educational Institutions in those branches prescribed by the county certificates.
 - C. By securing endorsement by the State Board of Education of unexpired certificates granted in certain other states. This applies to certificates equivalent, at least, to our county first grade certificate. Certificates of first grade or better from Nebraska, Kansas, Oklahoma, Wyoming, Minnesota, Michigan and Missouri may be recognized. Applicants with certificates from States not in this list must stand examination or submit credits from schools attended.
 - D. By completing specified courses in specified schools.
 - E. By graduating from the full course at St. Michael's College.

.....
 COUNTY CERTIFICATES

Candidates for third grade certificates shall be examined in the following branches: Reading, Penmanship, Orthography, Geography, English Grammar and Composition, Physiology, and Arithmetic. Third grade certificates are recognized for one year in any county in the State, and are granted on lower percentages than are required for second grade certificates.

Candidates for second grade certificates shall be examined in the following branches: Reading, Penmanship, Orthography, English Grammar and Composition, Geography, Arithmetic, Physiology, United States History, and an elementary Course in Teaching and School Management. An applicant, to be entitled to a second grade certificate

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must obtain a general average as high as 75 per cent with no grade in any one branch lower than 50 per cent. Second grade certificates are recognized in any county in the State. Standings of 90 per cent or more in subjects on an unexpired second grade certificate may be accepted in granting a first grade certificate.

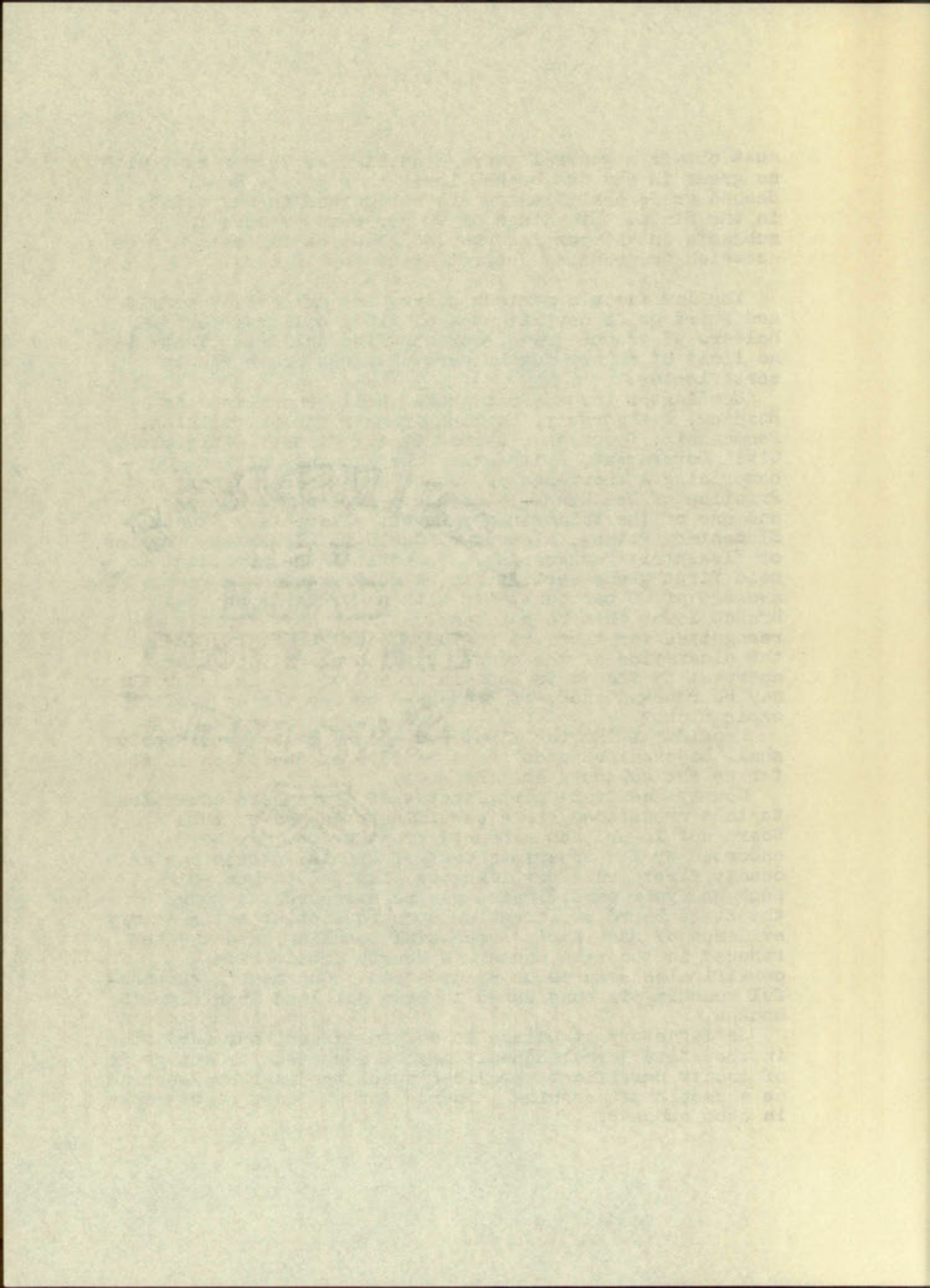
The law fixes a maximum salary for holders of permits and third grade certificates of fifty dollars; for holders of second grade, seventy-five dollars. There is no limit of salary for holders of first grade county certificates.

Candidates for a first grade shall be examined in Reading, Orthography, English Grammar and Composition, Penmanship, Geography, United States History, Physiology, Civil Government, Arithmetic, the Elements of Pedagogy—comprising a knowledge of School Management, Theory and Practice of Teaching—Elementary Applied Psychology, and one of the following branches: Elementary Algebra, Elementary Botany, Elementary Zoology, Elementary Physics, or Elementary Bookkeeping. To entitle the applicant to said first grade certificate he must receive "a general average of 90 per cent, and with no grade in any one branch lower than 75 per cent." These certificates are recognized for three years throughout the State, and at the discretion of the county superintendent and upon approval by the State Superintendent of Public Instruction may be renewed once, if presented before the date of expiration.

Candidates for the first and second grade certificates shall be examined upon the same sets of questions in so far as the subjects are the same.

County and state certificates of a standard equivalent to that prescribed for a certificate issued by this Board not lower than a county first grade, may be endorsed by the Superintendent of Public Instruction as county first grade certificates, limited to one year. Such one year certificates may be extended two years by the State Board of Education upon receipt of satisfactory evidence of one year's successful teaching, and may be renewed in the same manner as county first grade certificates secured on examination. One year's successful teaching is considered to mean not less than five (5) months.

Satisfactory standings in not to exceed four subjects in the State Normal Schools may be accepted for any grade of county certificate provided such standings are secured as a result of pursuing a course for at least eight weeks in each subject.



County first grade certificates when granted on credits from educational institutions shall be granted for one year only except when application is accompanied by satisfactory evidence of one year of successful teaching. When application is accompanied by such evidence, county first grade certificates for three years, renewable, may be granted on credits by the State Board of Education. One year county first grade certificates granted on credits may be extended two years and renewed in the same manner as county first grade certificates granted on examination.

Credits from educational institutions may be honored in building for a professional certificate or for a first grade county certificate, but not for second and third grade certificates.⁴

These regulations, which were similar to those followed during the latter years of the territorial period, serve as a good foundation in the study of the development of teacher certification in the first decade of statehood.

Elementary certificates. After 1912, no further action was taken in the matter of certification until 1915, when the state legislature amended the law of 1907 by substituting the term "elementary certificates" for "county teachers' certificates." All county certificates then in force were declared void at the expiration of the term for which they were issued; however, provision was made for the renewal of first and second grade certificates under such

⁴ Alvin N. White, Rules and Regulations Governing the Certification of Teachers in New Mexico (Santa Fe, New Mexico: State Board of Education, 1912), p. 7.

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regulations as the state board of education might adopt.⁵

After 1907 there had not been a legitimate reason for using the term "county certificates." Since that time no certificates of any grade were issued by county examining boards and no certificates were limited in validity to a single county. For some time educators had objected to the term "county certificates" because it carried with it a false impression, but it was not until 1915 that the change in name was made.

The name "elementary certificate" as used in 1915 must not be confused regarding its field of validity with the modern use of the term. The present-day elementary licenses are legal only in the elementary grades, whereas those of 1915 were valid in all grades of the public schools.

Early in 1915 the state board of education ruled that second grade certificates be granted to eighth grade graduates of the New Mexico State Normal School, the New Mexico Normal University, and the Spanish-American Normal School.⁶

⁵ Stephen B. Davis Jr. and Merritt C. Mechem, 1915. Session Laws of the State of New Mexico (Denver, Colorado: The W. H. Courtright Publishing Company, 1915), p. 121.

⁶ Minutes of the New Mexico State Board of Education, February 5, 1915, p. 263.

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⁵ Stephen B. Davis, 3d, and...
Secretary of the Board of...
The W. H. C...
⁶ Minister of the New Mexico...
February 5, 1915, p. 103.

Apparently this regulation proved unsatisfactory, for it was revoked by the state board in January, 1917.⁷

In 1917 a ruling by the state board of education permitted the granting of first grade certificates on high school credentials. Applicants qualifying under this rule were required to submit credits from an accredited high school or other secondary institution covering fifteen standard units which included United States history and civics, New Mexico history and civics, physiology and hygiene, pedagogy, psychology, and one of the industrial branches. If the credits did not include all the subjects required, satisfactory examination grades were accepted to cover shortages.⁸

This was an important step toward the issuing of certificates on credentials. It marked the beginning of the tendency to break away from the examination as a means of teacher certification. It offered an incentive for high school graduates to attend institutions of higher learning in order to acquire the professional training necessary for certification. The condition of greatest importance growing

⁷ Minutes of the New Mexico State Board of Education, January 13, 1917, p. 96.

⁸ Jonathan H. Wagner, Rules and Regulations of the New Mexico State Board of Education (Santa Fe, New Mexico: State Board of Education, 1917).

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out of these new regulations was not in the rules themselves, but in their psychological effect which created the desire to attend college.

A slight modification was made in 1917 in the ruling concerning the first grade certificate by examination. It provided for the addition of Spanish and an industrial subject to the one-elective group outlined in the state board regulations of 1912. This change was of minor importance when compared with the ruling providing for the same type of certificate by credential. Provision was made for a second renewal, whereas only one renewal had previously been permitted. There was no further change before 1923 except in 1921,⁹ when this certificate was made subject to a third renewal upon evidence of successful teaching experience covering eight years preceding the application for renewal, and attendance at a summer session of at least eight weeks in an approved institution of higher learning during the three years immediately preceding the renewal.

The state board regulations of 1917 added United States civics, New Mexico history and civics, and one industrial subject to the required list for a second grade

⁹ John V. Conway, Rules and Regulations of the New Mexico State Board of Education (Santa Fe, New Mexico: State Board of Education, 1921), p. 6.

out of these new regulations was not in the rules themselves, but in their psychological effect which started the desire to attend college.

A slight collection was made in 1917 in the spring concerning the first grade certificate by examination. It provided for the addition of Spanish and an industrial subject to the one-semester course outlined in the state board regulations of 1912. This change was of minor importance when compared with the change providing for the new type of certificate by examination. Provision was made for a second renewal, whereas only one renewal had previously been permitted. There was no further change before 1922 except in 1921, when this certificate was made subject to a third renewal upon evidence of successful teaching experience covering eight years preceding the application for renewal, and attendance at a summer session of at least eight weeks in an approved institution of higher learning during the three years immediately preceding the renewal.

The state board regulations of 1927 added United States of the New Mexico history and civics, and an industrial subject to the renewal list for a second year.

⁹ John V. Conway, High and Low Schooling in the New Mexico State Board of Education (Albuquerque, N. M., 1921), p. 11.

certificate. United States history was added to the third grade list, and a general average of 60 per cent with no mark below fifty was necessary to obtain such a certificate. This was the first time that minimum requirements had been established. Third grade certificates were not renewable, but down to this time no restrictions had been placed upon the number issued to any person. By rule of the state board, after 1917 not more than two third grade certificates were issued in succession to one person.

The legislative act of 1919 limiting expenditures for the maintenance of rural public schools offered encouragement to teachers to raise their own certificates. According to this act, the maximum salary per month was seventy dollars for third grade teachers, ninety dollars for second grade, and one hundred ten dollars for teachers of first grade or higher.¹⁰

Permits. According to the state board regulations of 1912, a person could become legally qualified to teach by securing from the county superintendent or the state superintendent of public instruction a permit to teach. Permits were issued under the same rules and regulations

¹⁰ Manuel Martinez, Laws of the State of New Mexico 1919 (Albuquerque, New Mexico: Albright and Anderson, 1919), p. 159.

United States history was added to the
grade level, and a general average of 80 percent was
made below fifty was necessary to obtain a certificate.
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due down to this time no restrictions had been placed
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after 1914 not more than two third grade certificates were
issued in succession to the same person.

The legislative act of 1914 further provided for
the maintenance of rural school districts of first
grade to teachers to raise their qualifications. To
this act, the existing salary schedule was revised
dollars for third grade, \$100 for fourth grade, \$120 for
fifth, and one hundred for sixth, seventh, eighth,
ninth or higher.¹⁰

Formulas - according to the state board of
1912, a person could become legally certified in grade
according from the county superintendent on the basis
superintendent of public instruction a certificate
formulas were issued under the same rules and regulations.

¹⁰ Manual No. 10, Laws of the State of Wisconsin,
1910 (Alphabetic), New Edition, Chapter 10, Section 10.01,
1910, p. 129.

that existed during the territorial period.

A statistical report by L. C. Mersfelder, Curry County Superintendent, showed ninety-nine permits in use within the state at the beginning of the school year 1913-14. Table III shows that the number of these permits ranged from twenty-three in one county to none in others. Most of those teachers using permits qualified for regular certificates in the January examinations, so that few permits were in use during the latter part of the year. Educators felt that one of the gratifying features in the educational advancement was the decrease in the number of permits issued.¹¹

Despite the fact that the use of permits was decreasing, evidence of difficulties in their reduction was indicated at a state board meeting in 1919 when Assistant State Superintendent John V. Conway deplored the fact that inexcusable abuses were being made in the issuance of permits by certain county superintendents and suggested that some action be taken preventing the issuance of these permits until the qualification of the teacher had been approved by the state superintendent.¹²

¹¹ Editorial, New Mexico Journal of Education, X (March, 1914), 3.

¹² Minutes of the New Mexico State Board of Education, April 25, 1919, p. 179.

that existed during the territorial period.
A statistical report by I. C. Kewell, County
County Superintendent, showed ninety-nine teachers in the
within the state at the beginning of the school year
1913-14. Table III shows that the number of these teachers
ranged from twenty-five in one county to none in others.
Most of these teachers were native born and had received
certification in the territory examinations, so that the
permits were in no way the better part of the year.
Kewell also tells that one of the greatest factors in the
educational advancement was the decrease in the number of
permits issued. 11

Leading the fact that the use of permits was
decreasing, evidence of difficulties in their use was
indicated at a state board meeting in 1915 when a report
State Superintendent John V. Conway reported that the
inaccessible places were being made in the issuance of permits
by certain county superintendents and suggested that some
action be taken preventing the issuance of these permits
until the certification of the teacher had been approved by
the state superintendent. 12

11 National Geographic Magazine, Vol. 12, No. 1, p. 124.
12 Journal of the New Mexico State Board of Education,
April 28, 1915, p. 124.

TABLE III
 NUMBER OF TEACHING PERMITS AT BEGINNING
 OF SCHOOL YEAR 1913-14

COUNTY	Number of Permits
Curry	0
Eddy	0
Lincoln	0
Mora	0
Santa Fe	0
Taos	0
Colfax	1
Dona Ana	1
McKinley	1
Otero	1
Sandoval	1
San Miguel	1
Grant	2
Roosevelt	3
San Juan	3
Sierra	4
Quay	5
Bernalillo	6
Chaves	6
Guadalupe	6
Valencia	6
Socorro	9
Torrance	9
Rio Arriba	23
Total	99

THE UNIVERSITY OF CHICAGO
LIBRARY

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Such abuses, which had been occurring almost since the enactment of the law, had created a steadily increasing opposition that was to eventually bring about the abolition of permits.

II. PROFESSIONAL CERTIFICATES

The professional certificate was a carry-over from the territorial period. The statute of 1905 which created professional certificates, delegated to the territorial board of education complete authority to regulate and administer all such certificates. This authority was a heritage of the state board, which formulated the following rules and regulations:

A person may become legally qualified to teach as follows:

- II. By securing professional certificates (three year, five year, or life) from the State Board of Education in one of the following ways: —
 - A. By satisfactory examination before the State Board of Education in subjects hereinafter named.
 - B. By securing the endorsement by the State Board of Education of certificates granted in certain states.
 - C. By presenting to the State Board of Education satisfactory credits from approved educational institutions in the United States. The good standing of such institutions, if unknown, shall be certified by the superintendent of public instruction or president of state university of state in which institution is located.

PROFESSIONAL CERTIFICATES

In the administration of the law concerning the

... the enactment of the law, and the fact that the association that was so generally cited in the legislative history of the law...

II. PROFESSIONAL CERTIFICATION

The professional certification act is a comprehensive law that covers the entire field of professional certification. The act is intended to provide a uniform system of certification for all professions. The act also provides for the establishment of a board of certification for each profession. The board is to be composed of representatives of the state board, the profession, and the public.

A person may become certified in a profession...

1. By securing certification from the board of certification in a profession in one of the following ways:
 - A. by examination, or
 - B. by securing the endorsement of the board of certification of a person who is already certified in the same profession, or
 - C. by presenting to the board of certification satisfactory evidence from appropriate institutions in the field of study that the applicant has completed such institutions, if necessary, shall be certified by the board of certification in accordance with the provisions of the act.

PROFESSIONAL CERTIFICATION

It is the intention of the law to provide for the administration of the law...

granting of professional certificates, the State Board of Education makes its own rules. The following are the present rules:

Three grades of professional certificates are granted: one for three years, one for five years, and one for life. All credits offered must be of High School or higher standard.

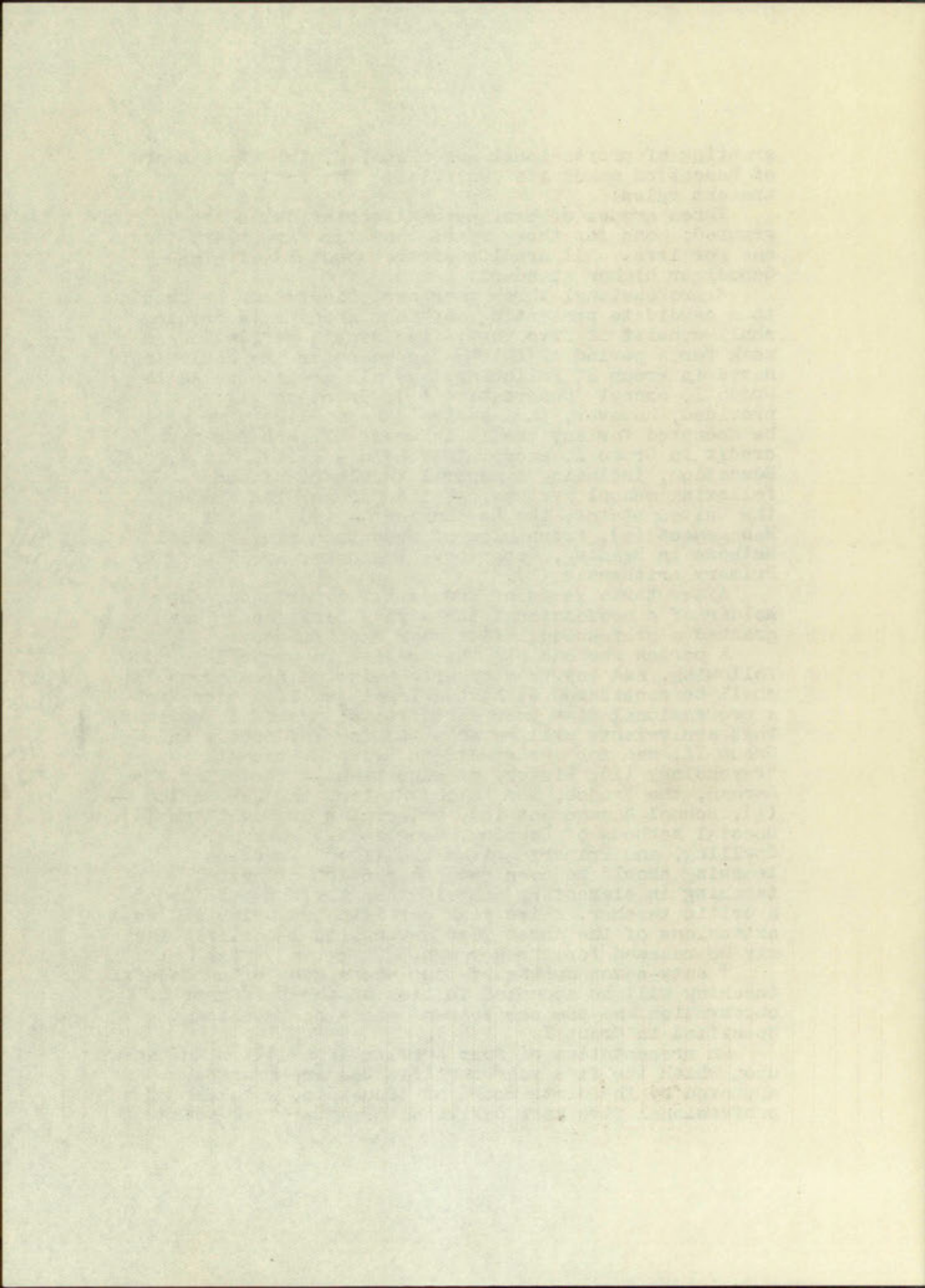
A professional three year certificate may be granted to a candidate presenting any four credits (a credit shall consist of five forty-five minute recitations a week for a period of thirty-six weeks or its equivalent) named in Group II following, and all credits named in Group I, except "Observation ($\frac{1}{2}$), Practice (1);" provided, however, that equivalents of like kind will be accepted for any credit in Group II, and for any credit in Group I, except "Psychology I (1), History of Education, including a general knowledge of the following school systems, — the German, the French, the United States, the New Mexico — ($\frac{1}{2}$), School Management ($\frac{1}{2}$), Principles of Education ($\frac{1}{2}$), Special Methods in Reading, Geography, Language, Spelling, and Primary Arithmetic (1)."

After three years of successful experience, the holder of a professional three year certificate may be granted a professional five year certificate.

A person who has all the credits in Group I following, and any four credits selected from Group II, shall be considered as having legal qualifications for a professional five year certificate; provided, however, that equivalents will be accepted for any credit in Group II, and for any credit in Group I, except "Psychology (1), History of Education — including the German, the French, the United States, the New Mexico — ($\frac{1}{2}$), School Management ($\frac{1}{2}$), Principles of Education ($\frac{1}{2}$), Special Methods of Reading, Geography, Language, Spelling, and Primary Arithmetic (1)." Practice teaching should be construed to consist of actual teaching in elementary school under the supervision of a critic teacher. Five year certificates which are not extensions of the three year professional certificates may be renewed for three years.

Twenty-seven months of four weeks each of successful teaching will be accepted in lieu of the half year of observation and the one year of practice teaching specified in Group I.

On presentation of four credits in addition to those upon which the five year certificates are granted, approved by the State Board of Education, a holder of a professional five year certificate, after five years of



successful teaching experience, may be granted a professional life certificate.

An applicant will not be granted a county certificate or professional certificate, except a life certificate, unless his application is accompanied by a statement of the grades received in the branches prescribed, certified to by the proper authorities.

Group I

Arithmetic review (with a view of teaching) ($\frac{1}{2}$), Geometry, Plane or Plane and Solid (1), Zoology ($\frac{1}{2}$), Algebra (1), English Grammar (Review with a view of teaching) ($\frac{1}{2}$), Composition and Rhetoric (1), History of English Literature and English and American Classics (2), United States History ($\frac{1}{2}$), Civics ($\frac{1}{2}$), General History (1), Physiology and Hygiene ($\frac{1}{2}$), Botany ($\frac{1}{2}$), Physical Geography ($\frac{1}{2}$), Psychology I, History of Education — including a general knowledge of the following school systems, — the German, the French, the United States, the New Mexico — ($\frac{1}{2}$), School Management ($\frac{1}{2}$), Principles of Education ($\frac{1}{2}$), Special Methods in Reading, Geography, Language, Spelling, and Primary Arithmetic (1). Observation ($\frac{1}{2}$) and Practice (1), and one unit made up from the following subjects: Ethics, Sociology, Logic, Economics.

Group II

Latin (2), (3), or (4), Spanish (2), Greek (2), German (2), Trigonometry ($\frac{1}{2}$), Sociology ($\frac{1}{2}$), Ethics ($\frac{1}{2}$), Geology ($\frac{1}{2}$), Astronomy ($\frac{1}{2}$), Commercial Law ($\frac{1}{2}$), English History ($\frac{1}{2}$), Chemistry (1), Bookkeeping ($\frac{1}{2}$), Physics (1), Calculus ($\frac{1}{2}$), Electives.

At each meeting of the state board of education, the superintendent presents credentials of applicants for certificates with statement showing credits allowed, shortage, if any, for certificate asked for and recommendation for granting certificate unconditionally or on removal of shortage.

The Superintendent of Public Instruction is authorized to provide for examinations for professional certificates at such times and places as he may designate and under such rules as he may prescribe, the results of such examinations to be reported to the state board of education for action.

Industrial Science, Vocal Music, Drawing and Painting may be accepted as credits in Group II, but the total credits allowed in such subjects shall not exceed two units.

The sum of credits in the professional studies for

successful teaching experience, may be granted a
professional life certificate.
An applicant will not be granted a county certificate
or professional certificate, except a life certificate,
unless his application is approved by a majority of
the grades received in the previous examination
certified to by the proper authorities.

Group I

Arithmetic review (with a view of teaching) (1)
Geometry Plans or Plans and Plans (1), Geometry (2)
Algebra (1), English Grammar (1), English (1),
Teaching (2), Composition and English (1), History of
English Literature and English and English Literature
(2), United States History (2), Civics (2),
History (1), Physiology and Hygiene (1),
Physical Geography (1), Geography (1),
Education — including a general view of the
following school system — (1) School Management
United States, the New Series — (1) School Management
(2) Principles of Education (2) School Subjects in
Reading, Geography, Language, English, and
Arithmetic (1), Chemistry (1),
one will take up from the following subjects: Botany,
Zoology, Logic, Rhetoric.

Group II

Latin (2), or (1) English (2), French (2)
German (2), Trigonometry (2), Euclidean (2),
(1) Geology (2), Astronomy (1), Chemistry (1),
English History (2), Language (1),
Physics (1), Calculus (2),
At each session of the state board of education, the
examinations presented a certificate of approval for
certificates with a statement showing the grade of
applicant, if any, for certificate held for and
recommendation for granting certificate subsequently
or on removal of charges.
The Superintendent of Public Instruction is
authorized to provide for examinations for certificates
certificates at such times and places as he may determine
and unless such time as he may determine, the results of
such examinations to be reported to the state board of
education for action.
Industrial Science, French, Spanish, Greek, etc.
Fainting may be accepted as excused in Group I, and
the total credits allowed in each subject shall not
exceed two units.
The sum of credits in the professional studies shall

a state professional certificate shall not be less than five (5) units distributed respectively as follows: Psychology 1 unit, History of Education $\frac{1}{2}$ unit, School Management and Supervision $\frac{1}{2}$ unit, Principles of Education $\frac{1}{2}$ unit, Special Methods 1 unit, Observation and Practice $1\frac{1}{2}$ units, Provided, that 27 months of successful teaching shall be accepted in lieu of Observation and Practice $1\frac{1}{2}$ units. No credit shall be counted in Psychology for less than 18 weeks. In other professional subjects no credit shall be accepted for less than 12 weeks. When the total credits in professional subjects do not equal 5 units, the Board of Education reserves the right to designate in what particular subject or subjects the candidate shall make his or her additional credits in order to meet these requirements. Substitutions for any subject must be of like kind, Mathematics for Mathematics, History for History, Science for Science, but there shall be no substitution for Arithmetic Review $\frac{1}{2}$ unit, Grammar $\frac{1}{2}$ unit, English 3 units, Physiology and Hygiene $\frac{1}{2}$ unit, Civics $\frac{1}{2}$ unit, United States History $\frac{1}{2}$ unit.

Credits not to exceed 2 units for work done in New Mexico Normal summer schools shall be accepted for professional certificates with the same value as is given to such credit toward graduation in said institutions; provided said credits shall be earned by an attendance of not less than eight consecutive weeks.¹³

The regulations for professional certificates remained unchanged until 1917, when the three year professional seemed to have been dropped. It was not included in the 1917 state board regulations. Only one such certificate granted in that year, and no mention was made of it thereafter. State examinations covering requirements for professional certificates continued to be arranged at the discretion of the state superintendent until 1921, when the

¹³ Alvin N. White, Rules and Regulations Governing the Certification of Teachers in New Mexico (Santa Fe, New Mexico: State Board of Education, 1912), pp. 8-15.

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In witness whereof, the Secretary of the Board of Health of the State of New York, do hereby certify that the foregoing is a true and correct copy of the original as the same appears in the files of the Board of Health of the State of New York.

Secretary of the Board of Health of the State of New York

state board ruled that no more professional certificates be granted by examination.

After 1918, credits or units were referred to as work done in high school, while term hours and semester hours were applied to work done in college or university.

III. SPECIAL CERTIFICATES

By act of the state legislature of 1915 the state board of education was empowered to issue special certificates to teachers of drawing, music, kindergarten and primary subjects, agriculture, manual training, domestic science, and commercial branches in the public schools of the state under such rules that the state board might adopt. The first action taken by the board in this matter was in August, 1916, when it authorized the issuing of special certificates in music.¹⁴

The state board of regulations of 1917 stipulated that a special high school professional certificate authorizing the holder to teach in the high schools of the state be granted to graduates of the University of New Mexico, the New Mexico State Normal School, and the New Mexico Normal University in courses leading to the bachelor's

¹⁴ Minutes of the New Mexico State Board of Education, August 25, 1916, p. 31.

state board which has no more jurisdiction over
granted by statute.
After this, credits of value were granted to all
sons in high school, while some of the younger boys
were applied to work in college to receive

III. SPECIAL SERVICES

By act of the state legislature of 1914, the
board of education was authorized to provide
certificates in recognition of service of students, teachers,
and primary subjects, and to provide for the
issuance of certificates of honor in the public schools.
The first action taken by the board in this regard was
August 1915, when it authorized the issuance of
certificates in music.

The state board of education of 1917 authorized
that a special high school certificate
authorizing the holder to teach in the high schools of the
state be granted to graduates of the University of New
Mexico, the New Mexico State Normal School, and the New
Mexico Normal University in accordance with the provisions

14 Minutes of the New Mexico State Board of Education,
August 22, 1915, p. 21.

degree, on condition that such courses represented 120 semester hours of college work which included twelve semester hours in professional studies and thirty hours in the major subject. This certificate was issued for three years, or, if the applicant presented one and one-half units of observation and practice, for five years. The three year certificate, upon evidence of successful teaching, was extended two years, and with forty-five months of successful teaching, either certificate could be made permanent.¹⁵ In 1920 this rule was amended to include graduates of any standard institution, completing courses leading to a bachelor's degree, provided that such courses included twenty semester hours of education.

In 1918, to the list of already existing special certificates, the state board added vocational certificates to teachers of agriculture, manual training, and domestic science. In 1920, Spanish and physical training were added.

Although not listed as specials, vocational certificates meeting the requirements of the Smith-Hughes Act were introduced into the state of New Mexico in 1917, when a legislative measure was passed accepting the benefits of the Federal Vocational Acts and empowering the state board

¹⁵ Jonathan H. Wagner, Rules and Regulations of the New Mexico State Board of Education (Santa Fe, New Mexico: State Board of Education, 1917).

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to co-operate with the Federal authorities in administering the act.

IV. TEACHER TRAINING AGENCIES

Institutes. During the early years of statehood the county institute continued to function as a preparatory course for the teachers' examinations which followed. However, as early as 1915 there was some agitation on the part of teachers to make definite changes in the institute programs. Included in the resolutions of the teachers of Otero County at the close of their institute in 1915 was their desire that the ten-day institute be changed to a five-day session to be held during the school year with the teachers' regular salary continued.¹⁶ In 1917 that county held what seemed to have been the first "inspirational institute" in the state. It was a four-day meeting at Cloudercroft and was a splendid success. Immediately other counties went on record as favoring such an institute to take the place of the usual two weeks' affair with its set program and its cramming for examinations.

During 1917 and 1918 the Journal carried numerous articles and editorials in favor of the three- or four-day

¹⁶ Article, New Mexico Journal of Education, XII (September, 1915), 18.

To cooperate with the Federal Government in maintaining

the law

THE FEDERAL BUREAU OF INVESTIGATION

Investigation of the activities of the various

county societies organized in connection with the

country for the purpose of establishing a

network of agents in the various

parts of the country to maintain contact with the

organization. Included in the list of the

Grand County of the State of Utah and

their names and the names of their

five-day sessions to be held at

various regular and irregular

places where they have been

invested in the State of Utah

Grand County and a list of

committees held in various

places of the State and

and its committee for

Grand County and

articles and

is a list of the names of the

inspirational institute. Some of the arguments in favor of it suggested that the teacher desiring preparation for examination for a certificate attend the eight weeks' summer session of an educational institution. In the three or four days of inspirational meeting, a few things that might properly be emphasized could be chosen, and good speakers could be imported to deliver inspirational addresses. Such meetings, coming just at the beginning of the school year, would help teachers acquire a spirit of co-operation and would enable them to start the term with interest and enthusiasm.

By the end of the decade there was throughout the state a definite tendency to dispense with the traditional county institute and allow the larger summer normal schools to supercede the old-fashioned county meetings.

New Mexico Educational Association. During the first few years of statehood attendance and interest in the New Mexico Educational Association increased rapidly. The membership in 1912 was 708 and by 1915 it had reached 1,443. At that time New Mexico had the reputation of having the largest percentage of its teachers enrolled in the state association and attending its meetings of any state in the union. But this excellent record did not long continue. The general financial conditions within the state became

Instructional Institute. One of the purposes is to have
it suggested that the Institute should be organized as a
committee for a definite period of time, say, one year,
to study the problem of instructional materials. It is
or four days of instructional work, a few days that
might properly be expected could be done, and the
committee could be organized to deliver lectures, to hold
work sessions, and to hold meetings. It is suggested
that the committee should be organized for a period of
one year, and would have the same kind of work as
the committee that is now being organized in the
Institute.

At the end of the course, there are two papers to
be given, one on the history of the Institute, and
one on the future of the Institute. It is suggested
that the committee should be organized to study
the history and the future of the Institute, and
to suggest the organization of the Institute.

San Jose Instructional Association
The San Jose Instructional Association was organized
a few years of its history, and has been in the
San Jose Instructional Association for many years.
The membership in 1915 was 100 and by 1925 it had reached 1,200.
At that time the San Jose Instructional Association was
largely composed of its members who had been in the
association and who had the feeling of being a part
of it. But this excellent feeling did not last long,
and the general feeling of the members of the San Jose
Instructional Association was that the San Jose
Instructional Association was not doing enough for
the members of the San Jose Instructional Association.

serious, and there was a plea from the people for a relief from taxation. A general retrograde movement in education followed. School budgets were cut, reductions in salary became imperative, interest in the teachers' association lagged, and publication of the Journal was discontinued because of lack of financial support.

A constitutional amendment placing a ten mill limitation on property tax came before the people for ratification. Educators realized that such an amendment would mean the ruin of the state educational program, — the undoing of all that had been accomplished during the previous thirty years.

John H. Vaughan, of State College, took the lead in attempting to avert such a catastrophe. Realizing that as an individual he could do nothing, he proposed the edition and publication of a school magazine for the specific purpose of promoting the interests of education in the state. So, in 1921, when the Ten-mill Amendment was before the people and the state teachers' organization was in a state of lethargy, the New Mexico School Review came into being as the official organ of the New Mexico Educational Association. Its immediate purpose was two-fold: First, to defeat the Ten-mill Amendment; second, to re-organize the state teachers' association.

In December, 1921, when the Amendment had been

sections, and there was a general feeling of
lack of interest. A general feeling of
dissatisfaction was also expressed. The
committee is now working on the
problem of lack of interest in
the program. It is hoped that
the committee will be able to
bring about a more active
participation on the part of
the members of the organization.
The committee will be working
on the problem of lack of
interest in the program. It
is hoped that the committee
will be able to bring about
a more active participation
on the part of the members
of the organization.

defeated and the educational association was well on its way to recovery, the School Review began focusing its attention on higher standards of certification for teachers, asserting that the greatest immediate educational need of New Mexico was a trained teacher for every school. In 1922, the resolutions adopted by the Association included:

That we commend the state board of education and the state department of education for their efforts toward raising the requirements for certificates to teach, and we recommend that the granting of a first grade certificate be dependent upon at least two years training above high school.¹⁷

Teachers' reading circle. The New Mexico Teachers' Reading Circle, which had become a well-established institution during territorial days, continued to function for a number of years after statehood. Because library facilities were not available to most teachers, the reading circle performed an excellent service. Professional magazines were not commonly read, and without some inducement for professional reading the average teacher did none. During the territorial period reading circle work had been optional, but in 1912 it became mandatory by action of the state board of education.

At first, reading circle credit had been obtained by

¹⁷ "Resolutions of N. M. E. A. Adopted Nov. 29, 1922," New Mexico School Review, II (December, 1922), 7-8.

deleted and the educational committee was left in charge
 to report. The State Board of Education was organized
 on higher standards of efficiency than the former, according
 that the greatest benefit would be derived from the
 and a revised charter for every school. In 1902, the
 resolution adopted by the association provided:

That we recommend that every school be organized on the
 basis of a department of education for each grade and that
 the present system of organization be retained as long as
 we recommend that the grading of a school be
 determined by agreement upon a plan for each school
 above high school.

Teachers' Teaching Circle The first circle was
 formed in 1902, which had a purpose to study
 instruction during a certain year, and to report
 for a number of years after that time. The new circle
 facilities were not available to most of them, the teaching
 circle performed an excellent service. The
 materials were not generally used, but a few were influential
 for professional reading the various teachers of the
 during the territorial period. Reading circles were not
 organized, but in 1910 it became necessary to organize of the
 state board of education.

At first, teaching circles were organized on

IV. Resolutions of the N. E. A. adopted Nov. 21, 1902.
New Mexico School Review, 11 (September, 1902), 7-8.

merely answering questions found in the New Mexico Journal of Education, but in 1914 the state board amended the rule for granting such credits so that thereafter credit was given only when applicants passed reading circle examination at the time of the regular teachers' examinations and under the same conditions, papers being read and scored by the regular board of examiners. A mark of 50 per cent was required for third grade certificates, 60 per cent for second grade certificates, and 75 per cent for first grade certificates.¹⁸

Institutions of higher learning. During the territorial period the institutions of higher learning had not functioned very efficiently as teacher training agencies, due to the fact that they had not been able to adapt themselves to existing conditions. However, by the time of statehood they had begun to adjust themselves to the environment. Too, the public school system had been in operation long enough that standard four-year high schools were increasing in number, their graduates being able to meet college entrance requirements. It was generally recognized by leading educators that the state normal schools were the best means at the disposal of the state for training

¹⁸ "The State Board of Education," New Mexico Journal of Education, XI (September, 1914), 17-18.

merely answering questions found in the New Mexico Journal of Education, but in 1914 the state board amended the rules for granting such credits so that instructor credit was given only when applicants passed reading circle examinations at the time of the regular teachers' examination and under the same conditions, papers being read and scored by the regular board of examiners. A mark of 80 per cent was required for third grade certificates, 60 per cent for second grade certificates, and 75 per cent for first grade certificates.¹²

Locations of higher learning. During the

territorial period the institutions of higher learning had not functioned very efficiently as teacher training agencies, due to the fact that they had not been able to attract themselves to existing conditions. However, by the time of statehood they had begun to adjust themselves to the environment. Too, the public school system had been in operation long enough that standard four-year high schools were located in number, their graduates being able to meet college entrance requirements. It was generally recognized by leading educators that the state normal schools were the best means at the disposal of the state for training

¹² New Mexico Journal of Education, Vol. 19, No. 1, (September, 1914), p. 12-13.

of teachers. There was the beginning of a tendency toward substituting the state normal summer schools for the system of county institutes. Educators heartily favored this change and gradually teachers themselves began to see the worthwhileness of it. As the trend became more and more definite toward certification by credentials, a greater number of teachers attended summer school.

In the summer of 1921, the two normal schools reported a combined attendance of approximately seventeen hundred students, which was slightly more than 50 per cent of all the teachers in the state. An encouraging evidence of the growth of a real professional spirit among teachers was the increasing number of summer school students carrying regular high school and college subjects instead of review work preparatory to teachers' examinations. Articles in the School Review show that the normals were working on the theory that scholarship was the first requisite to successful teaching and that teachers' courses should not be "reviews" of work of the elementary school, but that they should consist of material of college grade studied from the professional point of view. The Normals announced that it was their plan to require work of this character in each of the statutory subjects.

In 1922 the State University operated a summer session especially planned to meet the needs of high school teachers

of teachers. There was the beginning of a tendency to
substantiate the state board's reports to the
of county institutes. The state board's reports
change and gradually teachers began to be
organization of it. In the first years of the
defined their organization by themselves. A group
number of teachers attended every year.

In the summer of 1901, the first annual meeting
reported a continued expansion of enrollment in
hundred students, which was slightly more than in previous
of all the counties in the state. A considerable number
of the growth of a well professional spirit
was the increasing number of county school districts
regular high school and college districts. It was
work necessary to the state's education. It was
School Board also that the state and county
theory that education was the first step in the
teaching and that teachers' studies should not be
of work of the elementary school, but that they should
consist of material of college grade level. The
professional point of view. The board's program was
was their aim to secure work of this character in
the elementary schools.

In 1903 the state board of education was reorganized
essentially planned to meet the needs of the general public.

who were desirous of strengthening their scholarships. There were 202 students in attendance.

By the close of the first decade of statehood, the institutions of higher learning had definitely and firmly established themselves as the promoters and builders of education within the state. Each of these schools was buzzing with activity and was zealous to serve those who were building toward a higher education. In their enthusiasm these institutions began an intensive advertising campaign which proved so effective that by 1922 approximately two-thirds of the teachers of the state were attending summer school.¹⁹ The fact that such a large percentage of teachers attended these institutions was a good indication of their effectiveness in the building of educational standards.

V. SUMMARY OF FINDINGS

Although provision had been made for the issuance of higher grades of certificates, few teachers were qualifying for them when New Mexico became a state in 1912. Of all certificates issued that year, 98.3 per cent were county certificates, 38.7 per cent being those of the third grade.

¹⁹ "Summer Schools," New Mexico School Review, II (September, 1922), 6.

who were desirous of strengthening their educational
 There were 208 students in attendance.
 By the close of the first decade of education, the
 institutions of higher learning had definitely and firmly
 established themselves as the promoters and builders of
 education within the state. Each of these schools was
 bustling with activity and was anxious to derive from the
 were building toward a higher education. In their
 enthusiasm these institutions began an intensive advertising
 campaign which proved so effective that by 1922 approximately
 two-thirds of the teachers of the state were attending
 summer school.¹⁹ The fact that such a large percentage of
 teachers attended these institutions was a good indication
 of their effectiveness in the building of educational
 standards.

V. SUMMARY OF FINDINGS

Although provision had been made for the issuance of
 higher grades of certification, few teachers were qualifying
 for them when New Mexico became a state in 1912. Of all
 certificates issued that year, 88.2 per cent were county
 certificates, 38.7 per cent being those of the first grade.

¹⁹ "Summer Schools," New Mexico School Survey,
 II (September, 1922), p. 8.

Table IV shows that the number of certificates issued in 1912 was about the same as that of 1911. — Beginning in 1917 there was a rapid decline in the number of third grade licenses granted and an even more rapid increase in the number of first grade certificates. Apparently the regulation of 1917 providing for the issuance of the first grade on credentials proved popular with prospective teachers, for in that year the number of first grade certificates reached the one thousand mark as against less than five hundred the previous year. There was no great change in the number of second grade certificates until 1922, when 228 such certificates were issued. The number of professional certificates granted was far short of that of the elementary certificates, for of the 17,158 certificates issued during the entire eleven-year period only 222 were professionals.

New Mexico, following the trend of the times, issued the first special certificates in 1917. Apparently few New Mexico schools were ready for the employment of teachers of the special subjects, for little more than one hundred such certificates were issued during a period of six years. Provision was made in 1917 for the issuance of high school certificates, but according to records in the state department none was issued until 1920. That considerable thought was being given to the raising of high school

Table IV shows that the number of certificates issued in 1919 was about the same as that of 1911 — 1912. In 1919 there was a wide decline in the number of certificates granted and an even wider one in the number of first grade certificates. Accordingly the population of 1919 provided for the issuance of the first grade on certificate proved inferior with progressive teachers, for in that year the number of first grade certificates received the one thousand with a slight less than five hundred the previous year. There was no great change in the number of second grade certificates issued when 1919 was issued. The number of professional certificates issued was the same as that of the elementary certificates, for of the 14,129 certificates issued during the entire eleven-year period only 421 were professional.

For Mexico, following the trend of the times, issued the first special certificate in 1914. The number of special certificates was very low for the remainder of the period of the special subjects, for 1915 there was only one special certificate issued during a period of eleven years.

Provision was made in 1915 for the issuance of first grade certificates, but according to records in the State Department none was issued until 1920. The number of certificates was being given to the holding of the special

TABLE IV
 NUMBER AND TYPES OF CERTIFICATES ISSUED
 FROM 1912 TO 1922 INCLUSIVE

KINDS OR TYPES OF CERTIFICATES	1912	1913	1914	1915	1916	1917	1918	1919	1920	1921	1922	Total
Third Grade	463	528	534	554	536	383	319	290	194	92	78	3971
Second Grade	343	306	303	455	399	447	412	389	488	350	228	4118
First Grade	369	443	472	755	472	1012	904	869	938	1176	1202	8607
Three Year Professional	4	15	5	4	4	1						31
Five Year Professional	17	22	18	22	20	22	22	11	37			191
High School									21	13	43	77
Special						8	11	28	77	4	1	129
Vocational								8	5	12	9	34
Total	1196	1312	1332	1788	1431	1873	1668	1590	1760	1647	1561	17158

DATE	TIME	TYPE	TAMP	TAG	1955	1956	1957	1958	1959	1960	1961	1962	1963
ANNUAL							9	2	15	0	20		
TRUCK					9	17	59	15	4				150
TRUCK								57	77	42			10
TRUCK	10	55	10	20	20	28	11	24					107
TRUCK	9	72	2	5	7	1							17
TRUCK	505	542	615	600	745	707	606	620	710	700	700	700	900
TRUCK	505	542	615	600	745	707	606	620	710	700	700	700	900
TRUCK	505	542	615	600	745	707	606	620	710	700	700	700	900
TRUCK	505	542	615	600	745	707	606	620	710	700	700	700	900
TRUCK	505	542	615	600	745	707	606	620	710	700	700	700	900

WEEK END TO 1955 INCLUDES
HOURS AND LINES ON CHARTERED TRUCKS

PAGE 1A

standards is indicated by the provision for these certificates.

Data show that a relatively small number of vocational certificates were issued; but, considering the fact that only one or two vocational teachers were employed in an entire school system, the research student understands that the number of vocational certificates corresponded very favorably with that of other types issued.

Table V points out the fact that, although the number of certificates issued in 1912 was about the same as in 1911, the percentage of first grade certificates was 7.6 points higher than in 1911 and that the third grade percentage had decreased in about the same proportion. In 1912, third grade certificates comprised 38.7 per cent of all certificates issued, but in 1922 this percentage had decreased to 4.9; the second grade certificate had dropped from 28.7 per cent to 14.6 per cent; and the first grade certificate had increased from 30.9 per cent to 77 per cent.

No attempt was made to ascertain the number of teaching permits granted. Most of these permits were issued by county superintendents and no accurate record was kept in the state department; consequently, reliable data were unobtainable.

The findings in this chapter show that few professional certificates were issued, but that much progress

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TABLE V
 PERCENTAGES OF TYPES OF CERTIFICATES ISSUED
 FROM 1912 TO 1922 INCLUSIVE

KINDS OR TYPES OF CERTIFICATES	1912	1913	1914	1915	1916	1917	1918	1919	1920	1921	1922
Third Grade	38.7	40.2	40.1	51	37.5	20.4	19.1	18.2	11	5.6	4.9
Second Grade	28.7	23.3	22.7	25.4	27.9	23.9	24.7	24.5	27.7	21.3	14.6
First Grade	30.9	33.8	35.4	42.2	32.9	54	54.2	54.3	53.3	71.4	77
Three Year Professional	.5	1	.4	.2	.3	.1					
Five Year Professional	1.4	1.7	1.4	1.2	1.4	1.2	1.3	.7	2.1		
High School									1.2	.4	2.8
Special						.4	.7	1.8	4.4	.2	.1
Vocational								.5	.3	.7	.6

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TABLE V
 PERCENTAGE OF AGENCIES OF CERTIFICATES ISSUED
 FROM 1918 TO 1928 INCLUDING
 AGENCIES OF 1928 WHICH WERE
 REISSUED IN 1929

had been made toward eliminating the lower grades of elementary certificates; that there was a tendency toward the segregation of certificates for elementary and high school teachers, demanding that high school instructors possess higher academic and professional qualifications; and that, in keeping with the general educational movement of the times, New Mexico was issuing special and vocational certificates.

CHAPTER IV

IMPROVEMENT IN TEACHER STANDARDS FROM 1923 TO 1931

This phase of the study of certification begins with the school code of 1923, through which the state legislature made a revision of then existing certification laws. This change was the beginning of an educational movement which is unparalleled in the history of education in New Mexico. It was the beginning of the elimination of the lower types of certificates and the rapid developing of higher standards in education. It characterized a broader program in certification standards, which made possible more clarity in the rules and regulations governing the issuance of teachers' licenses, and it permitted the application of these rules to better meet the needs of the various local conditions of the state. Within this new set-up lay the basic principles for the development of a system of teacher preparation which was to see New Mexico, within the next few years, compare favorably with her sister states.

I. ELEMENTARY CERTIFICATES

Elementary teaching certificates issued by the state board of education, as provided for in the law of 1923, were classified as follows:

- I. Elementary Certificates
 1. (a) First Grade on Credentials

MOVEMENT IN TEACHER STANDARDS FROM 1900 TO 1930

This phase of the study by certification began with the school code of 1900, through which the state first made a revision of then existing certification laws. This change was the beginning of an educational movement which is emphasized in the history of education in New Jersey. It was the beginning of the elimination of the lower types of certification and the great developing of higher standards in education. It characterized a broader program in certification standards, which were possible now chiefly in the rules and regulations governing the issuance of teachers' licenses, and it permitted the application of these rules to better meet the needs of the various local conditions of the state. Within this new setting for basic principles for the development of a system of teacher preparation which was in new form, within the next few years, standards favorably with new state.

II. ELEMENTARY CERTIFICATION

Elementary level of certification issued by the state board of education, as provided for in the law of 1900, was classified as follows:

- I. Elementary certification
- I. (a) First Grade or Grade 1

- (b) First Grade on Examination
- 2. (a) Second Grade on Credentials
- (b) Second Grade on Examination

.....
 Each of said certificates shall be issuable upon credentials or after examination. The minimum requirements for issuance of certificates are as follows:

1. Elementary certificates: 1. (a) First Grade on Credentials: (a) Graduation from a standard approved four year high school covering at least 15 units of work, (b) a minimum of 15 semester hours or 24 term hours work in a standard college, university or normal school, (c) 9 months' teaching experience.

1. (b) First Grade on Examination: Examination in subjects prescribed by the State Board of Education with an average of 90% and no grade in any branch below 75%.

2. (a) Second Grade on Credentials: Graduation from a standard approved four-year high school covering at least 15 units of work.

3. (b) Examination in subjects prescribed by the State Board of Education with an average of at least 75% with no grade in any subject below 60%.¹

The third grade certificate was legally abolished by implication rather than by amendment or direct repeal, for the code of 1923 made no provision for the issuance of such certificates. The law of 1905 authorizing the superintendent of public instruction and the county superintendents to issue temporary teaching permits was abolished in 1923 by direct repeal.² This law had been under fire for several years, due principally to the many abuses of it, but educators had been unable to secure a repeal of the measure before 1923.

¹ Soledad C. Chacon, 1923. Laws of the State of New Mexico (Albuquerque, New Mexico: Valliant Printing Company, 1923), pp. 316-17.

² Ibid., pp. 327-28

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Name: _____
Title: _____
Date: _____

First and second grade certificates issued prior to 1923 remained in force during their prescribed terms but were not renewable.

Certificates on examination. In accordance with the provisions of the new code, the state board of education continued to determine the subjects required for certificates on examination. Second grade subjects remained the same, except that New Mexico School Law was added. This certificate was valid for two years and was renewable once only, and then upon condition that the holder was engaged in active school work and, during the life of his certificate, had raised all grades on that certificate to at least 75 per cent, or had made a passing grade of 75 per cent in two of the four additional first grade subjects not named in the second grade list.

First grade certificates on examination had current history and New Mexico school law added to the list of the required subjects. This license was valid for three years and was renewable for three year periods upon evidence that the holder was actively engaged in school work and during the life of his certificate had attended at least one eight weeks' session in an accredited institution, securing not less than six semester hours of credit. High school units were accepted for the renewal of this certificate.

First and second grade books were used in 1933
1933 printed in three large blocks. The books were
not reviewed.

Curriculum Development

Provisions of the law were not fully implemented
continued to determine the extent of the law's effect
on education. The department's report for 1933
except that the law's effect was not as great as
was anticipated for the year and was limited to the
then upon completion of the law's effect was not as
school year 1933-34, during the first semester, the
raised all grades on the level of the law's effect
book, or had with a certain number of books in the
of the law's effect was not as great as was
the second grade list.

Third grade curriculum was revised in 1933
history and how history should be studied was
revised subjects. This change was made in 1933
and was reviewed in 1933. The law's effect was not
that the subject was revised in 1933. The law's effect
during the life of his curriculum and history was
one eight month session in the department's report
securing the law's effect was not as great as was
school and was reviewed in 1933. The law's effect

Certificates on credentials. Evidence that certification standards were being raised is seen in the fact that, for the first time in the history of education in New Mexico, second grade certificates were granted on high school credentials. Such certificates were granted to graduates of four year high schools covering fifteen units of work which included at least one-third unit in New Mexico history and civics, and one-half unit in each of the following: United States history, United States civics, physiology, and one of the industrial subjects. An examination mark of 75 per cent was accepted in lieu of credit in New Mexico history and civics, but in no other subjects. The certificate was valid for two years and subject to one renewal upon the same conditions as those required for the renewal of the first grade on examination.

It is interesting to note that this second grade certificate was granted on almost the identical qualifications as those of the first grade on credential issued previous to 1923. To avoid confusion as to the status of certificates issued under the new ruling as compared with those granted prior to 1923, many of which were still in force, the state department sent out a letter which contained the following explanatory paragraphs:

A second grade certificate on credentials issued this year, is exactly the same grade of certificate as the first grade certificate issued under the old ruling and

Qualifications on candidates

Qualification standards were being set up for the first time for the first time in the history of education in the United States. These standards were being set up for the first time in the history of education in the United States. These standards were being set up for the first time in the history of education in the United States. These standards were being set up for the first time in the history of education in the United States.

It is interesting to note that this is the first time in the history of education in the United States that the standards for the first grade in the history of education in the United States. These standards were being set up for the first time in the history of education in the United States.

A second grade certificate is awarded to students who have completed the first grade in the history of education in the United States. These standards were being set up for the first time in the history of education in the United States.

should receive the same consideration.

A second grade certificate on examination, issued this year, covers the same number of subjects as the first grade certificate issued under the old ruling, although the minimum and average required are not as high.

A first grade certificate issued under the new ruling is a higher grade of certificate than a first grade issued previous to 1923, but it is not expected that all teachers who have heretofore held first grade certificates will be able to meet the new requirements the first year after the law went into effect.³

The first grade certificate granted on credentials was issued upon the same qualification as the second grade on credentials, with the addition of sixteen semester hours of college credit, one-half of which was in the field of education, and nine months of successful teaching experience. It was valid for three years and subject to renewals of three years each, provided the applicant met the same additional conditions as were required for the first grade on examination.

In 1929, the state board of education ruled that ten semester hours of practice teaching in a training school would be accepted, for the purpose of certification, as the equivalent of nine months of successful teaching experience, provided that these ten semester hours were in addition to the regular educational requirements for the first grade.

City certificates. Another pronounced change in the

³ "New Certificates and Old," New Mexico School Review, III (September, 1923), 13.

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certification requirements of 1923 was that which required that all certificates be obtained through the state department of education.⁴ Previous to that time boards of education in incorporated towns had been allowed to issue certificates, under such regulations as they might prescribe, to teachers in their own school systems. The change in law necessitated the issuing of emergency certificates to many city teachers to allow them time to assemble their credits, to earn additional ones necessary for the securing of regular certificates, or to secure certificates by examination.⁵

Emergency certificates. Emergency certificates were valid in the elementary grades only. The regulations stipulated that they be issued at the discretion of the state superintendent of public instruction in cases of strict emergency when legally qualified teachers could not be obtained, and only upon the request of the county board of education. They were valid for one year, and only one such license was issued to any person.⁶ This certificate had

⁴ Chacon, op. cit., p. 291.

⁵ Eleanor King, "A Decade of Advancement in Teacher Qualifications in New Mexico," New Mexico School Review, XI (April, 1932), 20.

⁶ Atanasio Montoya, Rules and Regulations Governing the Certification of Teachers in New Mexico, January, 1923, Revised to March, 1929 (Santa Fe, New Mexico: State Board of Education, 1929), p. 9.

certification requirements of 1933 was that which provided
that all certificates be issued through the state department
of education. It was also provided that the state department
incorporated herein had been authorized to issue certificates
under such regulations as may be prescribed for certificates
in their own school system. The object in law was to
the issuing of emergency certificates to new state schools
to allow them time to establish their schools, to a certain
extent necessary for the safety of the public health,
or to secure certification by examination.

Emergency certificates. The purpose of this act was
to allow in the elementary grades only, the issuance of
certificates that they be issued at the discretion of the state
department of public instruction in case of emergency
whenever when being printed had not been issued in the
past, and only upon the approval of the state department
of education. They were valid for one year, and all such
licenses are issued to any person who is qualified to

¹ Section 20, Act No. 100, 1933.
² Section 21, Act No. 100, 1933.
Certification in New Jersey, 1933, p. 10.
11 (April, 1933), 20.
³ Section 22, Act No. 100, 1933.
The Certification of Teachers in New Jersey, 1933, p. 11.
Revised to 1933, this (April, 1933), 20.
of Education, 1933, 20.

distinct advantages over the permit in that there was only one certificating authority, the license was issued for a period of one year instead of for an indefinite period, and it was granted only when legally qualified teachers could not be obtained.

II. PROFESSIONAL CERTIFICATES

The following minimum requirements for professional certificates were embodied in the law of 1923:

1. (a) Five Year Professional: Graduation from a standard approved high school comprising 15 units of secondary work, and credentials from a standard college, university or Normal School comprising at least 60 semester hours or 90 term hours.

1. (b) Life Elementary: Graduation from a standard approved high school comprising at least 15 units of work and at least 90 semester hours or 135 term hours work in an accredited college, university or normal school and 45 months of successful teaching experience, 9 months of which must have been in New Mexico.

2. For High School Teachers:

(a) Five Year High School Certificate. On credentials, graduation from a standard approved four-year high school covering at least 15 units of work, or college entrance examination covering same, and graduation from a standard college, university or normal school with an A. B. or a B. S. degree or their equivalents.

(b) Life High School Certificate. On credentials, the same as 2. (a) plus evidence of forty-five months of successful high school teaching experience of which 9 months must have been in New Mexico.⁷

Using the certification provisions of the code of 1923 as a basis, the state board of education immediately

⁷ Chacon, op. cit., pp. 317-18.

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1. THE

The following
... ..

1. (a)
2. (b)
3. (c)
4. (d)
5. (e)
6. (f)
7. (g)
8. (h)
9. (i)
10. (j)

... ..

set up its rules and regulations governing the issuing of teachers' certificates. Credit in New Mexico history and civics was made a requisite for all certificates. Provision was made for the issuance of kindergarten and junior high school certificates.

The kindergarten certificate was granted to an applicant who was a graduate of a reputable kindergarten institution or to one passing the state examination in kindergarten work. It was valid for three years, and the certificate on credentials could be renewed indefinitely, provided the holder was engaged in active school work. The certificate secured on examination was renewable upon the same conditions as the first grade on examination.⁸

The junior high school license was granted on the same credentials as the five year professional, with the additional requirement of eighteen months of successful teaching experience, nine months of which had been in New Mexico. It was valid for five years in high schools offering one, two, or three years of high school work and was subject to one renewal.⁹

While the legislative act of 1923 set the minimum amount of college credit required for the professional certificates, the state board of education went even further

⁸ Montoya, op. cit., p. 5.

⁹ Ibid., p. 6.

not on the rules and regulations governing the conduct of
business, certificate. Credit in New York State is
divided into two categories for all certificates. The first
was made for the issuance of certificates for all
school certificates.

The intermediate certificate was made for
applicants who had a grade of a certificate in
intermediate or in one passing the same standard as
intermediate work. It was valid for three years, and the
certificate on certificate could be renewed without
providing the holder was engaged in active work. The
certificate needed an examination was necessary for the
same conditions as the first grade or certificate.

The junior high school certificate was made for
same conditions as the first grade certificate, with the
district requirement of fifteen years of school work
ing experience, with a minimum of eight years of school
if the holder for five years in high schools otherwise
two, or three years of high school work and was subject to
one renewal.

With the legislation of 1911 and the
amount of salary credit required for the
certificate, the state board of education was

and prescribed the minimum amount of professional training that would be accepted. According to the regulations of 1923, sixteen of the required sixty semester hours necessary for a five year professional certificate were in the field of education. For the five year high school license twelve semester hours of education were required, and in 1927 this requirement was raised to fifteen semester hours.

The five year professional certificate was subject to one renewal, the conditions of which were not stated in the regulations of 1923; but in 1927 this renewal was made subject to the holder's being engaged in active school work and having secured at least eight semester hours of college credit by attending a summer school session. The five year high school license was valid in any high school in the state and could be extended under such conditions as the state board of education should prescribe.

Temporary certificates. Temporary certificates were issued to applicants who had met all the requirements for the certificates applied for except credit in New Mexico history and civics or some other minor requirement and who had not had opportunity to obtain such credit. The issuance of these certificates made possible the employment of excellent teachers who otherwise could not have been certified.

A temporary junior high school certificate was issued

The first part of the report deals with the general situation of the country and the progress of the war. It mentions that the country is in a state of emergency and that the government has taken certain measures to deal with the situation. The report also mentions that the government has received certain information from the front and that it is being used to guide its policy.

The second part of the report deals with the military situation. It mentions that the army is in a state of readiness and that it is being used to deal with the situation. The report also mentions that the government has received certain information from the front and that it is being used to guide its policy.

The third part of the report deals with the economic situation. It mentions that the country is in a state of emergency and that the government has taken certain measures to deal with the situation. The report also mentions that the government has received certain information from the front and that it is being used to guide its policy.

The fourth part of the report deals with the political situation. It mentions that the country is in a state of emergency and that the government has taken certain measures to deal with the situation. The report also mentions that the government has received certain information from the front and that it is being used to guide its policy.

on the same credentials as the regular junior high school certificate except that eight semester hours in education were accepted instead of the usual sixteen and only nine months teaching experience was required. This certificate was not issued except in cases where the holder of a regular junior high school certificate could not be obtained.

All temporary certificates were valid for one year and only one was issued to any person.¹⁰

III. SPECIAL AND VOCATIONAL CERTIFICATES

Special certificates. The granting of special certificates had first been authorized in 1915, but prior to 1923 only 129 special certificates had been issued in the state. There had been scant regulations governing their issuance. No specific standards for most of them had been set up prior to 1927. In that year the state board of education ruled that special certificates of any type be issued only to applicants who were high school graduates and had, in addition, thirty semester hours of college credit, twenty hours of which had been in the special field of subjects for which the certificates were issued. The licenses were valid for three years in any grade of any school within the state, but only in the subjects designated.

¹⁰ Ibid., pp. 8-9.

on the same standards as the regular high school
certificates except that eight separate units in sciences
were accepted instead of the usual fifteen and that
written teaching experience was required. This certificate
was not issued except in cases where the holder of a regular
junior high school certificate could not be located.
All temporary certificates were valid for one year
and only one was issued to any person.

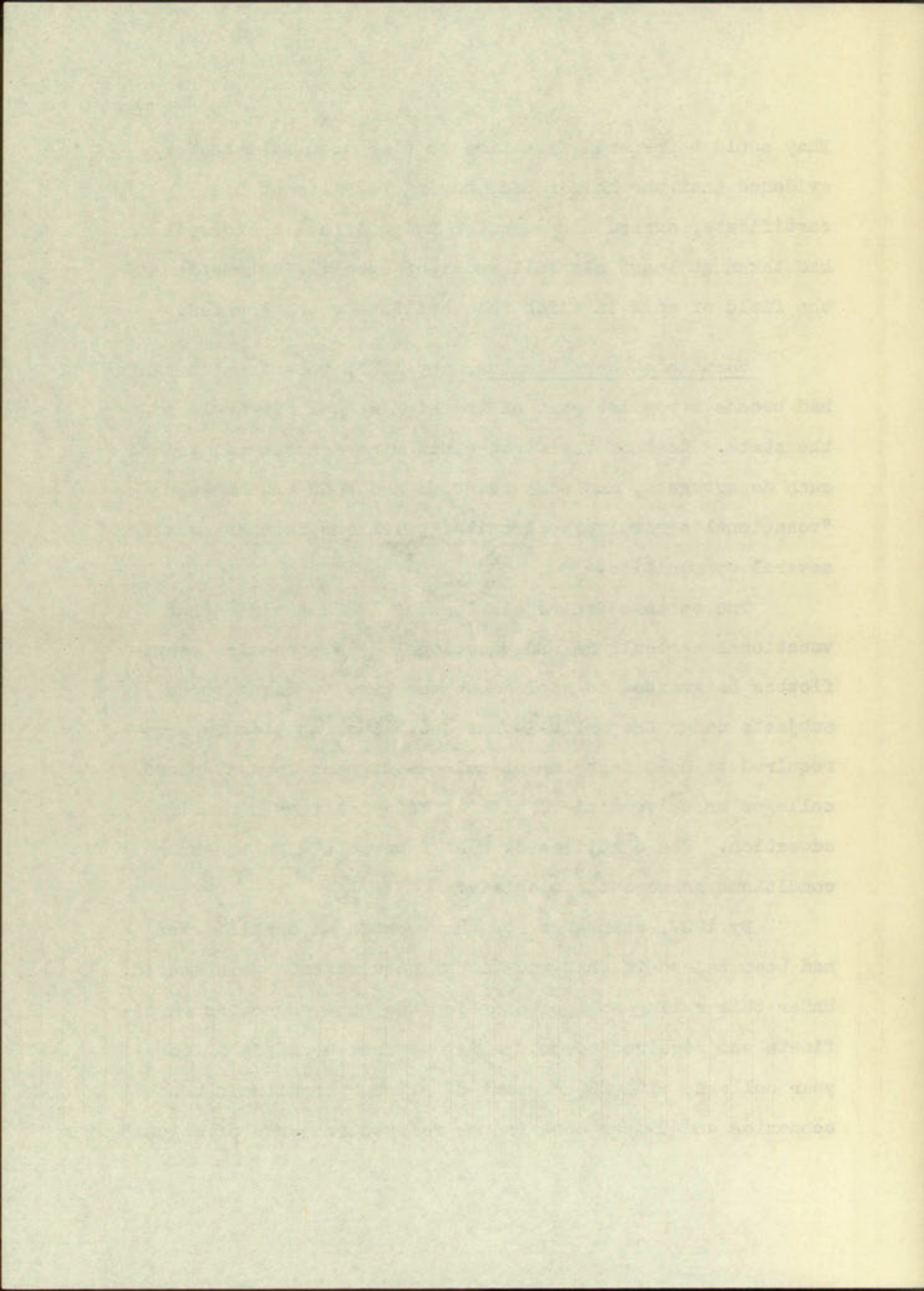
111. SPECIAL CERTIFICATES. The grounds of special
certificates had first been introduced in 1915, but
to 1923 only 129 special certificates had been issued in
the state. There had been some legislation governing
issuance. No specific standards for most of these
set up prior to 1927. In that year the State Board of
Education ruled that special certificates of any type be
issued only to applicants who were high school graduates
and had, in addition, thirty semester hours of college
credits, twenty hours of which had been in the sciences.
The subjects for which the certificates were issued, the
license was valid for three years in any grade of
school within the state, but only in the subjects specified.

They could be renewed from time to time upon satisfactory evidence that the holder had, during the life of his certificate, earned six semester hours of college credit or had taken at least six full weeks of special instruction in the field of work in which the certificate was granted.

Vocational certificates. By 1923, vocational training had become a popular part of the high school curricula of the state. Most of the first class high schools maintained such departments, and some counties had what was known as "vocational agriculture circuits," with one teacher serving several communities.

The state board regulations of 1923 provided that vocational agriculture and vocational home economics certificates be granted to applicants who were to teach these subjects under the Smith-Hughes Act. Such applicants were required to hold Bachelor of Science degrees from standard colleges or universities, with at least fifteen hours in education. The certificates were renewable upon the same conditions as were the specials.

By 1927, standards for the vocational certificates had been raised in that vocational requirements were stated. Under this ruling an applicant for the home economics certificate was required to hold a degree from a standard four year college, with 25 per cent of all her credits in home economics and 20 per cent in the related subjects of science



and art. Other requisites were the fifteen semester hours in education and at least two years of practical experience in home making. Vocational certificates were granted to graduates of a four year standard college course in agriculture who had fifteen or more semester hours in educational subjects, including "Methods of Teaching Vocational Agriculture." Three or more years of actual farm experience after the age of twelve years was also required.¹¹

IV. TEACHER TRAINING AGENCIES

Institutes. Before the end of the first decade of statehood many New Mexico counties had discontinued the two and four weeks' institutes in favor of the three to five day inspirational meetings. So strong was the sentiment against the county institute as provided for by law that the legislature of 1925, in revising and codifying the school laws, repealed the original act and gave to the state board of education the authority to regulate teachers' institutes by prescribing times, manner of conducting, courses of study to be used, and the fees. From that time forward the institute played an insignificant part as a teacher training agency. Summer sessions of the state institutions of higher

¹¹ Lois Randolph, Rules and Regulations Governing the Certification of Teachers in New Mexico (Department of Education Leaflet, Santa Fe, New Mexico: State Board of Education, 1927).

and age. Other regulations were the fifteen years of
in education and at least two years of practical experience
in some calling. Vocational certificates were granted to
holders of a four-year standard college course in certain
callings who had fifteen or more consecutive hours in education
subjects, including "Methods of Teaching Vocational Subjects"
callings. Three or more years of actual law experience
after the age of twelve years was also required.

IV. TEACHER TRAINING REGULATIONS

Initiation. Before the end of the first decade of
the twentieth century law license candidates had demonstrated the
and four years' initiation in favor of the law. The
initiation process. So strong was the sentiment against
the county initiative as provided for by law that the
law of 1905, in revising and codifying the law,
repealed the original act and gave to the state board of
education the authority to regulate teacher education
by prescribing times, manner of conducting, amount of study
to be read, and the fees. From that time forward the
state played an insignificant part as a teacher training
agency. Many sections of the state constitutions of other

11 John Randolph, "Law and Real Estate Education in
North Carolina of 1905," in "The Law and Education of
North Carolina," North Carolina State Bar Association,
1907.

learning soon almost entirely replaced the two to four weeks' county meetings, and gradually the county teachers' associations absorbed the functions of the inspirational institutes.

Reading circle. Prior to 1923, reading circle credits had been a part of the requirements for the granting and renewal of all elementary certificates. The state board regulations of 1923 made no provision for such credits. The New Mexico State Reading Circle had served its purpose, and it no longer existed.

New Mexico Educational Association. Near the close of the first decade of statehood the New Mexico Educational Association, which had almost ceased to function, was re-organized, and by 1923 it had grown into an active and enthusiastic body. The newly revived organization continued to function, as a unified group, in its capacity of promoting general educational improvement and of encouraging the raising of certification standards. Its greatest contribution during this particular period was the service it rendered in keeping teachers informed as to educational development and trends in the state and nation.

State institutions of higher learning. The state institutions continued to function as the leading teacher training agency within the state. Realizing that in New

learning from almost entirely unproven theories. The
country's progress, and especially its economic development,
depends on the progress of the national education.
Education in India - After the independence

had been made of the independence for the country and
removal of all discriminatory practices. The new
regulations of 1952 came in provision for the
for India State Education Commission and during the period, the
it no longer existed.

Key features of national educational - The main
of the first decade of independence was the
independence, which had aimed to be a
organized, and the state to have a
educational policy. The main aim was to
to function as a national system, in the
the general educational development and of the
training of educational workers. The
during this period, which was the
keeping constant interest in the
change in the state and nation.

State regulations of higher education - The
independence continued to function as the
existing agency within the state.

Mexico the standard of training for elementary teachers was low when compared with that of many other states, the state teachers' colleges discouraged review courses for certification by examination and were influencing their students to enroll for regular credit courses. State Teachers' College at Silver City reported that in its summer session of 1924 a total of 80 per cent of its students were doing straight college work, as compared with less than 65 per cent during the summer of 1923.

More and more was there a growing sentiment that improved certification standards depended upon vesting in the state board complete authority for the issuing of teachers' certificates.

The New Mexico Normal University assumed the responsibility of shaping sentiment and taking the leadership in a movement to improve the certification requirements for the teachers of the state. Accordingly in June 1929 a Teacher Training Conference was called to meet at the Adele Ilfeld Auditorium for a two-day session. . . . The co-operation of President J. F. Zimmerman and Dr. S. P. Nanninga of the University were freely given. . . . The meeting was a distinct success in its educational results, in the inspiration it gave to the desire for improvement, and in the steps¹² formulated for raising teachers' qualifications.

As a result of this conference a commission was

¹² H. W. Marshall, "A Resume of Movements to Improve Teacher Standards in New Mexico," Teacher Training in New Mexico (New Mexico Normal University Bulletin, No. 108. Las Vegas, New Mexico: New Mexico Normal University, 1933), pp. 7-9.

Mexico the standard of training for elementary teachers was
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 improved certification standards depended upon better in-
 struction in the state normal schools for the training of
 elementary teachers.

The New Mexico Normal University passed the
 responsibility of raising certification and making the
 standards in agreement to improve the certification
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¹ H. W. Johnson, "A Report of Proceedings of Improv-
 ing Teachers' Standards in New Mexico," Teacher Training in New
 Mexico (New Mexico Normal University Bulletin, No. 102,
 San Juan, New Mexico: New Mexico Normal University, 1925),
 pp. 7-8.

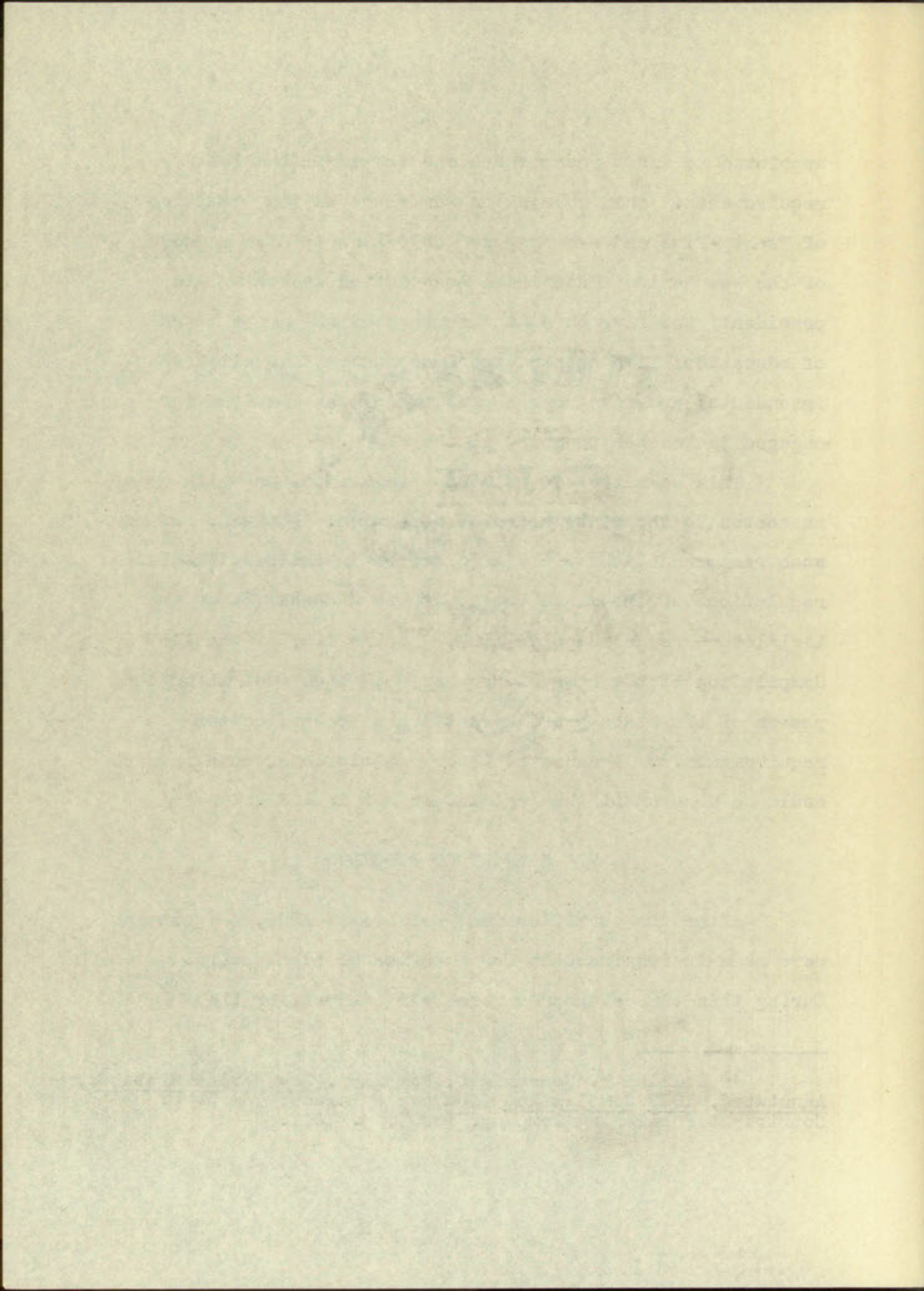
appointed to draft recommendations for certification requirements. This commission was known as The Committee of Twenty-Five and was composed as follows: Five members of the New Mexico Educational Association including its president; the five appointed members of the state board of education; five county superintendents; five city superintendents; and five representatives of the institutions engaged in teacher training in the state.

This committee formulated recommendations which were presented to the state board of education. However, before such recommendations could be embodied in the certification regulations of the state board, it was necessary that the legislature repeal Section 1107, Chapter 120, of the 1929 Compilation of the Laws of New Mexico, which restricted the powers of the state board by setting up certification requirements.¹³ Because of these restrictions, nothing more could be done until the legislature met in 1931.

V. SUMMARY OF FINDINGS

After the certification revision of 1925, few changes were made in requirements for a period of eight years. During this time standards were being raised for the

¹³ William H. Courtright, compiler, New Mexico Statutes, Annotated, 1929 Compilation (Denver, Colorado: The W. H. Courtright Publishing Company, 1929), p. 1501.



accrediting of high schools, and more attention was being focused on the qualifications of high school teachers. In 1923 the state department ruled that high schools applying for four years of accrediting should employ only teachers with degrees, and that those applying for one, two, or three years of accrediting should employ teachers holding regular high school or junior high school certificates.¹⁴ This was a valuable contribution to the raising of standards in certification because those municipal and county boards of education who were desirous of having their schools placed on the accredited list did not employ high school teachers without degrees. There was at the same time a tendency for these same boards of education to employ grade school teachers holding professional rather than elementary certificates.

Table VI shows that during the period of eight years, 14,750 certificates were issued; that the first grade led all others with approximately forty-eight hundred; and that the vocational certificates trailed with only fifty-two. Of the professional certificates, the five year high school led with slightly more than twenty-five hundred.

Table VII, page 107 shows the elementary certificates

¹⁴ "New Certificates and Old," New Mexico School Review, III (September, 1923), 13-14.

knowledge of high schools, and more attention was being
 focused on the qualifications of high school teachers. In
 1922 the State Department tested high schools applying
 for four years of accreditation should employ only teachers
 with degrees, and that those applying for one, two, or three
 years of accreditation should employ teachers holding regular
 high school or junior high school certificates. This was

a valuable contribution to the raising of standards in
 certification because those principals and county boards of
 education who were lax about certifying their schools placed
 on the certified list the not-eligible high school teachers
 without degrees. There was at the same time a tendency for
 those who made of education to employ grade school
 teachers holding professional degrees from secondary certifi-
 cation.

Table VI shows that during the period of eight years,
 14,700 certificates were issued that the first grade had
 all others with approximately forty-eight hundred and that
 the vocational certificates issued were only fifty-two.
 Of the professional certificates, the five year high school
 and also six-year and seven-year certificates.

Table VII, page 107, shows the elementary certificates
 issued during the period of eight years.

1. The State Department, Bureau of Education, Washington, D.C., 1922.

TABLE VI
 NUMBER AND TYPES OF CERTIFICATES ISSUED
 FROM 1923 TO 1930 INCLUSIVE

KINDS OR TYPES OF CERTIFICATES	1923	1924	1925	1926	1927	1928	1929	1930	Total
Second Grade	414	562	752	482	732	497	465	438	4352
First Grade	534	548	706	450	798	710	590	467	4603
Five Year Professional	72	128	217	257	322	363	335	416	2110
Life Elementary	12	12	15	21	34	48	41	47	230
Five Year High School	62	144	313	307	397	440	415	473	2551
Life High School	6	16	23	22	32	48	41	43	233
Kindergarten	6	10	6	2	11	13	9	9	61
Special	25	51	66	34	61	44	60	37	378
Vocational	7	15	9	3	1	4	6	7	52
Total	1140	1486	2107	1578	2598	2157	1962	1932	14750

Year	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Total
1901
1902
1903
1904
1905
1906
1907
1908
1909
1910
1911
1912
1913
1914
1915
1916
1917
1918
1919
1920
1921
1922
1923
1924
1925
1926
1927
1928
1929
1930

TOTAL

1930

TABLE VII
 PERCENTAGE OF TYPES OF CERTIFICATES ISSUED
 FROM 1923 TO 1930 INCLUSIVE

KINDS OR TYPES OF CERTIFICATES	1923	1924	1925	1926	1927	1928	1929	1930
Second Grade	36.3	37.8	35.7	30.5	30.7	22.6	23.6	22.6
First Grade	46.9	36.9	33.5	28.5	33.4	52.9	30.1	24.1
Five Year Professional	3.3	8.6	10.3	16.3	15.5	16.9	17.1	21.5
Life Elementary	1.1	.8	.7	1.3	1.4	2.2	2.1	2.4
Five Year High School	5.4	9.7	14.9	19.5	16.6	20.4	21.2	24.8
Life High School	.7	1.1	1.1	1.4	1.3	2.2	2.1	2.2
Kindergarten	.5	.7	.3	.1	.5	.6	.4	.2
Special	2.2	3.4	3.1	2.2	2.5	2.	3.1	1.9
Vocational	.6	1	.4	.2	.1	.2	.3	.3

on a gradual decline, but even as late as 1930 they had a combined percentage of 46 per cent. In 1923 the elementary, together with the five year professional and the five year high school certificates, constituted 94.9 per cent of all certificates issued. These same four types comprised 93 per cent in 1930. The number of life certificates issued in 1923 made up 1.8 per cent of the total, while in 1930 this same group constituted 4.6 per cent. The number of high school certificates grew from 6.1 per cent to 27 per cent, and the professionals for the elementary grades increased from 7.4 per cent to 23.9 per cent. These increased percentages show a tendency on the part of school boards to require higher standards for teachers in the elementary grades as well as in the high schools.

Legislative restrictions for establishing kindergarten departments were so rigid that few schools in the state could maintain them; consequently, a small number of kindergarten certificates was issued.¹⁵ Legislative restrictions were responsible in part for the few special certificates granted.¹⁶ However, many schools that could qualify for special teachers did not employ them but required the regular teachers to absorb the special work.

¹⁵ Courtright, op. cit., p. 1508.

¹⁶ Ibid., p. 1501.

on a gradual decline, but even so high as 1900 and a
combined percentage of 45 per cent. In 1900 the elementary
together with the five year professional and the five year
high school certificate, constituted 45 per cent of all
certificates issued. These since 1900 have declined to
only 15 per cent. The number of high school certificates issued in 1900
made up 1.9 per cent of the total, while in 1905 the total
group constituted 4.6 per cent. The number of high school
certificates grew from 4.5 per cent of the total in 1900 to
professionals for the elementary grades increased from 1.5
per cent to 13.9 per cent. This increased percentage is a
testimony on the part of school boards to the high standards
standards for teachers in the elementary grades and to
in the high schools.

Legislative restrictions on certifying teachers
departments were so high that few schools in the state could
maintain them consistently. A small number of districts
certificates was issued.¹⁵ Legislative action to
responsibility in part for the low school certificates
granted.¹⁶ However, many schools had their own
special teachers did not enjoy that high standard
teachers to attend the special work.

¹⁵ Compendium, pp. 241, 242, 1900.
¹⁶ Id., p. 190.

There was some variation in the percentages of vocational certificates; but, in general, these percentages ranked about the same as they had since vocational certificates were introduced, which indicates that there was no increasing demand for vocational teachers.

Tables VI and VII do not show the number of emergency and temporary certificates because comparatively few such licenses were issued, and they were distributed among all types of certificates; hence they did not materially affect the general trends. Neither was an attempt made to distinguish between elementary certificates issued on examination and those granted on credentials.

There was some variation in the percentages of vocational certification, but, in general, these percentages varied about the same as they had since vocational certification was introduced, which indicates that there was an increasing demand for vocational training.

Table VI will show the number of students

and category certification became comparatively low each time was issued, and they were distributed among all types of certification since they did not definitely affect the general trend. There was an attempt made to distinguish between elementary certification issued on a basis and those granted on a certificate.

CHAPTER V

TRENDS IN CERTIFICATION UNDER STATE BOARD CONTROL

Within the past few years rapid and far-reaching strides have been made in the matter of teacher certification. The basic principles for such developments were laid during the eight year period previous to 1931; certain progressive educational moves in the late 'twenties furnished the immediate impetus; and an act of the legislature in 1931 delegated to the state board of education powers which made possible the effecting of these outstanding achievements.

Recent certification developments fall into two distinct periods; namely, from 1931 to 1935 inclusive, and from 1936 to the present time.

I. INTRODUCTION OF NEW METHODS IN CERTIFICATION

Through resolutions adopted by the New Mexico Educational association at the annual meeting in 1930, the teachers and educational leaders of the state had asked the legislature to repeal that section of the school code which restricted the state board of education in exercising the necessary powers to set up requirements to meet the needs of the state. Accordingly, the legislature of 1931 passed the following measure:

That section 120-1107 of New Mexico Statutes,

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SECRETARY OF THE
TREASURY
WASHINGTON, D. C.

CORPORATION TAXES

1954

THE
OFFICE OF THE
SECRETARY OF THE
TREASURY
WASHINGTON, D. C.

Annotated, Compilation of 1929, be and the same hereby is repealed.¹

The law further provided that all certificates issued prior to 1931 should remain in force during their prescribed terms but that they should not be renewed except under such conditions as the state board of education prescribed. This provision vested in the state board complete powers in determining requirements for all certificates issued thereafter.

Prior to 1931 regular certificates had been classified as elementary and professional, according to the amount and kind of preparation necessary for securing such certificates; but under the new ruling they were classified according to fields of validity, and were known as certificates for the elementary grades and certificates for high school.

Certificates for elementary grades. One of the first measures taken by the state board of education acting under the new powers given to it was the abolishing of examinations as a means of certification. All certificates thereafter were to be issued on credentials. However, the board felt that some kind of provision should be made for those teachers

¹Marguerite P. Baca, 1931. Laws of the State of New Mexico (Santa Fe, New Mexico: Santa Fe New Mexican Publishing Corporation, 1931), p. 218.

Amended, Questionnaire of 1931, and the law
is repealed.

The law further provided that all certificates issued prior
to 1931 should remain in force under the provisions of the
law then they should not be renewed except under the
conditions as the state board of education provided. It is
provided vested in the state board complete power in
determining requirements for all certificates issued
hereafter.

Prior to 1931 regular certificates were
classified as elementary and practical, according to the
amount and kind of preparation necessary to obtain such
certificates; but under the new law they were classified
according to kinds of teaching, and were issued
certificates for the elementary grades and high schools
and high schools.

Certificates for elementary grades and high schools
were issued by the state board of education under the
new power given to it was the classification of grades and
as a means of certification. All certificates issued
were to be issued as certificates. However, the law
that new kind of provision should be made for the time being.

¹ Legislative L. Laws, 1931, Laws of the State of
Mexico (Series 44, New Mexico - State for the Session 1931)
Chapter, 1931, p. 211.

holding certificates on examination, and a provisional certificate was created. It was granted to persons whose certificates on examination expired in 1931, 1932, or 1933 provided such applicants presented one high school unit or six semester hours of college credit earned during the life of the original certificate. It was valid for two years and could be renewed once upon presentation of seven and one-half units of standard high school credits, but no second renewal was granted.

The elementary certificate was the lowest grade of regular certificate issued. It was granted to graduates of four year accredited high schools who had an additional six semester hours of college work, one-half of which was in education. At the discretion of the state board, eight years of successful teaching experience in New Mexico done in the ten years immediately preceding the issuance of the certificate and thirty semester hours of college work could be accepted as the equivalent of high school graduation for this particular type of certificate. This provision was inserted for the benefit of older, in-service teachers who had not had the benefit of high school training in their youth and who had later been admitted to college because of their maturity and their general educational ability. Elementary certificates were valid for two years and subject to two renewals on six semester hours each.

...the original certificate...
 ...it was the...
 ...provided such...
 ...six semester hours of college credit...
 ...of the original certificate...
 ...could be...
 ...full value of...
 ...transcript was needed.

The...
 ...certificate...
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 ...transcripts of six semester hours.

The requirements for a first grade certificate on credentials were raised from sixteen to thirty semester hours of college credit, eight hours of which were in education. It was valid for three years and could be renewed twice upon presentation of additional six semester hours each time.

The five year professional, which had been issued under former regulations, was abolished and in its stead was created the three year professional certificate, granted upon almost exactly the same requirements. The life elementary certificate continued to be granted upon the same conditions as those issued previous to 1931. Kindergarten certificates, also, were issued under the same general regulations as had been in force for several years.

Certificates for high School. Under the new ruling, requirements for the five year high school and the high school life certificates remained the same as for those issued after 1927. A three year high school certificate replaced the old junior high school certificate. Ninety instead of sixty semester hours of credits were required for this license. Ten semester hours of education, one-third of which consisted of courses designed for preparation for teaching in high school, were necessary. This certificate was valid for three years in one, two, or three year high schools and was subject to two renewals of three years each

The regulations for a first year certificate of
 students were issued from 1887 to 1891. The
 of college credit, eight units of which were a
 It was valid for three years and could be
 presentation of additional the number of units
 The five year certificate, which was
 under former regulations, was abolished and in its
 created the three year professional certificate, which
 upon almost exactly the same requirements. The
 elementary certificate continued to be given upon the
 same conditions as those former certificate. The
 given certificate, also, were issued upon the same
 general regulations as had been in force for years.

First Year Certificate for High School

regulations for the five year certificate were
 school life certificate provided the same as for
 issued after 1887. A three year high school certificate
 replaced the old high school certificate. Instead
 instead of sixty semester hours of credit was a
 for this license. An extended term of instruction
 of view required a student to attend for a
 teaching in high school, was necessary. The
 was valid for three years or one, two or three
 schools and was subject to the same conditions as

upon six semester hours of additional credit.

Special and vocational certificates. There was no deviation from the requirements for the issuance of special certificates as set up in the state board rules and regulations of 1929 except the substitution of sixty semester hours of college training for the thirty hours previously required. Regulations for vocational certificates in home economics, agriculture, and trade and industry remained unchanged.

Residence requirements. As the depression wore on and unemployment increased, there came a demand for the protection of employees in the individual states and localities. At that particular time the teachers' salaries in New Mexico were higher and were being more promptly paid than in some of the neighboring states. As a result, there was an influx of teachers from those states, and this seriously threatened the positions of New Mexico teachers. The legislature of 1933 sought to solve the problem by placing upon the statutes the following residence requirements:

Hereafter, no certificate shall be issued by the State Board of Education, to teach in the public schools of this State, to any applicant unless such applicant shall, in addition to meeting all other requirements now or hereafter prescribed by law or the regulation of the State Board of Education, have been an actual resident in good faith of the State of New Mexico for at least

upon the following basis of essential credits.

Special and Vocational Certificates. There are no

certificates from the requirements for the issuance of special

certificates as set up in the state board rules and

regulations of 1933 except the certificate of study completed

course of college training for the thirty hour prescribed

regulations for vocational certificates in such

occupations, agriculture, and trade and industry training

university.

Professional Certificates. As the department now has

and management licenses, there are a number of other

licenses of employees in the individual states and

regulations. As that pertains to the teachers' licenses

in New York were slight and were being now possibly

that in some of the neighboring states. As a result, there

was an influx of teachers from those states, and this

materially increased the position of New York teachers.

The legislature of 1933 sought to raise the question of

placing upon the statute the following provisions:

regulations.

However, no certificate shall be issued by the
state board of education, or board in the various counties
of this state, to any applicant unless such applicant
shall, in addition to meeting all other requirements
as prescribed by law or the regulations of the
state board of education, have been an actual teacher
in good faith in the State of New York for at least

one year prior to the issuance of such certificate, and such applicant shall have had at least six (6) semester hours or nine (9) term hours of satisfactory work in an institution of higher learning in the State of New Mexico, of college or university rank.²

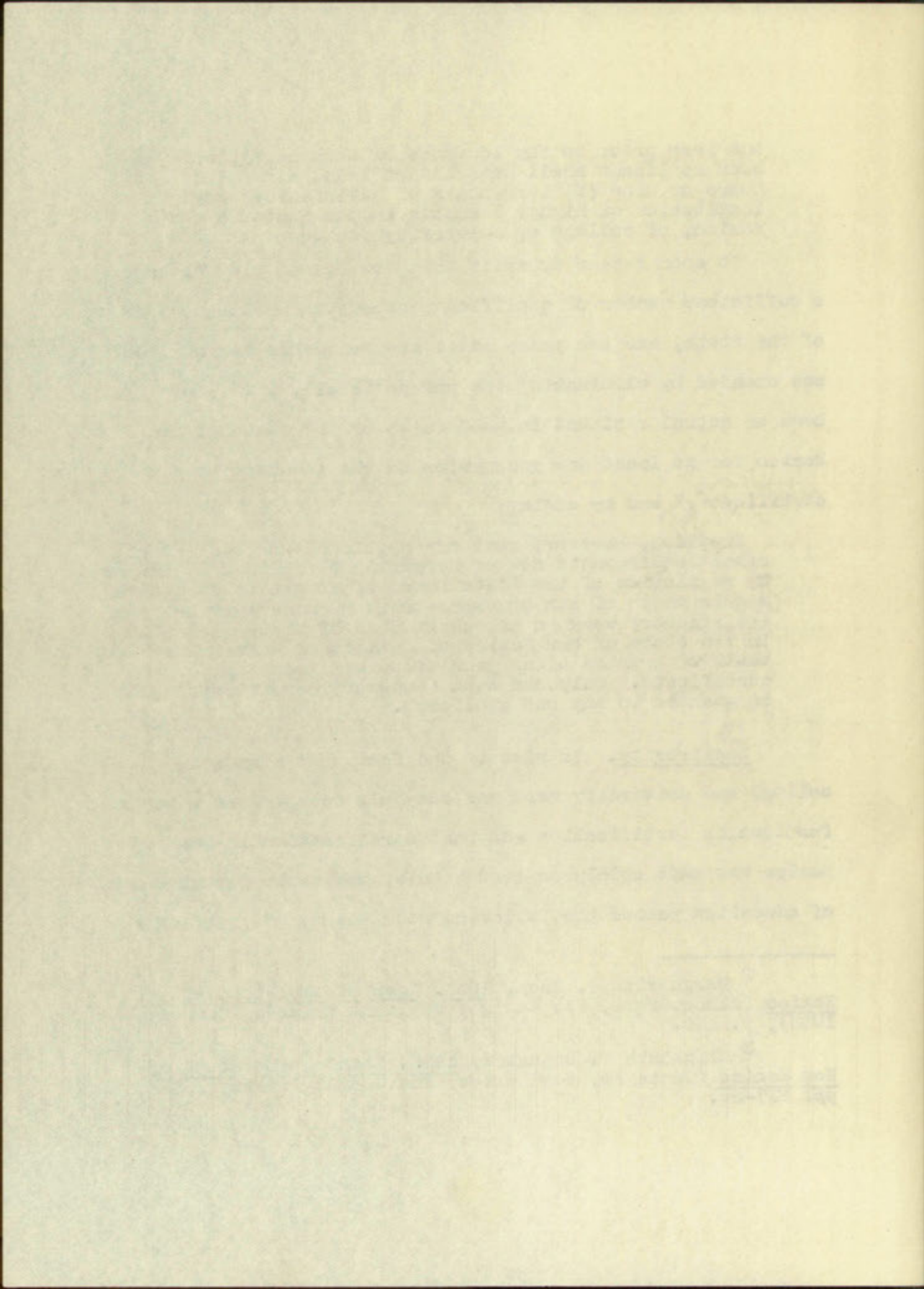
It soon became apparent that New Mexico did not have a sufficient number of qualified teachers to meet the needs of the State, and two years later the residence law of 1933 was amended by eliminating the phrase "shall, . . . have been an actual resident in good faith of the State of New Mexico for at least one year prior to the issuance of such certificate," and by adding:

Provided, however, that any applicant who has met all other requirements now or hereafter prescribed by law or by regulation of the State Board of Education except the requirements of six semester hours or nine term hours of satisfactory work in an institution of higher learning in the State of New Mexico of College or University rank, shall be granted a one year temporary teaching certificate. Only one such temporary certificate shall be granted to any one applicant.³

Reciprocity. In view of the fact that standard college and university work was commonly accepted as a basis for teacher certification and that certification in New Mexico was made solely on credentials, the state department of education passed the following regulation: "Certificates

² Marguerite P. Baca, 1933. Laws of the State of New Mexico (Albuquerque, New Mexico: Vaillant Printing Company, 1933), p. 130.

³ Elizabeth P. Gonzales, 1935. Laws of the State of New Mexico (Santa Fe, New Mexico: The Quality Press, 1935), pp. 237-38.



from other states will not be accepted in lieu of official credentials for certification purposes."⁴

II. DEVELOPMENT OF THE PRESENT STATE CERTIFICATION PROGRAM

Although the state board of education had raised certification standards in 1931, educators felt that further improvements were necessary to meet the educational needs of the times. The institutions of higher learning were particularly eager to raise educational standards and a Teacher Training Section of the New Mexico Educational Association was organized. At its first meeting, in 1933, a resolution was adopted that a committee be appointed to study further revisions of the certification requirements. Dr. H. W. Marshall, of the New Mexico Normal University, was made chairman, and the committee appointed was later approved by the council of the State Association. This Committee on Revisions and Standards was made up of all the various educational interests of the state and represented the views of these varied interests.

The committee met at intervals for a period of about two years before drafting its final recommendations to the

⁴ Georgia L. Lusk, Rules and Regulations Governing the Certification of Teachers in New Mexico (Santa Fe, New Mexico: State Board of Education, 1931), p. 4.

from other sources will not be accepted for the purpose of
credentialed for certification purposes.

II. DEVELOPMENT OF THE PLAN STATE CERTIFICATION BOARD

Although the state board of education has been
certification standards in 1931, however, the state board
improvements were necessary, to meet the standards in the
of the state. The importance of higher learning was
particularly eager to raise educational standards and
teacher training. The board of the state board of
Association was organized. At the first meeting in 1932,
a resolution was adopted that a committee be appointed to
study further revision of the certification standards.
Dr. E. W. Kinsell, of the state board, was appointed
state chairman, and the committee organized and held its first
by the request of the state board. The committee
revision and standards - no less so in all the various
educational interests of the state and also to the state
of these varied interests.

The committee set its objectives for a period of time
the year before during the first year of its existence.

Committee on the State Board of Education
The Commission on the State Board of Education
Report of the State Board of Education, 1932

state board of education. After they had been presented, the state board invited representatives of the higher institutions to meet at Santa Fe to go over these proposed changes once more. This group made some changes and the proposals, with slight modifications, were adopted in 1936.

Certificates for elementary grades. Under the state board regulations, effective September 1, 1936, a program was adopted which provided that all new teachers applying for certificates after June 30, 1936, should be subject to the new regulations; that teachers entering service from September 1, 1936, to September 1, 1937, should meet requirements for the new first grade certificates instead of the old one; that no new elementary certificates would be issued after July 1, 1936, and all elementary certificates would be abolished September 1, 1938; that after June 30, 1938, all teachers should meet requirements for the new professional elementary certificate; that renewals on all certificates, exclusive of the elementary and first grade, should be based upon eight semester hours of additional credit; and that credit in New Mexico history and civics was no longer required for certification purposes. The state board recommended that teachers holding elementary and first grade certificates under the old regulations should attempt to qualify by September 1, 1938, for the first grade certificate under the new ruling, effective September 1,

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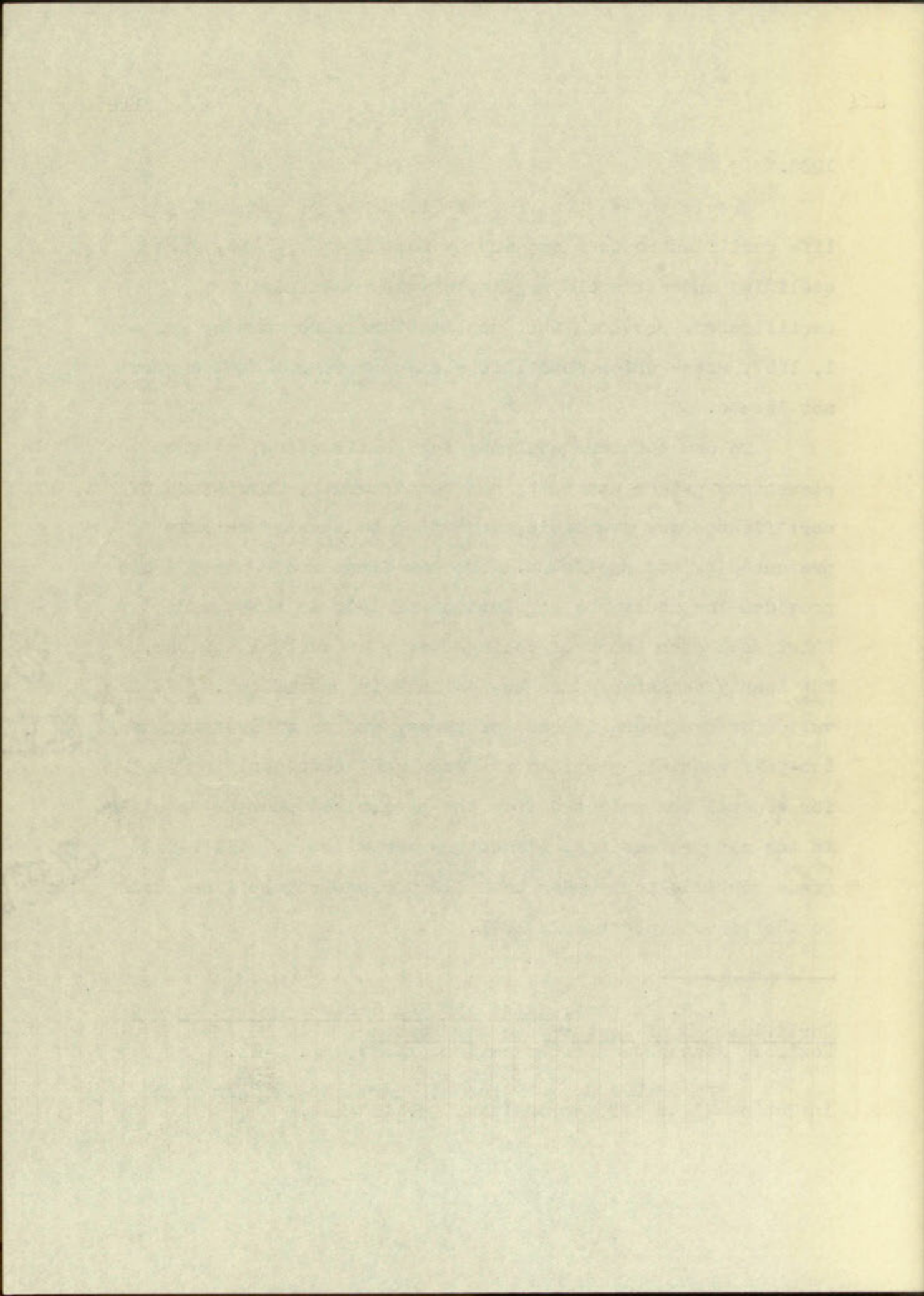
1936.⁵

Provision was made for the issuance of elementary life certificates to those who by September 1, 1936, were qualified under the old regulations to receive such certificates, provided that applications were made by January 1, 1937, after which date life elementary certificates were not issued.

To new teachers applying for certificates for the elementary grades under the new requirements, four types of certificates are available, according to the credentials presented by the applicant. The new first grade certificate provided for under the regulations of 1936 is based upon thirty semester hours of college work, as was the old one, but twenty semester hours are definitely prescribed.* It is valid for two years instead of three, and is subject to one two-year renewal, provided the required additional credits for renewal are selected from the prescribed courses required in the new professional elementary certificate. All first grade certificates, under both old and new regulations, will be abolished September 1, 1941.

⁵ H. R. Rodgers, Rules and Regulations Governing the Certification of Teachers in New Mexico (Santa Fe, New Mexico: State Board of Education, 1936), pp. 3-11.

* Prescribed Courses for All Certificates are Found in Tables XI to XIV, Appendix A, pp. 156-159.



To take the place of the three year professional, provisions were made for a professional elementary certificate based upon sixty semester hours of college training, with forty of those hours prescribed. This certificate is valid for three years and is subject to renewals of three years each.

The master teacher's elementary certificate is based upon graduation from a standard four year college with 120 semester hours of credit, fifty-one hours of which are in prescribed courses. It is valid for five years and may be renewed for periods of three years each. This was the first type of elementary certificate in New Mexico to be based upon a college degree.

The master teacher's elementary life certificate is granted upon the same credentials as the master teacher's elementary and, in addition, evidence of ninety months of successful teaching experience, forty-five months of which must have been in New Mexico.

Certificates for high school. The regulations of 1936 provided that teachers who were able by September 1, 1936, to qualify for the high school life certificate under the regulations of 1931, be granted such certificates, provided they apply for them by January 1, 1937, after which date no life high school certificates were to be

To take the place of the three year professional,
 provisions were made for a professional elementary
 certificate based upon six years of college
 training, with forty of those years prescribed. This
 certificate is valid for three years and is subject to
 renewal at three year term.

The latter teacher's elementary certificate is based
 upon graduation from a standard four year college with 120
 semester hours of credit, fifty-one hours of which are in
 prescribed courses. It is valid for five years and may be
 renewed for periods of three years each. This was the first
 type of elementary certificate in the State to be based
 upon a college course.

The next year the elementary life certificate is
 granted upon the same standards as the senior teacher's
 elementary and, in addition, evidence of thirty months of
 successful teaching experience, twenty-five months of which
 must have been in the field.

Certificates for high school. The regulations of
 1922 provided that teachers who were able by September 1,
 1922, to qualify for the high school life certificate
 under the regulations of 1921, be granted such certificates,
 provided they apply for them by January 1, 1923, after
 which date no life high school certificates were to be

issued under the old regulations, and that the three year high school certificate provided for under former regulations would not be valid after September 1, 1941.

The five year high school certificates continued to be based upon graduation from a standard four year college course with a minimum of 120 semester hours, but the required fifteen semester hours in education are prescribed and, according to the new ruling, academic credits must include either a major of twenty-four semester hours and a minor of fifteen in subjects usually taught in high schools, or two minors of fifteen semester hours each. This certificate is subject to renewals of three years each upon earning an additional eight semester hours.

The high school life certificate is granted on the same credentials as the five year high and, in addition thereto, evidence of ninety months of successful teaching, forty-five months of which must have been in New Mexico.

Administrative certificates. Administrative certificates were introduced into New Mexico in 1936 under the following regulations:

- (a) Graduation from an approved four-year normal, college or university.
- (b) A minimum of three years of successful teaching experience.
- (c) Qualified for the master teacher's elementary certificate or a five year high school teacher's certificate.
- (d) Master's Degree or 30 semester hours of graduate

... the first year high school graduation ...
... be held upon graduation from a ...
... course with a diploma of ...
... fifteen ...
... according to the new ...
... other ...
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... and ...
... therefore ...
... forty ...

Administrative Provisions

... the following ...

- (a) ...
- (b) ...
- (c) ...
- (d) ...

work.

- (e) Included in the above requirements the applicant shall have completed a minimum of 15 semester hours in education, pertaining to organization, administration, and supervision.

The administrative certificate shall be valid for five years and shall entitle the holder to administer public education and engage in such school supervision as may be properly included in the duties of a superintendent or supervisor. The name administrative certificate shall be designated on the face of the certificate.

Renewals

1. Eight semester hours or 12 term hours or
2. Two years of successful administration and 5 semester hours of credit or
3. For holders of a Master's Degree, and evidence of four years of successful administration during the life of the administrative certificate.⁶

Administrative life certificates are granted on the same credentials as the regular administrative certificates and, in addition, ninety months of successful administrative experience, half of which has been in the state of New Mexico.

According to interpretation of the state board, an administrator is a person in charge of a school system having an accredited four-year high school, or the principal of such an accredited high school.

There were many administrators in the state who could not qualify for regular administrative certificates at that time. In order to allow such persons opportunity to meet the requirements, and to keep the administration of their

⁶ Ibid., pp. 12-14.

(e) included in the flow chart... shall have completed a minimum of 15... hours in education, including... administration, and... The administrative... shall... years and shall... public education... may be properly... superintendent or... certificate shall be... certificate.

- 1. Eight regular hours in 12 months...
- 2. Two years of... certificate...
- 3. For holders of a... of four years of... the life of the...

Administrative life certificate... also... and, in addition, study... experience, half of which has been in the...

According to information of the... administrator is a person in charge of a... having an accredited four-year... of such an accredited high school.

There were many... not qualify for regular... time. It may be... the requirements, and to keep the...

schools intact, five year non-renewable administrative certificates were issued. New Mexico administrators who had been in charge of accredited schools for 135 months, ninety months of which had been in New Mexico, when the regulations went into effect September 1, 1936, were granted life administrative certificates provided they were graduates of a four-year standard college.

In 1937 the state board of education ruled that thereafter no temporary administrative certificates should be issued, and that, of the three years of teaching experience required for the issuance of administrative certificates, two years must have been in New Mexico. These regulations provide, however, that candidates who have had three years of teaching experience, none of which has been in New Mexico, may substitute one year of thirty semester hours graduate work done in an accredited New Mexico institution of higher learning for the two years of teaching experience in the state.⁷

III. SUMMARY OF FINDINGS

The general trend toward raising of certification standards was suddenly accelerated when the administration

⁷ H. R. Rodgers, Rules and Regulations Governing the Certification of Teachers in New Mexico (Santa Fe, New Mexico: State Board of Education, 1937), pp. 14-15.

schooling. This is a very important factor in the
education of the people. The Government should
take steps to improve the quality of education
and to provide more opportunities for the
poor. It should also encourage private
education and provide subsidies for the
poor. The Government should also
encourage the development of technical
education and vocational training.
The Government should also
encourage the development of
higher education and research.
The Government should also
encourage the development of
higher education and research.

III - SUMMARY OF FINDINGS

The general trend of the findings is
that the Government should
take steps to improve the quality of
education and to provide more
opportunities for the poor.

U. S. Bureau of Economic Analysis
Division of Education and Cultural Affairs
Bureau of Economic Analysis

of certification was placed in the hands of the state board of education in 1931. Since that time, rapid and far-reaching strides have been made in the matter of raising standards. This progress represents the unified efforts of all the organized educational forces within the state.

Through the voluntary co-operation of the state board of education and the teacher-education institutions of the state, supervision of the training of teachers has been effected. Direction of teacher preparation is being done through prescribed courses.

Educational advancement has been somewhat retarded by the custom of employing in the elementary grades teachers prepared for teaching high school subjects. However, in recent years there has been an attempt on the part of the state board of education to restrict teachers to their respective fields of preparation. Considerable progress is being made in this direction by pressure brought to bear upon superintendents and local school boards to select teachers trained in their particular fields.

A most significant development in the matter of certification has been made in the elementary field. When all elementary and first grade certificates have been abolished in 1941, the lowest type of certificate issued will, in many respects, be a higher type than the highest

of organization was placed on the hands of the state
board of education in 1911. Since that time, various
far-reaching studies have been made in the matter of
raising standards. This includes experiments in
efforts of all the organized educational forces in
the state.

Through the voluntary co-operation of the state
board of education and the teacher-education institutions of
the state, supervision of the training of teachers has been
attached. Division of teacher preparation is being done
through organized courses.

National advancement has been made in the
by the system of certifying in the elementary schools
teachers prepared for teaching high school subjects.
However, in recent years there has been a general
part of the state board of education to assist teachers
to their respective fields of instruction. Consequently
progress is being made in the direction of providing
to part upon superintendents and local school boards to
school teachers trained in their particular fields.

A great significant development in the history of
certification has been made in the elementary schools.
All elementary and first grade superintendents have been
appointed in 1901, the lowest type of certification is now
will, in many respects, be a higher type than the old one.

elementary certificate issued previous to 1936.

An important change in high school certification standards is the ultimate abolishing of the three year high school certificate; but the outstanding advancement has been the prescribing of academic and professional courses in the preparation of high school teachers.

Another significant feature in the certification process was the introduction of the administrative certificate in 1936. Heretofore there had been little differentiation in the educational qualifications of the administrators and the high school teachers; but, under the new set-up, administrators are required to have had, in addition to being qualified for the highest types of elementary or high school certificates, a minimum of fifteen semester hours pertaining to the organization, administration, and supervision of schools.

Soon after the new regulations were set up in 1936, both the state board of education and the teacher training institutions discovered the fact that these requirements were too advanced in scope to become immediately effective, as had been planned. Consequently, it was necessary to make time extensions for the in-service teachers and at the same time give institutions of higher learning a better opportunity to include in their curricula the prescribed courses necessary to meet certification requirements. But

Elementary certificate issued previous to 1938.
An important change in high school curriculum
standards is the definite abolition of the three-year
school certificate; but the outstanding achievement of
the present of academic and professional standards
in the operation of high school teachers.
Another significant feature in the certificate
process was the introduction of the certificate
certificate in 1938. However there has been little
differentiation in the educational qualifications of the
administrators and the high school teachers; and under the
new system, administrators are required to have had a
degree to being qualified for the highest level of
elementary or high school certificate; a diploma of 1938
certificate have pertained to the certificate, certificate
and operation of schools.
Soon after the new regulations were set in 1938,
both the state board of education and the board of
education transferred the last three requirements
were too advanced in scope to become immediately effective
as had been planned. Consequently, it was necessary to
make five extensions for the in-service schools and to
have five institutions of higher learning a letter
specifically to include in their curricula the certificate
courses necessary to meet certificate requirements. This

beginning September 1, 1938, the certification program as planned became effective.

Because the professional elementary certificate provided for under the regulations of 1936 is equivalent — with the exception of certain prescribed courses — to the three year professional, it has been listed in the tabulations along with the three year professionals. Table VIII shows that during the period of eight years more than thirty-six hundred professional certificates were issued and that the five year high school certificates rank second with approximately thirty-two hundred. Their combined total constitutes slightly less than one-half of all certificates issued. The first grade certificates came third with a total of 2,960, which seems to indicate that a large percentage of the teachers were content with merely qualifying for the lowest type of certificate necessary to enable them to hold their teaching positions and were not concerned with raising their own qualifications.

Table IX, page 127, shows a decided increase in the percentage of elementary life and high school life certificates issued in 1936. This may be explained by assuming that many teachers considered it wise to qualify for the life certificates before the higher requirements of the new regulations became effective.

During the first four years of this period the

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TABLE VIII
 NUMBER AND TYPES OF CERTIFICATES ISSUED
 FROM 1931 TO 1938 INCLUSIVE

KINDS OR TYPES OF CERTIFICATES	1931	1932	1933	1934	1935	1936	1937	1938	Total
Elementary	543	396	349	219	417				1924
First Grade	351	331	306	254	412	255	493	473	2960
Three Year Professional	333	337	334	425	725	305	529	585	3623
Elementary Life	41	47	63	139	97	331			718
Master Teacher's Elem.						53	94	165	312
Master Teacher's Elem. Life						1	3	7	11
Three Year High School	45	48	51	44	30	38	19	29	304
Five Year High School	394	304	229	227	398	425	606	547	3193
Life High School	51	50	82	83	99	179	2	11	557
Administrative Five Year						31	23	34	88
Administrative Life						13	31	15	59
Special	34	32	14	19	22	36	29	34	220
Vocational	4	1	2	5	22	36	57	39	166
Total	1646	1546	1310	1475	2222	1706	1891	1939	14135

Year	Jan	Feb	Mar	Apr	May	June	July	Aug	Sept	Oct	Nov	Dec	Total
1900	10	10	10	10	10	10	10	10	10	10	10	10	120
1901	10	10	10	10	10	10	10	10	10	10	10	10	120
1902	10	10	10	10	10	10	10	10	10	10	10	10	120
1903	10	10	10	10	10	10	10	10	10	10	10	10	120
1904	10	10	10	10	10	10	10	10	10	10	10	10	120
1905	10	10	10	10	10	10	10	10	10	10	10	10	120
1906	10	10	10	10	10	10	10	10	10	10	10	10	120
1907	10	10	10	10	10	10	10	10	10	10	10	10	120
1908	10	10	10	10	10	10	10	10	10	10	10	10	120
1909	10	10	10	10	10	10	10	10	10	10	10	10	120
1910	10	10	10	10	10	10	10	10	10	10	10	10	120
1911	10	10	10	10	10	10	10	10	10	10	10	10	120
1912	10	10	10	10	10	10	10	10	10	10	10	10	120
1913	10	10	10	10	10	10	10	10	10	10	10	10	120
1914	10	10	10	10	10	10	10	10	10	10	10	10	120
1915	10	10	10	10	10	10	10	10	10	10	10	10	120
1916	10	10	10	10	10	10	10	10	10	10	10	10	120
1917	10	10	10	10	10	10	10	10	10	10	10	10	120
1918	10	10	10	10	10	10	10	10	10	10	10	10	120
1919	10	10	10	10	10	10	10	10	10	10	10	10	120
1920	10	10	10	10	10	10	10	10	10	10	10	10	120
1921	10	10	10	10	10	10	10	10	10	10	10	10	120
1922	10	10	10	10	10	10	10	10	10	10	10	10	120
1923	10	10	10	10	10	10	10	10	10	10	10	10	120
1924	10	10	10	10	10	10	10	10	10	10	10	10	120
1925	10	10	10	10	10	10	10	10	10	10	10	10	120
1926	10	10	10	10	10	10	10	10	10	10	10	10	120
1927	10	10	10	10	10	10	10	10	10	10	10	10	120
1928	10	10	10	10	10	10	10	10	10	10	10	10	120
1929	10	10	10	10	10	10	10	10	10	10	10	10	120
1930	10	10	10	10	10	10	10	10	10	10	10	10	120

THESE FIGURES ARE SUBJECT TO CHANGE WITHOUT NOTICE
 AND SHOULD BE CHECKED AGAINST THE ORIGINAL RECORDS

1930

TABLE IX
 PERCENTAGES OF TYPES OF CERTIFICATES ISSUED
 FROM 1931 TO 1938 INCLUSIVE

KINDS OR TYPES OF CERTIFICATES	1931	1932	1933	1934	1935	1936	1937	1938
Elementary	29.4	25.6	23.1	14.8	18.8			
First Grade	19	21.4	25.6	17.4	18.5	14.9	26.3	24.4
Three Year Professional	20.8	21.8	22.1	38.8	32.6	17.9	28	30.2
Elementary Life	2.2	3	4.2	9.4	4.4	19.4		
Master Teacher's Elem.						3.1	5	8.5
Master Teacher's Elementary Life						.1	.2	.4
Three Year High School	2.4	3.1	3.4	2.5	1.3	2.2	1	1.5
Five Year High School	21.3	19.7	15.2	19.5	17.9	25.1	32	25.2
Life High School	2.9	3.2	5.4	5.6	4.5	10.5	.1	.6
Administrative Five Yr.						1.8	1.2	1.7
Administrative Life						.8	1.6	.8
Special	1.8	2.1	.9	1.3	1	2.1	1.6	1.7
Vocational	.2	.1	.1	.3	1	2.1	3	2

Year	1911	1912	1913	1914	1915	1916	1917	1918	1919	1920	Total	Average
1911												
1912												
1913												
1914												
1915												
1916												
1917												
1918												
1919												
1920												
Total												
Average												

TABLE 1. THE NUMBER OF CATTLE IN THE STATE OF ALABAMA, 1911-1920.

percentage of vocational certificates, as shown in Table IX, had remained about the same as it had been in the period previous to 1931; but beginning in 1935 there was a substantial increase, which may be attributed to a greater demand for teachers of trades and industries.

The provisional certificates, as provided for in 1931, are not shown in the tabulations. However, 295 such certificates, ranging in number from one hundred fifty-five in 1931 to two in 1934 were issued. After that time no more provisional certificates were granted.

Although the state board had made provisions as late as 1935 for the issuing of kindergarten certificates, so far as records in the state department show, no such certificates were issued after 1930 and no provision has been made for their issuance since 1935.

Beginning in 1936, credit in New Mexico history and civics has no longer been required for certification purposes, and renewals on all types of certificates except the three year high school have been based upon eight semester hours of college credit earned in an approved institution during the life of the certificate.

Effective September 1, 1938, teachers holding one-year temporary certificates must qualify for regular

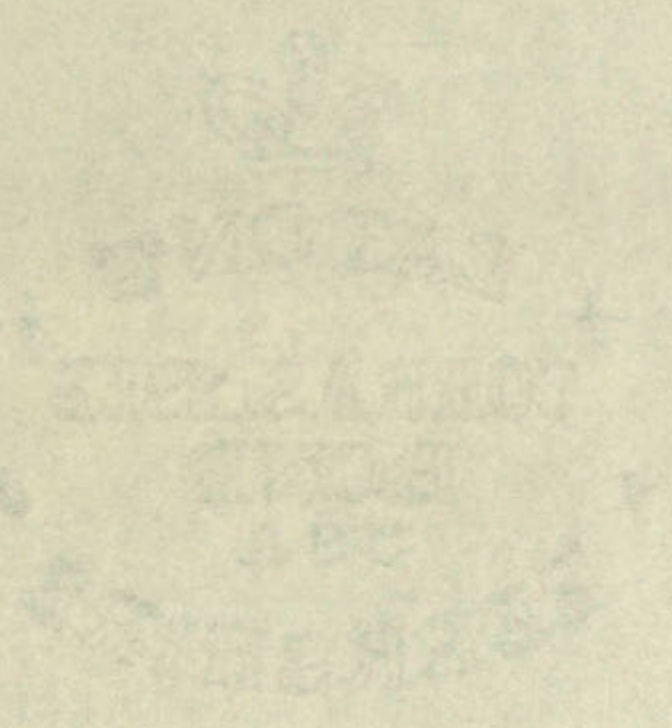
percentage of vocational certificates, as shown in Table IX, had remained about the same as in 1900 in the period previous to 1931; but beginning in 1933 there was a substantial increase, which may be attributed to a greater demand for teachers of trades and industries. The vocational certificates, as provided for in 1931, are not shown in the table. However, 1931 shows much certificates, being in number from one hundred fifty-five in 1931 to two in 1931 were issued. After that time no more vocational certificates were

issued. Although the state board had made provisions as late as 1908 for the issuing of kindergarten certificates, so far as records in the state department show, no such certificates were issued after 1908 and no provision has been made for their issuance since 1935.

Beginning in 1935, credit in New Mexico history and civics has no longer been required for certification purposes, and remains on all types of certificates except the three year high school have been made upon eight semester hours of college credit earned in an approved institution during the life of the certificate. Effective September 1, 1935, teachers holding one-year temporary certificates must qualify for regular

certificates by completing in residence at least six semester hours of satisfactory work in a New Mexico institution of higher learning.

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CHAPTER VI

A COMPARISON OF CERTIFICATION STANDARDS IN NEW MEXICO, ARIZONA, CALIFORNIA, COLORADO, AND TEXAS

In order to determine the current status of certification of teachers in New Mexico as compared with that of neighboring states, a study has been made of the requirements and practices in Arizona, California, Colorado, and Texas. The tables in Appendix A, pages 156-159 give complete information concerning present requirements for obtaining elementary, high school, special, and administrative certificates in each of these four states and in New Mexico. These tabulations also include the regulations relative to issuing authorities, fields of validity, duration, and terms of renewal. Types of certificates included were limited to those that contributed toward determining the status of certification in New Mexico. Smith-Hughes vocational certificates and certain special certificates that have no important bearing upon this study were not included; neither were those certificates now in force that were issued under former laws and regulations which have been repealed.

I. SUMMARY OF FINDINGS

Minimum requirements for the granting of certificates are set up by law in the states of California, Colorado, and

CHAPTER VI

A COMPARISON OF CERTIFICATION STANDARDS IN NEW MEXICO,

ARIZONA, CALIFORNIA, COLORADO, AND TEXAS

In order to determine the current status of certification of teachers in New Mexico an account was taken of the neighboring states, a study has been made of the requirements and practices in Arizona, California, Colorado, and Texas. The tables in Appendix A, pages 100-109 give complete information concerning present requirements for obtaining elementary, high school, special, and administrative certificates in each of these four states and in New Mexico. These tabulations also include the requirements relative to issuing authorities, titles of validity, duration, and terms of renewal. Types of certificates included were listed in those that contained some detail regarding the status of certification in New Mexico. Each figure was calculated and certain special certificates that have to important bearing upon this study were not included; neither were those certificates not in force that were issued under former laws and regulations which have been repealed.

I. SUMMARY OF FINDINGS

Minimum requirements for the granting of certificates are set up by law in the states of California, Colorado, and

Texas. In Arizona and New Mexico all powers are given to state boards of education.

The schools of Texas are operating under certification laws put into effect in 1925. However, in order to keep abreast of the times, the Texas State Department of Education has used a system of classifying schools as a means of raising educational standards. The following form letter sent out by the state director of supervision is self-explanatory :

Beginning with the session of 1934-1935, standard four-year high schools, fully accredited, in addition to meeting the requirements heretofore set up for a four-year high school of the first class, fully accredited, shall comply with the following requirements:

1. TEACHERS. The local school system, of which the high school is a part, in filling vacancies and new positions in any part of the system, including elementary schools, junior schools, and high schools, must employ teachers who are graduates of a standard college or university and they must be given class room assignments in their respective fields of preparation. The expression "respective field of preparation" shall mean either a major, which is a minimum of twenty-four semester hours, or a minor, which is a minimum of twelve semester hours of college credit.

Teachers now or heretofore in service in a school system in Texas embracing a classified four-year, fully accredited high school, and not having a standard degree, must, in order to establish their eligibility to teach in such a system of schools, show progress by completing in a standard college or university at least twelve semester hours every three years (from June 1, 1934) through any plan or method acceptable to the college. . . .⁸

⁸ J. W. O'Banion, Mimeographed Leaflet (Austin, Texas: State Department of Education, 1939).

Texas. In various and New Mexico all public schools are
 state boards of education.
 The boards of Texas are organized under public laws
 laws first passed in 1892. However, in order to pass
 absent of the time, the Texas State Department of Education
 has used a system of administrative schools as a means of
 raising educational standards. The following laws have
 been set by the State Board of Education in 1911
 regarding:

Beginning with the school of 1911-12, the
 four-year high school, fully accredited, shall be
 the minimum standard for all schools. The school
 shall comply with the following requirements:
 1. The school shall have a minimum of 100
 high school is a part of the school system.
 locations in the state of Texas, and the
 standard school, junior school, and the
 must have a minimum of 100 high school students
 and a minimum of 100 high school students.
 assignments in their respective fields of study.
 The minimum percentage of high school students
 shall be 100 percent of the total number of
 students in the school, or a minimum of 100
 students in each of the schools.
 The school shall have a minimum of 100
 students in each of the schools, and a minimum
 of 100 students in each of the schools.
 The school shall have a minimum of 100
 students in each of the schools, and a minimum
 of 100 students in each of the schools.
 The school shall have a minimum of 100
 students in each of the schools, and a minimum
 of 100 students in each of the schools.

Information with reference to Texas, as given in the tabulations in Appendix A, is based upon the existing certification laws and not upon standards for the employment of teachers in schools of the first class.⁹

Elementary certificates. A study of the tabulations reveals the fact that in all these states there are certain prescribed professional requirements for the elementary certificates; that in all except Arizona, life elementary certificates are issued; and that in California and Texas certificates are still issued on examination. Elementary certificates in this group of states range from certificates based on examination to those granted on completion of four years of college work. The examination as a means of certification in California and Texas is rapidly being eliminated, for in 1938 only .8 per cent of all California certificates and 1.4 per cent of all Texas certificates were of this type. New Mexico ranks above Texas and on a level with Colorado in the matter of standards for the elementary certificates, but it lags behind Arizona and California. The two latter states require a minimum of four years college work while New Mexico requires only two

⁹ L. A. Woods, Laws, Rules, and Regulations Governing State Teachers' Certificates (State Department of Education Bulletin No. 384. Austin, Texas: Press of von Boeckmann-Jones Company, 1938), pp. 5-46.

Information with reference to ...
Appendix A, is based upon the ...
certification laws and not upon ...
of teachers in schools of the first class.

Elementary certification. A study of the ...
reveals the fact that in all these states ...
prescribed professional requirements for the ...
certification; that in all except ...
certificates are issued; and that in California ...
certificates are still issued on examination ...
certification in this group of states ...
based on examination to those ...
years of college work. The examination ...
certification in California and Texas ...
classified, for in 1933 only 8 per cent of all ...
certificates and 1.4 per cent of all ...
were of this type. New Mexico ...
level with Colorado in the matter of standards for ...
elementary certification, but it ...
California. The two latter states require a ...
years college work while New Mexico requires only 2 1/2

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L. A. Wood, Law, Rules and Regulations ...
State Teachers' Certification ...
Bulletin No. 535, Austin, Texas: Texas ...
Johns Company, 1933, pp. 2-35.

years, excluding the first grade, which is a kind of provisional certificate based upon one year of college training and will be eliminated 1941.

High school certificates. In the matter of high school certification requirements, New Mexico ranks along with Colorado in that both states require a minimum of four years of college preparation. Arizona and California rank higher, their minimum being five years. Provision is made in California for the issuance of a junior high school certificate based upon four years of college training, including certain prescribed courses. None of the other four states grants this type of certificate. Texas issues a certificate "good in any high school in the state" upon the completion of two years of college work.

All of these states except Arizona issue life high school certificates. Texas requires a bachelor's degree for the life certificate, while California, Colorado, and New Mexico each issue such licenses based upon practically the same academic and professional requirements as those of the highest type of temporary high school certificate. Prescribed professional training is required for all high school certificates in each state.

Special certificates. A comparison of qualifications for special certificates issued in this group of states

years, excluding the three years which is a study of
provisional certificate holders and the year of waiting
period and will be eliminated later.

High school certificate. In the matter of high
school certificate requirements, the Board is desirous
with Colorado to have both states require a minimum of four
years of college preparation. California and Colorado, the
States, their minimum being five years. The Board is
in favor of the issuance of a high school certificate
certificate based upon four years of college preparation
including certain prescribed courses. It is the Board's
policy to issue this type of certificate. The Board
certificate issued in the high school in the State of
California of the year of college work.

All of these states except Illinois are now in
school certificate. These States are California, Texas,
the life certificate, which California, Colorado, and
Mexico each issue and Illinois issued only a certificate for
new teachers and professional requirements as follows:
highest type of temporary high school certificate, provided
professional training is required for all high school
certificate in each State.

General certificate. A certificate of general
the special certificate issued in this State of 1910.

shows New Mexico at the bottom of the list. Texas issues three classes of specials ranging from a three year license granted upon a minimum of sixty semester hours to the special permanent based on college graduation. New Mexico provides for only the one class, valid for three years, on sixty semester hours. Colorado has a minimum of ninety semester hours for all special certificates except that in commercial subjects, which requires a degree. California and Arizona each require degrees.

Administrative certificates. Administrative certificate requirements and practices vary considerably in the different states studied. Texas and New Mexico issue only one type of such certificate, while Arizona issues three and California five. New Mexico requires that administrators be able to qualify for either the highest type of high school or elementary certificate in addition to having a master's degree or its equivalent. Included in these requirements are fifteen semester hours in organization, administration, and supervision. This certificate is required of persons in charge of four-year accredited high schools.

Texas grants the administrative certificate upon completion of four years college training, provided that eighteen semester hours of administration and supervision

have New Mexico at the bottom of the list. Texas issues
 three classes of diplomas ranging from a three year course
 granted upon a minimum of sixty semester hours to the
 special permanent based on college graduation. New Mexico
 provides for only the one class, valid for three years, on
 sixty semester hours. Colorado has a minimum of ninety
 semester hours for all special certificates except that in
 commercial subjects, which requires a degree. California
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Administrative certificates

certificates requirements and practices vary considerably in
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 and California five. New Mexico requires that administrators
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 school or elementary certificate in addition to having a
 master's degree or its equivalent. Included in these
 requirements are fifteen semester hours in organization,
 administration, and supervision. This certificate is
 required of persons in charge of four-year accredited high
 schools.

Texas grants the administrative certificate upon
 completion of four years college training, provided that
 eighteen semester hours of administration and supervision

have been included in the professional courses. This document is called an administrator's certificate of approval and is not accepted in lieu of any legal certificate that may be required. It merely indicates that the holder has met the requirements concerning the training of administrators in the accredited school systems of Texas.

Administrative certificates required of elementary and high school principals in Arizona are based on the bachelor's and master's degrees respectively, each requiring a minimum of fifteen semester hours in education in addition to and after securing the baccalaureate degree, devoted to school organization, administration, and supervision. An administrator who supervises both the elementary and high schools must show as a minimum requirement a master's degree and an additional ten semester hours in education in the field for which he does not meet the requirements for the teaching certificate. The administrative certificate is required of any administrator in charge of a school or school system with five or more members on the staff.

California provides for two types of elementary administrative certificates. For a principal or supervisor of an elementary school, serving under a superintendent, eighteen semester hours in prescribed courses beyond all requirements for the general elementary certificate are necessary. For an elementary principal or supervisor

have been included in the professional contract. This document is called an administrative contract and is not approved in lieu of any legal certificate that may be required. It merely indicates that the holder has met the requirements concerning the training of administrators in the specified school system of State. Administrative certificate holders of elementary and high school systems in various states based on the teacher's and center's degree respectively, and requiring a minimum of fifteen semester hours to be added to obtain to and after securing the appropriate degree, either in school organization, administration, or supervision. An administrator who acquires both the elementary and high school must also as a minimum requirement a teacher's degree and an additional ten semester hours in education in the field for which he has not held the qualification. In the teaching certificate. The administrative certificate is required of any administrator in charge of a school or school system with five or more students in the State. Certificate holders for the State of Michigan administrative certificate holders. These holders of administrative of an elementary school, serving under a certificate, fifteen semester hours in prescribed courses, except in requirements for the general elementary certificate are necessary. For an elementary certificate of secondary

serving directly under a board of education twenty-four additional semester hours are required.

All secondary administrative certificates in California are based upon a master's degree. A secondary principal or supervisor serving under a city superintendent of schools must have completed twelve semester hours of prescribed graduate work in education beyond all requirements for the general secondary certificate. One serving directly under a board of education must have completed eighteen additional semester hours. The administrative certificate for the school superintendent is granted upon completion of a full year of graduate study, twenty-four semester hours of which have been in prescribed courses in administration and supervision beyond all requirements for the general secondary teaching certificate. This particular type of certificate qualifies the holder for any kind of administrative position in the public schools of California.

Administrative certificates are not provided for in Colorado, but persons administering schools are required to qualify for the highest type of certificate granted to high school teachers.

In the matter of teaching experience necessary to obtain administrative certificates, New Mexico and Arizona each require three years, California two years, and Texas none.

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under a board of education must have completed eighteen

additional semester hours. The administrative certificate

for the school superintendent is granted upon completion of

a full year of graduate study, twenty-four semester hours of

which have been in prescribed courses in administration and

superintended beyond all requirements for the general secondary

teaching certificate. The particular type of certificate

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obtain administrative certificates, New Mexico and Arizona

each require three years, California two years, and Texas

none.

The present trend in New Mexico is toward the development of better administrators, but as yet New Mexico lags considerably behind Arizona and is far inferior to California in specific requirements for administrative positions.

II. CONCLUSIONS

After having made a comparative study of certification requirements in these five states, the writer is convinced that New Mexico ranks slightly above Colorado; that in the matter of legal certification New Mexico is far ahead of Texas, but that in actual educational practices, the academic and professional qualifications are on about the same general level; and that Arizona and California are much superior in their certification requirements and practices.

The present situation in the
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very serious and it is
difficult to see any
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hope for the future.



CHAPTER VII

SUMMARY AND CONCLUSIONS

I. SUMMARY

The first really forward step in the development of a free public school system in New Mexico was the enactment of the school code of 1891. This code contained the first teacher certification law enacted within the territory. Previous to that time the only requirements of teachers were that they be capable of teaching the children in the public schools the first rudiments of learning and that they take oath faithfully to discharge to the best of their ability all duties as teachers.

The certification law of 1891 provided for three grades of certificates to be obtained by examination and to be issued by county superintendents. No standards for such certificates were set up at that time, but in 1901 the legislature amended this law by providing certain fundamental standards.

In 1905 provision was made for the issuance of a territorial certificate, which was a higher type of license than the county certificate, and the legislature wisely conferred upon the territorial board of education broad powers for the administration of this certification law.

CHAPTER VII

EDUCATION AND CONSTITUTION

I. SUMMARY

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In 1905 provision was made for the issuance of a territorial certificate, which was a higher type of license than the county certificate, and the legislature wisely conferred upon the territorial board of education broad powers for the administration of this certification law.

Prior to 1907 all certificates except the professionals were issued by county superintendents, but the legislature of 1907 centralized the issuing authority in the office of the territorial department of education. After that time there was a definite movement toward improving public education in the territory by raising the standards of teacher certification.

The county teachers' institute and the territorial teachers' reading circle played significant roles in the matter of teacher education during the territorial period, and the New Mexico Educational Association, which had been organized in 1886, did much toward bringing about an improvement in the educational system of the territory.

When New Mexico became a state in 1912, there was already established within it a progressive public school system, an active teachers' association, an efficient reading circle organization, and a well-organized department of education. During the first decade of statehood much progress was made toward eliminating the lower types of elementary certificates and there was a decided tendency toward certification by credentials rather than by examination. In 1917 provisions were made for the issuance of a high school certificate, and at once there began a move toward the segregation of certificates for elementary and high school teachers, with a demand that high school

Prior to 1907 all certificates except the
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instructors possess a greater degree of academic and professional training. In keeping with a general educational movement of the times, New Mexico began issuing special and vocational certificates.

By the close of the first decade the summer schools sponsored by the institutions of higher learning had almost entirely replaced the county institutes as a means of teacher preparation, and these higher institutions had firmly established themselves as the promoters and builders of education within the state.

The second decade of statehood was characterized by the elimination of lower types of certificates, by the rapid developing of higher standards in education, and by a broader program of certification standards in which lay the basic principles for the development of a system of teacher preparation which has enabled New Mexico to compare favorably with most of her sister states. During this period standards were being raised for the accrediting of high schools and much attention was being focused on the qualifications of high school teachers.

Because of the difficulty of evaluating certificates from other states, reciprocity was never extensively practiced in New Mexico; and since college credits from other states were being commonly accepted for certification purposes, the state board terminated all reciprocal relations.

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The second decade of standard was characterized by the situation of lower types of certification, by the development of better standards in standards, and by broader progress of certification standards in high for the state. This was for the development of a system of teacher preparation which has existed for years in some form. It is with most of our states. In the early years standards were being raised for the certification of high schools and with attention was being focused on the qualifications of high school teachers.

Because of the difficulty of practical certification from other states, certification was given especially provision in New Mexico; and since other states were other states were being certified for certification purposes, the state soon developed its own certification.

In the early 'twenties the New Mexico Educational Association took on new life, and in the latter years of that decade there began active co-operation between the Association and the institutions of higher learning for the purpose of raising educational standards. As a result of their efforts the legislature of 1931 was induced to delegate to the state board of education complete powers in the matter of setting up rules and regulations governing the issuing of all teachers' certificates.

One of the first acts of the state board, acting under its new powers, was the abolishing of examinations as a means of certification. Since that time, rapid progress has been made in the raising of standards. Provisions have been made for the ultimate elimination of the lowest type of both elementary and high school certificates in 1941; for the issuance of an elementary certificate based upon a college degree; for prescribed courses for all teachers' licenses; and for the issuance of an administrative certificate. This progress represents the unified efforts of all the organized educational forces within the state.

Table X shows the total number and kind of certificates issued over a period of twenty-two years, beginning with the establishment of a central certificating authority. A careful study of this table will serve as an aid in determining certification progress and trends.

In the early 'twenties the New Mexico Educational Association took on new life, and in the latter part of that decade there began a new era of activity between the Association and the Legislature of New Mexico. The purpose of this educational activity, as a result of their efforts the Legislature of 1922 was induced to refer to the State Board of Education certain matters in the matter of setting up rules and regulations governing the teaching of physical education.

One of the first acts of the State Board, acting under its new powers, was the adoption of a plan for a course of physical education. Since that time, much progress has been made in the matter of standards. Legislation has been made for the physical education of the lower grades in both elementary and high school. Legislation in the form of an elementary physical education act was passed in 1927 for physical education for all students; and for the purpose of an educational system of physical education. This progress represents the best effort of the organized educational forces within the state.

Table I shows the total number of students issued over a period of twenty-two years, beginning with the establishment of a central educational authority. A careful study of this table will show a marked increase in determining participation in physical education.

TABLE X
 NUMBER AND TYPES OF CERTIFICATES ISSUED
 FROM 1907 TO 1938, INCLUSIVE

KINDS OR TYPES OF CERTIFICATES	1907 to 1911	1912 to 1922	1923 to 1930	1931 to 1938	Total
Certificates for Elementary Grades					
Third Grade	2222	3971			6193
Second Grade	1388	4118	4332		9838
First Grade	1018	8607	4803	2960	17368
Three Year Professional	22	31		3623	3676
Five Year Professional	44	191	2110		2345
Elementary				1924	1924
Life Elementary			230	718	948
Master Teacher's Elementary				312	312
Master Teacher's Elementary Life				11	11
Certificates for					
High School		77			77
Three Year High School				304	304
Five Year High School			2551	3193	5744
Life High School			233	557	790
Special		129	378	220	727
Vocational		34	52	166	252
Kindergarten			61		61
Certificates for Administrators					
Administrative				88	88
Administrative Life				59	59
Total	4694	17158	14750	14135	50737

DATE	DESCRIPTION	AMOUNT	INITIALS	REMARKS
1911
1912
1913
1914
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MADE FROM THE 1908-1909 YEARLY REPORT
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 WASHINGTON, D.C.

OF THE UNITED STATES
 GEOLOGICAL SURVEY

II. CONCLUSIONS

The primary purpose of teacher certification is to protect the state and its pupils against incompetent teachers, but it should also protect qualified teachers from the competition of others not so well qualified. It should aid in improving the professional qualifications of teachers in service and should afford more control by the state over teacher-personnel activities common to the state in general.

After having studied the certification requirements and practices in New Mexico, the writer has concluded that:

1. The present certification regulations to a certain degree protect the state against the employment of incompetent teachers. They also serve to protect the better trained teachers of the state against those less qualified. This protection, both for the state and for the profession, can be more amply provided through the further raising of certification requirements and by a better system of classification of schools.

2. The North Central Association, through its system of accrediting high schools, has contributed to a significant degree to the raising of the educational standards of high school teachers and, to a lesser degree, those of elementary teachers by demanding that member schools maintain standard grade schools.

The primary purpose of teacher certification is to protect the state and the public against incompetent teachers, but it should also provide a mechanism for the improvement of the profession. The certification process should be in keeping with the general principles of public service and should not be a barrier to the entry of qualified individuals into the profession. In general, the certification process should be designed to ensure that only those individuals who are qualified to teach are certified to do so.

After having analyzed the certification process and concluded that it is not working in the best interests of the state, the following recommendations are made:

1. The present certification process should be revised to ensure that the state is protected against the entry of incompetent teachers. This can be done by requiring that all teachers be trained in the state and that they pass a rigorous examination before being certified to teach. This examination should be designed to test the candidate's knowledge of the subject matter and his ability to teach. Only those individuals who pass this examination should be certified to teach.

2. The state should establish a system of continuing education for teachers. This system should be designed to ensure that teachers are kept up-to-date on the latest developments in their field. This can be done by requiring that teachers complete a certain number of hours of continuing education each year. This continuing education should be designed to be relevant to the teacher's current field of study and should be approved by the state.

3. New Mexico has taken a forward step in conferring upon the state board of education complete control over the administration of certification and over the issuance of all certificates.

4. A permanent co-ordinating committee representing public school administration, institutions of higher learning, the New Mexico Educational Association, and the state board of education should be established for the purpose of recommending general educational procedures including the raising of certification standards, the supervision of teacher preparation, the classification of schools, and all other matters pertaining to educational progress. But actual control in the exercising of all these functions should be committed to the state board of education.

5. When the first grade and the three-year high school certificates are abolished in 1941, New Mexico will have reached the generally accepted minimum standards of two years of college work beyond the completion of a standard high school for teachers in the elementary and rural schools and four years of college work for teachers in the secondary schools. Certifying authorities, however, should not be content merely with attaining these standards. Minimum scholastic requirements should be placed at the highest levels that salary schedules justify and teacher supply permits. Increased educational demands in neighboring states make it

2. The State has taken a long and hard look at the
upon the state board of education which would give the
administration of certification and over the issuance of
certificates.

4. A permanent state-wide committee representing
public school administrators, heads of state departments,
the New Mexico Educational Association, and the state board
of education should be established for the purpose of
conducting general educational research and making
of certification standards, the approval of teachers
preparation, the certification of schools, and all other
matters pertaining to educational progress. The state
control in the expansion of all these functions should be
conferred to the state board of education.

5. When the first state and the three-year
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and salary schedules justify the teacher's high position.
Influenced educational needs in certification and other

imperative that levels of teacher education in advance of the present one in New Mexico should be set as goals for early attainment, with the ultimate goal probably being four years of college preparation for elementary and rural teachers and five years for instructors in the accredited high schools.

6. Although provision has been made, through the prescription of certain required courses, for the supervision of teacher training, New Mexico as yet exercises no administrative control over the extent of the supply of teachers in the state. Lack of a well-defined co-ordinated system of teacher education and certification makes such control impossible. To solve this problem, the state department of education should make a study of teacher supply and demand in the various teaching fields and make this information available to the teacher training institutions to be used as a basis of guidance for prospective teachers. Then, through a guidance program set up by these institutions, students not particularly fitted for teaching could be directed into other fields of work.

7. Although New Mexico has made some progress in this direction, continued efforts should be made by the teacher training institutions to determine qualifications essential to the teaching success of their graduates and to redirect their programs accordingly.

8. Provision for a junior high school certificate has

operative that level of freedom which is essential to the
 process of the mind which is not a mere habit of
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not been made, probably because few school systems within the state have incorporated regularly organized junior high schools. Such a certificate, based upon four years of college preparation including courses designed to prepare teachers for junior high work, should be provided.

9. According to certification regulations prevailing in New Mexico for many years, no person under the age of eighteen has been eligible for a teacher's certificate. In the past, such a requirement was valuable in safeguarding the schools from immature applicants or those lacking in life experience; but since minimum scholastic requirements have been raised to the present level, the age requirement appears largely without point.

10. Provisions have been made since 1901 for physical examination of teachers by approved health officers and licensed physicians, and all teachers have been required to procure health certificates before entering upon their duties for the first time. State authorities have shown wisdom in providing for the protection of youth from teachers with transmissible diseases, but a rigid enforcement of a provision for periodic physical examinations would more adequately safeguard the health of children in the public schools. In view of its definite bearing upon classroom efficiency, it is not too drastic, perhaps, even to suggest that thought be directed toward some plan for barring from

not been made, probably because the school system in this
state have incorporated regularly organized physical
education. Such a certificate, based upon four years of
college preparation including courses designed to prepare
teachers for junior high work, should be provided.

9. According to certification regulations provided
in New Mexico for each year, no person who is the age of
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have been raised to the present level, the age requirement
applies largely to high school.

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procure health certificates before entering upon their duties
for the first time. State officials have been placed in
providing for the protection of youth from teachers with
communicable diseases, and a health certificate of
provision for possible physical examinations would not
adequately safeguard the health of children in the public
schools. In view of the definite danger from communicable
diseases, it is not too drastic, perhaps, to require
that there be physical examinations made for all teachers.

the classroom those teachers whose vitality is at a low ebb.

11. New Mexico has within the past five years made considerable progress in the matter of public school administration, in that special requirements have been set up for superintendents and high school principals. But administrative certificates should be differentiated for the distinctive types of administrative and supervisory service. Principals of elementary, junior high, and senior high schools should hold not only the highest grades of teaching certificates in their respective fields but should, in addition, have had specialized training in the organization, administration, and supervision of schools in those particular fields. Municipal superintendents should have had, included in their work toward the master's degree, advanced courses dealing with the organization, administration, and supervision of both elementary and secondary schools.

Supervisors in the various fields of the public schools should have the same general qualifications as the principals in those fields, except that the major portion of their professional training should be in the field of supervision.

12. Since minimum educational requirements have been established for teachers, principals, and superintendents, it seems justifiable that the state constitution should be so amended as to provide that county superintendents meet the

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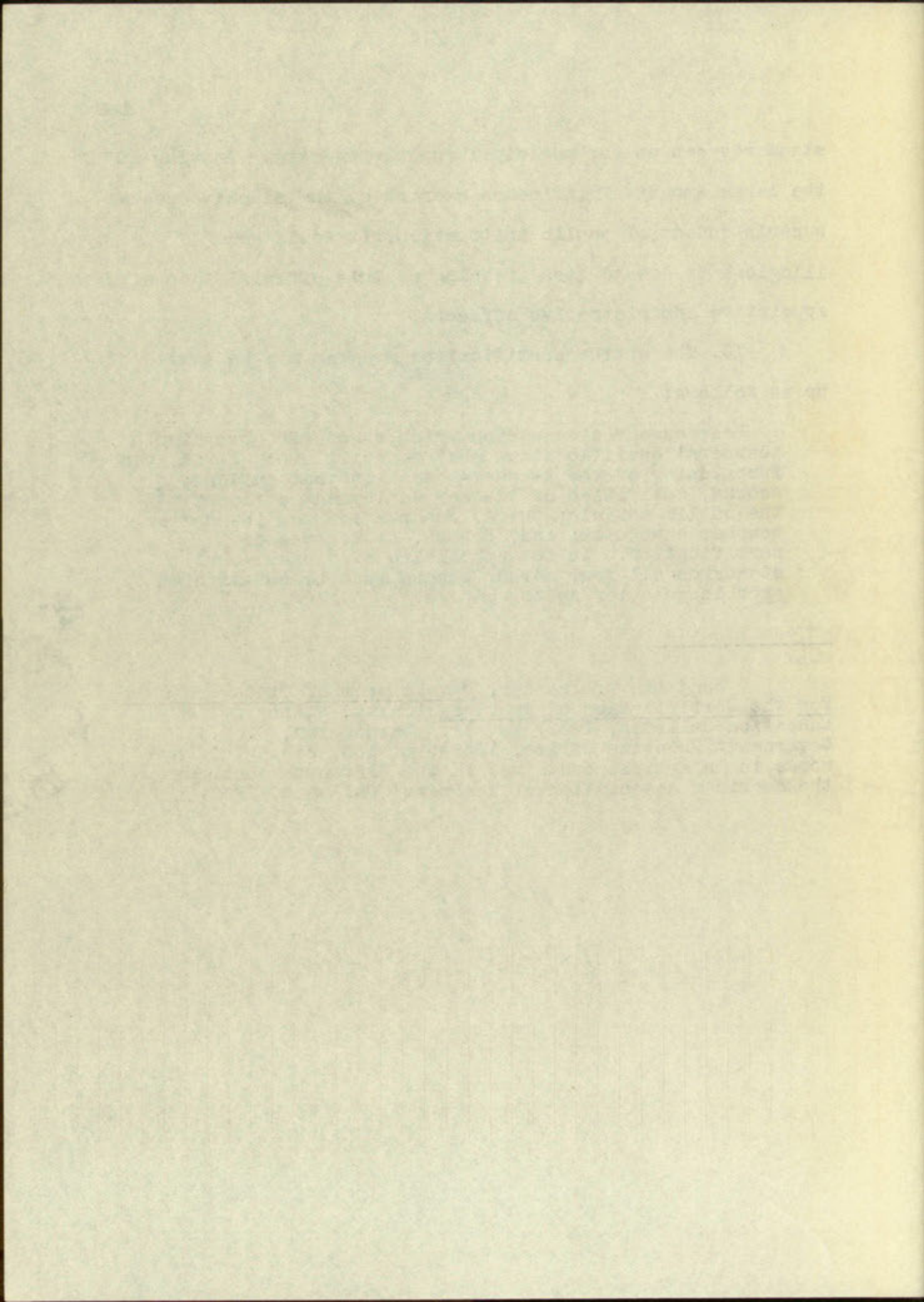
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standards set up for municipal superintendents. In view of the large amount of influence exerted by the elective state superintendent of public instruction, it would seem illogical to demand less training of this official than of appointive administrative officers.

13. The entire certification program may be summed up as follows:

Four corner stones upon which standards governing teachers' qualifications must be built are: First, the functioning of the teacher-education institutions; second, activities of teacher employment officers of the public schools; third, supervision and in-service teacher education; and, fourth, state teacher certification. In the upbuilding of professional standards all four corner stones must be constructed each in relation to the others.¹

¹ Benjamin W. Frazier, Development of State Programs for the Certification of Teachers (United States Office of Education Bulletin, 1938, No. 12. Washington, D. C.: Government Printing Office, 1938), p. 136, citing his own words in an article contained in the Fifteenth Yearbook of the American Association of Teachers' Colleges, 1936.



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DISCUSSION

1. General Introduction. This section discusses the general background and objectives of the study. It covers the historical context and the specific research questions being addressed.

2. Methodology. This section describes the research methods used, including data collection techniques, sampling procedures, and the analytical tools employed.

3. Results and Discussion. This section presents the findings of the study and discusses their implications. It includes a detailed analysis of the data and a comparison with existing literature.

4. Conclusion. This section summarizes the main findings and provides a final assessment of the study's contributions. It also offers suggestions for future research.

5. References. This section lists the sources cited in the study, providing a comprehensive list of the literature consulted.

6. Appendix. This section contains supplementary material, such as raw data, detailed calculations, or additional figures that support the main text.

7. Index. This section provides a quick reference to the key terms and concepts discussed in the document.

8. Notes. This section contains additional information and clarifications related to the study.

9. Summary. This section provides a concise overview of the entire study, highlighting the most important findings.

10. Final Remarks. This section offers a final perspective on the study's significance and its potential impact on the field.

11. Conclusion. This section reiterates the main points of the study and provides a final thought on the research.

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1. Introduction
The purpose of this study is to investigate the effects of the independent variable on the dependent variable. The study is based on a sample of 100 subjects.

2. Method
The study was conducted using a randomized controlled design. The independent variable was manipulated at two levels: low and high. The dependent variable was measured using a standardized scale.

3. Results
The results of the study show a significant positive relationship between the independent variable and the dependent variable. The effect size was moderate to large.

4. Discussion
The findings of this study are consistent with previous research in the field. The results suggest that the independent variable has a strong influence on the dependent variable.

5. Conclusion
In conclusion, the study demonstrates the importance of the independent variable in predicting the dependent variable. Further research is needed to explore the underlying mechanisms.

6. References
The following references were consulted during the preparation of this paper:
- Author, A. (Year). Title of the work. Publisher.

7. Appendix
The appendix contains the following items:
- Appendix A: Questionnaire used in the study.

8. Notes
The following notes provide additional information regarding the study:
- Note 1: The study was approved by the Institutional Review Board.

9. Footnote
Footnote 1: The data were analyzed using SPSS version 25.0.

10. Index
The index lists the following topics:
- Introduction
- Method
- Results
- Discussion
- Conclusion

11. Summary
This summary provides a brief overview of the study's findings and conclusions.

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Faint, illegible text, possibly bleed-through from the reverse side of the page. The text is arranged in several horizontal lines, with some words appearing to be names or titles, such as "John", "James", "William", "George", "Richard", "Thomas", "Robert", "Henry", "Edward", "Charles", "Francis", "John", "James", "William", "George", "Richard", "Thomas", "Robert", "Henry", "Edward", "Charles", "Francis".

APPENDIXES

APPENDIX A

TABLE XI

VALIDITY AND DURATION OF AND REQUIREMENTS FOR OBTAINING ELEMENTARY CERTIFICATES IN NEW MEXICO¹, ARIZONA², CALIFORNIA³, COLORADO⁴, AND TEXAS⁵

State	Certificate	Issued by	Valid in --- Territory	Field or school	Duration	Renewal	Experience	Educational qualifications and requirements
NEW MEXICO	1. First Grade 2. Professional Elementary 3. The Master Teacher's Elementary 4. Master Teacher's Elementary Life	State Board	State	All elementary grades	1. 2 yrs. 2. 3 yrs. 3. 5 yrs. 4. Life	1. 1 renewal by earning 8 sem. hrs. Abolished Sept. 1941 2. 3 yrs. by presenting 8 sem. hrs. 3. Same as No. 1	1 & 2. 1 yr. exp. in N. Mex. school, accepted in lieu of required 30 hrs. in N. Mex. college. 3. None 4. 90 months exp., 45 months in elem. schools of N. Mex.	1. 30 sem. hrs. above high school. 30 sem. hrs. in residence in approved institution of higher learning in New Mexico. Prescribed courses in Eng., Eng. Grammar, Comp. and Corrective Speech, Social Science, Health Edu., Pub. School Music or Art, Elem. Methods, and Reading Methods. 2. 60 sem. hrs., of which 30 sem. hrs. must be made in New Mexico college. 40 sem. hrs. shall be prescribed and shall include in addition to prescribed courses for first grade, Lit., Science, Gen. Psy., Adv. Arith., Intro. to Edu., Observation and Practice Teaching. 3. 120 sem. hrs., 6 sem. hrs. required in residence in New Mexico institution of higher learning. May be applied to remove shortages in prescribed courses. 51 sem. hrs. shall be prescribed and shall include in addition to prescribed courses for Professional Elementary, Problems of Education in New Mexico, Edu. Psy., Philosophy of Edu., and Supervised Teaching. 4. Granted on same credentials as the master teacher's elementary certificate. Same prescribed courses as required for the Master Teacher's Elementary.
Arizona	1. Kindergarten Primary 2. Kindergarten Elementary 3. Elementary	State Board	State	1. Kindergarten and first three grades. 2. Kindergarten and all elementary grades 3. All elementary grades.	1. 4 yrs. 2. 4 yrs. 3. 4 yrs.	6 yrs. evidence of 2 yrs. teaching or 5 sem. hrs. college credit. Additional 6 yr. renewals on 4 yrs. teaching (during renewal period) and 5 sem. hrs. college, or on 10 sem. hrs. Provision for renewal on foreign travel by arrangements with the State Board. Above renewals apply to all 3 certificates.	None. This applies to all elementary certificates.	1. Graduation from the 4 year Kindergarten-Primary course in an accredited institution authorized to train elementary and kindergarten teachers. The requirements shall include a major of 24 sem. hrs. Must be proficient in sight-singing, sight-reading, and piano accompaniment. Education, Psychology, and Kindergarten courses including such courses as Kindergarten-Primary curriculum, Children's Literature and Storytelling, Reading and Language, Play Education, Construction and Play Materials, Educational Measurements, including 8 sem. hrs. of practice teaching, 4 of which have been in Kindergarten and 4 in grades 1, 2, or 3. 2. 4 year college. Requirements shall include a major of 30 sem. hrs. All specific requirements for the Elementary Certificate and for the Kindergarten-Primary, except that practice teaching shall include 4 sem. hrs. in grades 4, 5, 6, 7, or 8 instead of grades 1, 2, & 3. 3. 4 year college. Requirements shall include a major of 24 sem. hrs. Psychology, Elementary School Curriculum, Educational measurements, and 8 sem. hrs. practice teaching in the elementary field.
California	1. General Elementary a. By Examination b. By Credential 2. Kindergarten-Primary 3. Life Diploma	1 & 2. By County Board and under supervision of State Board. 3. State Board by recommendation of County Board.	County where issued State	1. Elementary grades 2. Kindergarten and first three grades 3. Same as basic county certificate	1. 2 yrs. 2. 2 yrs. 3. Life	1a Option of grantor. 1b Option of grantor but credentials are renewable for periods of 5 yrs. on evidence of 5 months teaching in California. 2. Same as 1b.	1a 4 yrs. may be accepted in lieu of high school training. 1b None 2. None 3. 48 months at least 21 months in California. 1 yr. in county where recommended	1a High school training or its equivalent, and subject to an oral examination based upon the practical side of teaching. Written examination in reading, English, Grammar and Composition, English and American Literature, spelling and defining, penmanship, drawing, vocal music, book-keeping, arithmetic, algebra to quadratics, plane geometry, geography (physical, political, and industrial), physiology and hygiene, history of the United States, civics, history (ancient, medieval, and modern), school law, methods of teaching, and one of the following: elementary physics, elementary chemistry and biology. 1b 4 yrs. college with bachelor's degree. Minimum of 24 sem. hrs. of professional training, including not less than 8 sem. hrs. of directed teaching. Not less than a 2 sem. hr. course in Constitution of U. S. completed in a California teacher training institution. 2. Same as 1b. 3. Same as that required for county certificate upon which life diploma was issued.
Colorado	1. Non-renewable Elementary Temporary 2. Temporary Elementary 3. Permanent Elementary	State Sup't.	State	1. Valid in elementary grades 2 & 3. Elementary and Junior High schools	1. 5 yrs. 2. 5 yrs. 3. Life	1. Not renewable 2. 8 sem. hrs. college credit	1. New teacher 2. 36 months in Colorado on County certificate (County certificates invalid 1943) 3. 9 months on temporary certificate	1. 90 sem. hrs. college training. 20 sem. hrs. in education, 4 of which are practice teaching. 2. 60 sem. hrs. 3. A. B. degree or its equivalent of 120 sem. hrs. Same professional qualifications as non-renewable.
Texas	Elementary certificates of First Class 1. Two year 2. Three year 3. Four year 4. Six year 5. Permanent Elementary certificates of Second Class 6. Two year 7. Three year	State Sup't.	State	1, 2, 3 are valid for grades 1-7 inclusive 5 & 6 valid in all elementary grades and unclassified high schools. Grades 1-7 inclusive	1. 2 yrs. 2. 3 yrs. 3. 4 yrs. 4. 6 yrs. 5. Life 6. 2 yrs. 7. 3 yrs.	1 yr. by completing in residence 3 courses during summer. Expired certificates cannot be revived. May be built to high school certificate of second class upon examination in additional subjects.	Certificates 1, 2, 3 & 5 require no experience. 4. 5 yrs. may be applied on permanent elementary None	1. 1 yrs. college work in Texas school. 2. 2 yrs. college work in Texas school. 3. 5 courses leading to degree in any first class college; 1 course in elem. edu.; 1 course in English and not more than 2 courses in any 1 subject. (A "course" is equivalent to 6 sem. hrs.) 4. 2 yr. college other than Texas school; (10 college courses) including 2 courses in professional training. 5. 2 yr. Texas college with special work in elem. education, including 24 sem. hrs. of practice teaching. Applicants for teachers' certificates may elect either of the following methods in satisfying the requirement in Constitutions: Completion of the required unit in Federal and Texas Constitutions; Submission of a transcript of credits from a Texas institution of higher learning bearing credit in 6 sem. hrs. of American Government. An examination with ---- 6. An average grade of not less than 75% and not less than 50% on each subject. 7. An average grade of not less than 85% and not less than 60% on each subject. Examinations in Spelling, Reading, Writing, Arithmetic, English Grammar, Elementary Physiology and Hygiene (with special reference to narcotics), School Management and Methods of Teaching, Descriptive Geography, Texas History, United States History, Texas school laws relating to teachers and pupils, constitutions of United States and Texas, and any 2 of the following: Elementary Agriculture, Drawing, Music, and Elementary Composition.

¹NEW MEXICO: "Rules and Regulations Governing the Certification of Teachers in New Mexico", adopted by the State Board of Education, 1937, and revised to 1938.

²Arizona: "Rules and Regulations Governing the Certification of Teachers in Arizona", adopted by the State Board of Education, 1936.

³California: "Regulations Governing Granting of Credentials and Certificates for Public School Service in California", Educational Bulletin No. 12, 1935.

⁴Colorado: "The Law Governing the Issuance of Certificates and Rules and Regulations of the State Board of Examiners", leaflets, State Department of Education, Colorado, 1938.

⁵Texas: "Laws, Rules, and Regulations Governing State Teachers' Certificates", Bulletin No. 384, State Department of Education, Texas.

TABLE XII

VALIDITY AND DURATION OF AND REQUIREMENTS FOR OBTAINING HIGH SCHOOL CERTIFICATES IN NEW MEXICO¹, ARIZONA², CALIFORNIA³, COLORADO⁴, AND TEXAS⁵

State	Certificate	Issued by	Valid in --- Territory	Field or school	Duration	Renewal	Experience	Educational qualifications and requirements
NEW MEXICO	1. Five Year High School 2. High School Life	State Board	State	1. All high schools eligible to teach major or minor 2. Same as 5 yr. high school	1. 5 yrs. 2. Life	Renewal of 3 yrs. each on 8 sem. hrs. during life of certificate	1. None 2. 90 months exp., 45 months of which must be in New Mexico	1. Bachelor's degree or minimum of 120 sem. hrs. A major of 24 sem. hrs. and a minor of 15 sem. hrs., or two minors of 15 sem. hrs. each of subjects usually taught in high school. 6 sem. hrs. required in a New Mexico institution of higher learning. Must be earned in residence and of graduate standing. Prescribed professional credits or their equivalents are: Educational Psychology, 2 sem. hrs.; Methods of Teaching in High School, 2 sem. hrs.; Secondary Education, 2 sem. hrs.; Supervised Teaching, 4 sem. hrs.; Problems of Education in New Mexico, 2 sem. hrs.; Electives in Education, 5 sem. hrs. 2. Same as 5 yr. high school certificate
Arizona	Secondary	State Board	State	Grades 7-12 inclusive and Junior college	4 yrs.	For 6 yrs. Evidence, 2 yrs. teaching or 5 sem. hrs. college credit. Additional 6 yr. renewals on 4 yrs. teaching (during renewal period) & 5 sem. hrs. college credit, or 10 sem. hrs. Provision made for renewal on foreign travel by arrangement with State Board	2 years or see scholarship	Bachelor's degree and not less than 30 sem. hrs. graduate work acceptable toward an advanced degree, and also acceptable to the State Board of Education for certification purposes 1. (a) A major not less than 24 sem. hrs. and a minor not less than 15 sem. hrs. in subjects usually taught in high school; or (b) A major in a non-high school field and two minors in subjects usually taught in high schools. 2. 24 sem. hrs. in education (a) Courses in General Psychology; Education Psychology; Educational Measurements: aims, outcomes, principles, and practices of secondary education; and the Philosophy or History of Education (b) Not less than 5 sem. hrs. of practice teaching (c) Not less than 6 sem. hrs. of graduate courses in Education 5 sem. hrs. and 2 yrs. teaching experience or an approved course of 10 sem. hrs. may be substituted for these requirements. Satisfy requirements in Federal and State Constitutions.
California	1. General Junior High 2. General Secondary 3. Life Diploma	1 & 2. By County Board under direction of State Board 3. State Board on recommendation of County Board	1. County where issued 2. Same 3. State	1. Grades 7, 8, & 9 2. Junior & Senior high schools and Junior College 3. Same as the basic county certificate	1. 2 yrs. 2. 2 yrs. 3. Life	1 & 2. Option of grantor, but credentials are renewable for periods of 5 yrs. on evidence of 5 months teaching in California	1. None 2. None 3. 48 months, at least 21 months in California. 1 yr. in county where recommended	1. Bachelor's degree. 18 sem. hrs. education. Not less than 4 sem. hrs. directed teaching; a major and a minor in subjects taught in high school, or a major in education and two minors in high school subjects; a minimum of 2 sem. hrs. in Constitution of United States completed in California teacher training institution 2. A Bachelor's degree. 1 full year graduate work of not less than 20 sem. hrs. offered by an institution approved for graduate work by State Board, one-half of which must have been completed in recommending institution. 6 sem. hrs. in education. A major and a minor in high school subjects or a major in a field not commonly accepted for high school graduation and 2 minors in high school subjects. 18 prescribed sem. hrs. including: (a) Course dealing with aims, scope, and desirable outcomes of the secondary school. (b) 4 sem. hrs. directed teaching. (c) Other courses approved by school of education. A course in principles and provisions of Constitution of United States of not less than 2 sem. hrs. completed in a California teacher training institution Out of state teachers desiring to teach in California shall complete 9 sem. hrs. in residence in a California institution of higher learning
Colorado	1. Graduate Temporary 2. Graduate Life	State Sup't.	State	Any school	1. 5 yrs. 2. Life	Rules and Regulations of State Examining Board	1. None 2. 48 months within the state on regular 5 yr. certificate	1. Bachelor's degree or its equivalent. 20 sem. hrs. distributed among at least three of the following groups, one of which must be practice teaching: (a) General and Educational Psychology; (b) Principles of Education; (c) History of Education; (d) Administration and Supervision of Education; (e) Practice Teaching; (f) Special Methods; (g) Philosophy, Sociology, Anthropology, Biology, Political Science. (NOTE: The maximum amount of credit allowed in group (g) is 6 2/3 sem. hrs.) 4 sem. hrs. Practice Teaching required, or 3 yrs. teaching may be substituted for practice teaching 2. Same as in Graduate Temporary
Texas	High School Certificate of First Class 1. High School Two Year 2. High School Four Year 3. High School Six Year 4. High School Permanent High School Certificates of Second Class 5. Two Year 6. Three Year	State Sup't.	State	1. Elementary grades and unclassified high schools 2. Any elementary or high school 3. Same as 2 4. Same as 2 5 & 6. Elementary grades 1-7 inclusive and in unclassified high schools	1. 2 yrs. 2. 4 yrs. 3. 6 yrs. 4. Life 5. 2 yrs. 6. 3 yrs.	1 yr. by completing in residence 3 courses during summer Not stated	1. None 2. None 3. None 4. 27 months second choice None	1. 1 yr. college with 1 course each in education and English 2. 2 yrs. college with 2 courses in Education, 1 of which bears upon high school teaching 3. 3 yrs. college with 3 courses in Education, including 1 on high school teaching and 36 hrs. practice teaching 4. Bachelor's degree, including 4 courses in education, 2 of which bear upon high school teaching with reference to methods and practice teaching, or same as above with only 2 courses in education, 1 bearing upon high school teaching Applicants for teachers' certificates may elect either of the following methods in satisfying the requirement in Constitutions: Completion of the required unit in Federal and Texas Constitutions Submission of a transcript of credits from a Texas institution of higher learning bearing credit in 6 sem. hrs. of American Government An examination with ---- 5. Average grade on all subjects of not less than 75% and on each subject a grade of not less than 50% 6. Average grade on all subjects of not less than 85% and on each subject a grade of not less than 60% In addition to examinations for elementary certificate of second class, applicant must be examined in civil government, higher English composition, elementary psychology applied to teaching, and on any four of the following subjects: Algebra, physical geography, ancient history, modern history, elements of plane geometry, botany, and American literature

¹New Mexico: "Rules and Regulations Governing the Certification of Teachers in New Mexico", adopted by the State Board of Education, 1937, and revised to 1938

²Arizona: "Rules and Regulations Governing the Certification of Teachers in Arizona", adopted by the State Board of Education, 1936

³California: "Regulations Governing Granting of Credentials and Certificates for Public School Service in California", Educational Bulletin No. 12, 1935

⁴Colorado: "The Law Governing the Issuance of Certificates and Rules and Regulations of the State Board of Examiners", leaflets, State Department of Education, Colorado, 1938

⁵Texas: "Laws, Rules, and Regulations Governing State Teachers' Certificates", Bulletin No. 364, State Department of Education, Texas

TABLE XIII

VALIDITY AND DURATION OF AND REQUIREMENTS FOR OBTAINING ADMINISTRATIVE CERTIFICATES IN NEW MEXICO¹, ARIZONA², CALIFORNIA³, *COLORADO⁴, AND TEXAS⁵

State	Certificate	Issued by	Valid in --- Territory, Field or school	Duration	Renewal	Experience	Educational qualifications and requirements
NEW MEXICO	1. Administrative 2. Administrative Life	State Board	State	In charge of 4 year high school or a principal of a 4 year high school	1. 5 yrs. 2. Life	1. 8 sem. hrs. college or 2 yrs. adm. and 5 sem. hrs. credit or 4 yrs. adm. during life of certificate for holder of Master's Degree 1. 3 yrs., 2 of which must be in New Mexico 2. 90 months of adm. experience, 45 months in New Mexico	1. (a) Bachelor's degree. (b) 30 sem. hrs. earned in a New Mexico institution of higher learning accepted in lieu of 2 yrs. teaching experience in New Mexico. (c) Qualified for master teacher's elementary or five yr. high school certificates. (d) Master's Degree or 30 sem. hrs. of graduate work. (e) The College credits shall include minimum of 15 sem. hrs. in education pertaining to organization, administration, and supervision. 2. Granted on same credentials as the administrative certificate
Arizona	Administrative Certificate	State Board	State	Administer and supervise in grades kindergarten to 12 inclusive. Required in schools with 5 or more teachers	4 years	6 yrs. on 2 yrs. experience or 5 sem. hrs. college credit. Additional 6 yr. renewals on 4 yrs. experience (during renewal period) and 5 sem. hrs. College credit or 10 sem. hrs.	Minimum of 3 years REQUIRED: Not less than 10 sem. hrs. in courses in the following groups: Group I - School Administration and Supervision a. Two sem. hrs. in addition to <u>Arizona School Systems, Laws, and Records</u> Group II - Statistics and Measurements a. Two sem. hrs. in addition to <u>Educational Tests and Measurements</u> Group III - Organization and Functions of the Elementary or the High School, including study of Curriculum a. Two sem. hrs. in addition to <u>Philosophy of Education and History of Education</u> ELECTIVES: Five sem. hrs. may be selected from the following: a. Mental Tests and Measurements b. Extra-curricular Activities in Junior and Senior High Schools c. Student Personnel Guidance d. Vocational Education, Problems, Guidance e. Visual Education f. Character Education g. Educational Sociology h. Educational Research i. School Surveys j. Laboratory in Teaching k. School Finance l. Current Educational Problems NOTE: To administer both elementary and secondary work, administrator must possess elementary and secondary certificates or complete an additional 10 sem. hrs. in education, including a course in curriculum in the field for which he may not meet requirements
California	Administrative 1. Sup't. of schools 2. Secondary School Executive 3. Secondary School Principal or supervisor 4. Elementary School Executive 5. Elementary School Principal or Supervisor	County Board upon presentation of credentials issued by State Board	County where issued	1. Superintendent, principal or supervisor 2. Principal or supervisor serving under board of education or superintendent 3. Principal or supervisor under sup't. High School Principal 4. Principal or supervisor of elementary schools. Under sup't. or board 5. Principal or supervisor under sup't.	Each administrative certificate issued for a period to correspond to the term of the basic teaching credential held	Renewable upon the same requirements as the credentials upon which certificates are issued are renewed	All administrative certificates require two years of thoroughly successful teaching experience 1. (a) Valid general secondary school credential. (b) 24 sem. hrs. graduate work beyond requirement general secondary credential, including the following: (1) administration and supervision of secondary and elementary schools including field work; (2) secondary and elementary curriculums with emphasis on subject matter and method; (3) city school administration; (4) school finance and business administration; (5) state and county school administration; (6) legal aspects of education; (7) electives totaling year of graduate study beyond requirements for general secondary credential including work in education and social studies 2. (a) Valid general secondary credential. (b) 18 sem. hrs. graduate work beyond requirement for general secondary credential including the following: (1) administration and supervision of secondary schools including field work; (2) secondary school curriculum with emphasis on subject matter and method; (3) city school administration; (4) school finance and business administration; (5) state and county school administration; (6) legal aspects of education; (7) tests and measurements 3. (a) General secondary credential. (b) 12 sem. hrs. graduate work beyond requirements for general secondary credential including the following: (1) administration and supervision of secondary schools including field work; (2) secondary school curriculum with emphasis on subject matter and method; (3) city school administration; (4) tests and measurements 4. (a) Valid general elementary credential. (b) 24 sem. hrs. beyond requirements for general elementary credentials including the following: (1) administration of elementary schools including field work; (2) elementary school curriculum with emphasis on subject matter and methods; (3) city school administration; (4) school finance and business administration; (5) state and county school administration; (6) legal aspects of education; (7) tests and measurements; (8) electives in education and social studies 5. (a) Valid general elementary credential. (b) 18 sem. hrs. beyond requirements for general elementary credential including the following: (1) administration and supervision of elementary schools including field work; (2) elementary school curriculum with emphasis on subject matter and method; (3) city school administration; (4) tests and measurements; (5) electives in education and social studies
Texas	Administrator's Certificate of Approval	State Sup't.	State	Accredited School Administrator	Not stated	Not stated	None Bachelor's degree with 12 sem. hrs. credit in advanced administration and 6 sem. hrs. credit in field of advanced methods

*No Administrative Certificates are issued in Colorado.

¹NEW MEXICO: "Rules and Regulations Governing the Certification of Teachers in New Mexico", adopted by the State Board of Education, 1937, and revised to 1938.

²Arizona: "Rules and Regulations Governing the Certification of Teachers in Arizona", adopted by the State Board of Education, 1936.

³California: "Regulations Governing Granting of Credentials and Certificates for Public School Service in California", Educational Bulletin No. 12, 1935.

⁴Colorado: "The Law Governing the Issuance of Certificates and Rules and Regulations of the State Board of Examiners", leaflets, State Department of Education, Colorado, 1936.

⁵Texas: "Laws, Rules, and Regulations Governing State Teachers' Certificates", Bulletin No. 354, State Department of Education, Texas.

TABLE XIV

VALIDITY AND DURATION OF AND REQUIREMENTS FOR OBTAINING SPECIAL CERTIFICATES IN NEW MEXICO¹, ARIZONA², CALIFORNIA³, COLORADO⁴, AND TEXAS⁵

State	Certificate	Issued by	Valid in ---		Duration	Renewal	Experience	Educational qualifications and requirements
			Territory	Field or school				
NEW MEXICO	Home Economics Manual Training Agriculture Physical Training Music Art	State Board	State	Subject designated in Grades 1 to 12 inclusive	3 yrs.	6 sem. hrs. or 6 full weeks of special instruction in field of work for which certificate is granted	None	High school graduation; 60 sem. hrs. college training, 20 sem. hrs. of which must be in special field of subjects for which applicant desired certification
ARIZONA	Agriculture Art Commerce (Business Subjects) Home Economics Manual Arts Music Physical and Health Education	State Sup't.	State	Subjects designated in Grades 1 to 12 inclusive	4 yrs.	6 yrs. on evidence of 2 yrs. teaching or 5 sem. hrs. college credit. Additional 6 yr. renewal on 4 yrs. teaching (during renewal period) and 5 sem. hrs. college, or 10 sem. hrs. college	None	High school graduation; graduate of 4 yr. course in a special school; 30 sem. hrs. in special field; 18 sem. hrs. in education and psychology appropriate to special field; 5 sem. hrs. practice teaching or approved experience in teaching, either of which must be in the special field
*CALIFORNIA	1. Art 2. Home Making 3. Industrial Arts 4. Music 5. Physical Edu. 6. Agriculture 7. Business Edu.	County Board	County where issued	Subject specified on certificate except that of Business Education which is valid in subjects in the specified sub-field	2 yrs. for all except agriculture whose duration is 1 yr.	Option of grantor, but credentials are renewable for periods of 5 yrs. on evidence of 5 months teaching in California except Agriculture which may be renewed from 1 to 5 yrs., on successful experience, upon recommendation of Bureau of Agricultural Education	None	1, 2, 3, and 4. Bachelor's degree, 15 sem. hrs. education; 16 sem. hrs. in fields of English, Science, Social Studies, and Physical Education; 40 sem. hrs. in special subject. 5. Same as above, except 39 hrs. in special field 6. Bachelor's degree; 2 yrs. practical farm experience; 15 sem. hrs. education; 10 months cadet teacher training to meet requirements of California State Plan for Vocational Education 7. Bachelor's degree; 6 months practical experience in subfields named on the credential; 16 sem. hrs. in the fields of science, social studies; physical education, and English, with not less than 5 sem. hrs. in English, including a course in oral English; 18 sem. hrs. education; 18 sem. hrs. in subjects basic to business and commerce; and 15 sem. hrs. in one of the following teaching subfields: (a) Bookkeeping and Accounting, (b) Secretarial Practice, (c) Merchandising, (d) General Business
COLORADO	1. Art 2. Home Economics 3. Commercial 4. Manual Training 5. Public School Music 6. Physical Edu.	State Sup't.	State	Subject specified	5 yrs.	Not stated in State Board Regulations	None	1. 90 sem. hrs. college training which includes 10 sem. hrs. education and 46 sem. hrs. art 2. 90 sem. hrs. college training which includes 10 sem. hrs. education and 30 sem. hrs. home economics 3. Bachelor's degree; 13 1/3 sem. hrs. education; 18 2/3 sem. hrs. in special subjects for secretarial certificate; 16 sem. hrs. for accounting certificate; or 20 sem. hrs. for Economics and Merchandising certificate 4. 90 sem. hrs. college training which includes 10 sem. hrs. education, 21 1/3 sem. hrs. special subject, 5 1/3 sem. hrs. English 5. 90 sem. hrs. college training which includes 12 sem. hrs. education, 2 sem. hrs. English, and 17 sem. hrs. special subject 6. 90 sem. hrs. college training which includes 10 sem. hrs. education, and 29 sem. hrs. special subject
TEXAS	1. Special Certificate of first class Agriculture Foreign Lang. Commercial, Industrial Training Domestic Art Domestic Science Public School Drawing Music Physical Training Expression 2. Kindergarten, 2 yrs. 3. Kindergarten, 4 yrs. 4. Kindergarten, Life	State Sup't.	State	1. Subjects Specified in any school 2. Kindergarten 3. Kindergarten 4. Kindergarten	1. (a) 3 yrs. (b) 4 yrs. (c) Permanent 2. 2 yrs. 3. 4 yrs. 4. Life	1 yr. by completing, in residence, 6 sem. hrs. 1 yr. upon completion of 3 courses in a Kindergarten training school	1. (a) None (b) None (c) 3 yrs. during life of certificate for Kindergarten, public school music, drawing, commercial and physical training 2. None 3. None 4. 3 yrs.	1. (a) Completion of 10 courses in college, which shall include 1 course in English, 1 course in education, 1 course in special subject, on which certificate is issued, and a minimum of 2 sem. hrs. in methods of teaching the special subject (b) Completion of 15 college courses which shall include 1 in English, 1 in education, and 3 in subject upon which certificate is granted (c) 20 college courses which shall include 1 in English, 1 in education, and 4 in special subject for those special certificates not granted on 3 yrs. teaching experience 2. 1 yr. in Kindergarten training school 3. 2 yrs. in Kindergarten training school 4. Same as Kindergarten Four year

*In addition to those tabulated, California issued the following special certificates: (1) Correction of Speech Defects; (2) Lip Reading to Hard of Hearing Child; (3) Instruction of Teachers in Lip Reading; (4) Supervision in Trade and Industrial Education; (5) Child Welfare and Supervision of Attendance; (6) Educational Research; (7) Health Service for (a) School physician, (b) School nurse, (c) School dentist, (d) School dental hygienist, (e) School optometrist, (f) Supervisor of public health. Secondary Certificates in (8) Adult Education; (9) Continuation Education; (10) Health Education; (11) Librarianship; (12) Limited Music; (13) Playground Leadership; (14) Speech Arts; (15) Teaching the Deaf; (16) Lip Reading to Hard of Hearing Adults; (17) Trade and Industrial Education

¹NEW MEXICO: "Rules and Regulations Governing the Certification of Teachers in New Mexico", adopted by the State Board of Education, 1937, and revised to 1938

²ARIZONA: "Rules and Regulations Governing the Certification of Teachers in Arizona", adopted by the State Board of Education, 1936

³CALIFORNIA: "Regulations Governing Granting of Credentials and Certificates for Public School Service in California", Educational Bulletin No. 12, 1935

⁴COLORADO: "The Law Governing the Issuance of Certificates and Rules and Regulations of the State Board of Examiners", leaflets, State Department of Education, Colorado, 1938

⁵TEXAS: "Laws, Rules, and Regulations Governing State Teachers' Certificates", Bulletin No. 384, State Department of Education, Texas



TABLE XV

NUMBERS AND PERCENTAGES OF TYPES OF CERTIFICATES
ISSUED IN ARIZONA IN 1938

KINDS OR TYPES OF CERTIFICATES	Number	Percent
Elementary Certificates		
Kindergarten-Primary	4	1.2
Kindergarten-Elementary	21	6.1
Elementary	79	23
High School Certificates		
Secondary	56	16.3
Special Certificates		
Agriculture	8	2.3
Art	4	1.2
Commerce (Business Subjects)	39	11.3
Home Economics	20	5.8
Industrial Education (Manual Arts)	19	5.6
Music	27	7.9
Physical and Health Education	25	7.3
Administrative Certificates	41	12
Total	343	100

TABLE IV

MEANS AND STANDARD DEVIATIONS OF THE
SCORES ON THE TESTS

Test	Mean	Standard Deviation
1. Vocabulary	72.5	12.5
2. Reading Comprehension	68.0	11.0
3. Spelling	85.0	8.0
4. Grammar	70.0	10.0
5. Composition	65.0	13.0
6. Total Score	71.5	11.5

TABLE XVI

NUMBERS AND PERCENTAGES OF TYPES OF CERTIFICATES
ISSUED IN CALIFORNIA IN 1937-1938

KINDS OR TYPES OF CERTIFICATES	Number	Percent
Kindergarten Primary	118	3
Elementary	904	22.9
Junior High School	559	14.2
General Secondary	1129	28.7
Junior College	79	2
By Examination	33	.8
Special Secondary		
Agriculture	21	.5
Art	97	2.5
Business	79	2
Homemaking	91	2.3
Industrial Arts	52	1.5
Librarianship	33	.8
Music	166	4.2
Physical Education	204	5.3
Speech	19	.5
Trades and Industries	63	1.6
Adult Education	293	7.5
Total	3940	100

TABLE XVI

NUMBERS AND PERCENTAGES OF TYPES OF CERTIFICATES ISSUED IN CALIFORNIA IN 1927-1928

Number	Percentage	Kind or Type of Certificate
10	0.1	Kindergarten Primary
10	0.1	Elementary
10	0.1	Junior High School
10	0.1	General Secondary
10	0.1	Senior College
10	0.1	By Examination
10	0.1	Special Secondary
10	0.1	Art Culture
10	0.1	Art
10	0.1	Business
10	0.1	Mechanical
10	0.1	Industrial Arts
10	0.1	Agriculture
10	0.1	Music
10	0.1	Physical Education
10	0.1	Speech
10	0.1	Trade and Industrial
10	0.1	Adult Education
10	0.1	Total

TABLE XVII
 NUMBERS AND PERCENTAGES OF TYPES OF CERTIFICATES
 ISSUED IN COLORADO IN 1938

KINDS OR TYPES OF CERTIFICATES	Number	Percent
Elementary Certificates		
Non-Renewable	145	12.8
Temporary Elementary	90	7.9
Permanent Elementary	27	2.4
High School Certificates		
Graduate Temporary	717	63.2
Graduate Life	140	12.3
Special Certificates		
Manual Training	1	.1
Public School Music	12	1
Public Home Economics	1	.1
Art	2	.2
Total	1135	100

TABLE XVII

NUMBERS AND PERCENTAGE OF TYPES OF CERTIFICATES
ISSUED IN CONNECTICUT IN 1938

Kind or Type of Certificate	Number	Percent
Elementary Certificate	148	43.8
High School Certificate	102	29.7
High School Certificate with Honors	10	2.9
College Certificate	17	4.9
College Certificate with Honors	10	2.9
Special Certificate	1	.3
Special Certificate with Honors	1	.3
Public School Certificate	1	.3
Public School Certificate with Honors	1	.3
Total	338	100.0

TABLE XVIII

NUMBERS AND PERCENTAGES OF TYPES OF CERTIFICATES
ISSUED IN TEXAS IN 1937-1938

KINDS OR TYPES OF CERTIFICATES	Number	Percent
Elementary on Credentials		
Three Year Elementary	1	
Four Year Elementary	333	3.7
Six Year Elementary	1264	13.9
Permanent Elementary	874	9.6
Elementary on Examination		
Two Year Elementary	91	1
Three Year Elementary	35	.4
High School on Credentials		
Two Year High School	176	1.9
Four Year High School	1214	13.8
Six Year High School	526	5.8
Permanent High School	3525	36.5
High School on Examination		
Two Year High School	7	.1
Three Year High School	8	.1
Special Certificates		
Temporary Special	142	1.6
Permanent Special	460	5.1
State Permanent Special	12	.1
Kindergarten	2	
Administrator's Certificate of Approval	628	6.9
Total	9098	100

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APPENDIX B

A STANDARD COURSE FOR NEW MEXICO

HIGH SCHOOLS IN 1912

(As graduates of New Mexico high schools are often applicants for teachers certificates, the state board of education has adopted the following standard course as a guide in recognizing credits from high schools within the state.)

A standard high school for New Mexico must have at least a four year course, four units being made yearly. A credit or unit of work is defined as thirty-six recitations of forty-five minute periods each or its equivalent. The Course of Study must be chosen from the following:

I. English. The course in English shall consist of the following: (1) Composition one unit. One theme per week for four years. (2) Rhetoric one unit. (3) American Literature including its history and the study of American classics as per college entrance requirements, one unit. (4) History of English Literature and a study of English classics as per college entrance requirements, one unit.

II. Mathematics. (1) Elementary Algebra, one and one-half units. (2) Plane Geometry, one unit. (3) Solid Geometry, one-half unit. (4) Trigonometry, one-half unit. (5) Bookkeeping, one unit, requiring double time.

III. History. (1) Ancient History, one unit. (2) Medieval and Modern, one unit. (3) English History, one unit. (4) American History and Civics, one unit.

IV. Modern Languages. (1) Spanish or French or German, two units each.

V. Latin. (1) Beginning and Caesar, two units. (2) Cicero and Composition, one unit. (3) Virgil and Composition, one unit.

VI. Science. (1) Physics and Chemistry, one unit each. (One hour laboratory per week in addition to class room work in physics and four hours laboratory per week in addition to class room work in Chemistry.) (2) Physiology. (3) Commercial Law. (4) Botany. (5) Zoology. (6) Physiography. (7) Sociology. (8) Ethics. (One-half unit each.)

VII. Arts. (1) Manual Training, (2) Vocal Music, (3) Drawing and Painting, each one-half unit, provided a double amount of time is given to each.

APPENDIX B

A STANDARD COURSE FOR NEW HAVEN

HIGH SCHOOLS IN 1913

(An Graduate of New Haven High School is often recognized for teachers certification. The state board of education has adopted the following standard course as a guide to recognizing credits from high schools within the state.)

A standard high school for New Haven must have at least a four year course, four units being made yearly. A credit in any of work is defined as thirty-six sessions of forty-five minute periods each or its equivalent. The course of study must be chosen from the following:

- I. English. The course in English shall consist of the following: (1) composition and writing, one unit each for four years; (2) literature and writing, one unit each for four years; (3) history and the study of English literature including the history and the study of English literature as per college entrance requirements, one unit each for four years; (4) history of English literature and a study of English literature as per college entrance requirements, one unit each for four years; (5) laboratory lessons, one and one-half units; (6) drama, one unit; (7) Latin, one-half unit; (8) bookkeeping, one unit; (9) spelling, one-half unit.
- II. History. (1) Ancient History, one unit; (2) Medieval and Modern, one unit; (3) English History, one unit; (4) Modern History and Civics, one unit.
- III. Modern Languages. (1) French or German, two units each; (2) Spanish or Italian, two units each.
- IV. Science and Composition, one unit; (3) English and Composition, one unit; (4) English and Composition, one unit.
- V. Science. (1) Physics and Chemistry, one unit each. (One hour laboratory per week in addition to class room work in physics and four hours laboratory per week in addition to class room work in chemistry.) (2) Zoology, one unit; (3) Botany, one unit; (4) General Science, one unit; (5) Physiology, one unit; (6) Sociology, one unit; (7) Psychology, one unit.
- VI. Art. (1) Manual Training, (2) Vocal Music, (3) Drawing and Painting, each one-half unit, provided a double amount of time is given to each.

Required: Four units must be made in English, two in history, two in Science, three in Mathematics. Not less than two units can be made in Latin, German, French or Spanish.

Optional: The remaining five may be chosen among the studies named.

A standard or accredited high school for New Mexico then is one which meets these three requirements: (1) The number and length of recitations as herein stated; (2) has completed at least sixteen (16) units of study; (3) and requires a standard of scholarship satisfactory to the State Board of Education. Any other plan of requiring pupils to show their scholarship other than that by daily recitations is a matter for the State Board to determine. No school shall be placed upon the accredited list that does not have at least two teachers doing high school work and devoting their whole time to high school work or its equivalent. Schools whose work is up to the proper standard of excellence, but do less than sixteen (16) units of work may be accredited by the Board for what they do; provided, however, that each case is acted upon separately.¹¹

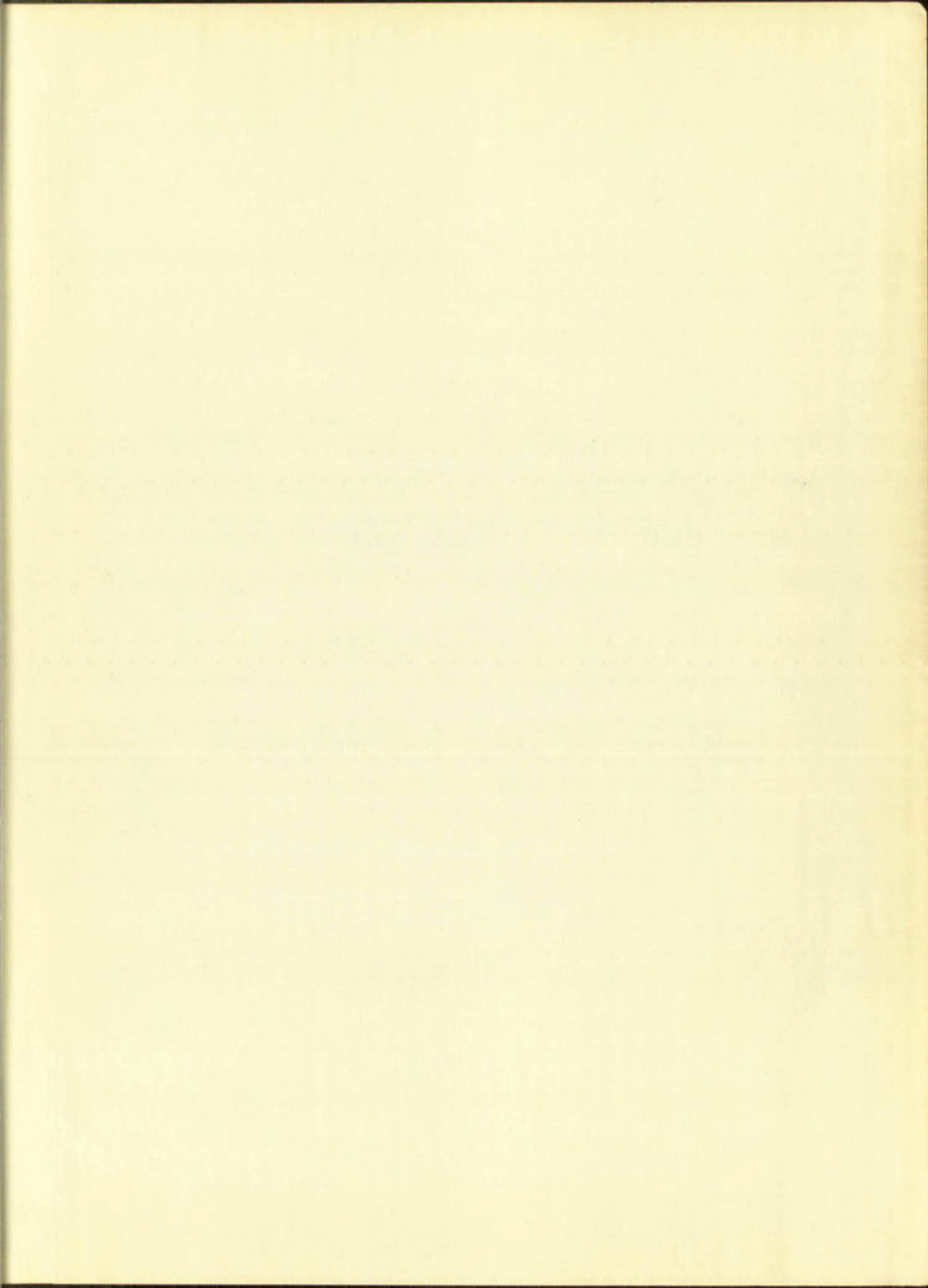
¹ Alvin N. White, Rules and Regulations Governing Certification of Teachers in New Mexico (Santa Fe, New Mexico: State Board of Education, 1912), pp. 16-18.

Required: Four units must be made in English, two in history, two in science, three in mathematics. At least two units can be made in Latin, German, French, Spanish.

Optional: The remaining five may be chosen from the studies named.

A standard or accredited high school or college course in which these three requirements are met, the number and length of recitations as indicated, and completed at least sixteen (16) units of credit, requires a statement of educational responsibility from the State Board of Education - not other than of a high school or college scholarship award. The units must be in a course for the high school or college. The school shall be placed upon the list of schools which does not have at least the above requirements, and during their visit to the school, the principal and teachers shall be interviewed. Schools which are not on the list of exceptions, but do not meet the above requirements, may be accredited by the State Board of Education, however, that each case is upon its merits.

1
Miss M. White, State Board of Education
Accreditation of Teachers in the State
State Board of Education, Lansing, Michigan



IMPORTANT!

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