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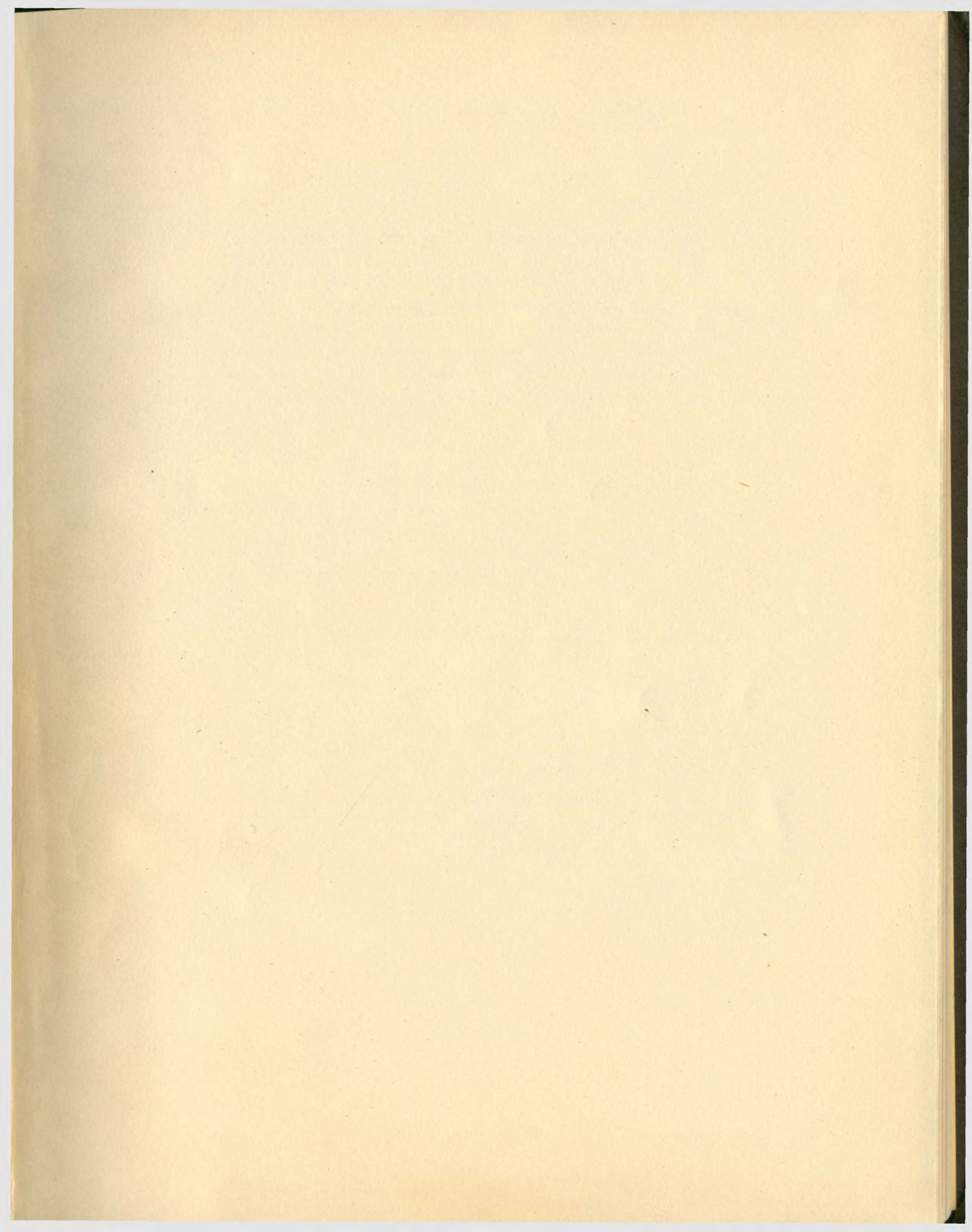
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REPORT OF A SURVEY OF THE ESTANCIA
PUBLIC SCHOOLS



By

Howard Willis Brunell

A Thesis

Presented in Partial Fulfillment of the
Requirements for the Degree of
Master of Arts in Education

University of New Mexico

1950



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MASTER OF ARTS

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REPORT OF A SURVEY OF THE ESTANCIA PUBLIC SCHOOLS

By

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MASTER OF ARTS



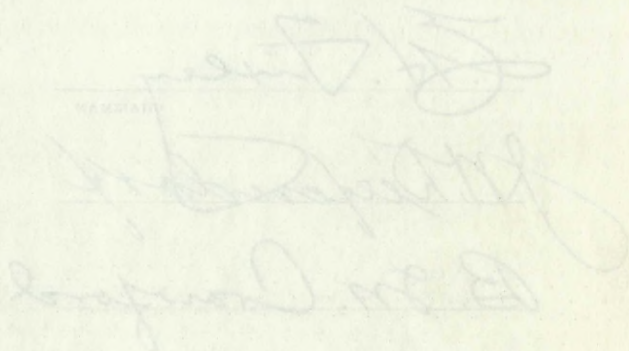
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REPORT OF RESEARCH OF THE UNIVERSITY OF NEW MEXICO

BY

Howard Willis Brinnell

Thesis committee



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CHATER I

THE PROBLEM AND METHODS OF PROCEIURE

The difficulties involved in any attempt to exact evaluation of education, or even a single phase of education or a part of an educationl system, have long been recognized by leaders in the field. Many early investigations were marked by a predominating stress on prejudice or opinion of the person or persons making the study. On the other hand, some studies of school practices have assumed that frequency of a practice indicates the desirability of that practice. The modern, and by far the better method, however, is to evaluate a school system by the study of the school in its own environment and circumstance. Comparisons with conditions and practices prevailing in other schools are made, it is true, but the fact that practices may be beneficial in one school and undesirable in another is kept clearly in mind.

I. THE PROBLEM

Statement of the problem. It is the purpose of this study to present an evaluation of the public school system of Estancia, New Mexico, by means of a statement of existing conditions found to be true by a complete and unbiased examination of all phases of the educational program, the school plant, and the school records. Comparisons are made with conditions which have existed in this school in the past and with

CHAPTER I

THE PROBLEM AND SCOPE OF THE STUDY

The difficulties involved in any attempt to make a comparison of education, or even a single phase of education, in two different parts of an educational system, have long been recognized by leaders in the field. Many early investigations were hampered by a predominating stress on procedure or opinion of the person or persons making the study. On the other hand, some studies of school practices have assumed a theoretical character, practice indicates the desirability of some method, modern, and by far the better method, however, to be used in a school system by the study of the study in its own right, and not in comparison with conditions and circumstances. Comparisons with conditions and circumstances prevailing in other schools are made, it is true, but the fact that practices may be beneficial in one school and undesirable in another is kept clearly in mind.

1. THE PROBLEM

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existing conditions in New Mexico.

Importance of the study. Although many school surveys have been made during the past several years, most of these have been surveys of large urban systems. The data found in these studies is of little value in New Mexico, since this state is, to a large extent, an area made up of small towns and farm communities. Racial and geographical problems also create situations peculiar to this locality. Studies in education, to be of real value to the schools of New Mexico, must be pertinent to the problems confronting them.

Educational research proceeds under the assumption that perhaps somewhere the best practical solution of common problems is being worked out. These solutions may be worked out in theory first and then put into practice, or they may evolve through experimentation in the class room. However this may be, it is reasonable to assume that examination of individual school systems is a practical method of identifying good school practice and making it common knowledge for the benefit of the profession.

II. SOURCES OF THE DATA

Official sources of data have been used exclusively in order that the facts and figures set forth may be as reliable as possible. In most instances information was taken from the

records of the school, but when this was not possible the desired data were secured directly from the superintendent or the principal.

Historical and geological information used in the background study was taken from the records of the town and official reports of the United States Geological Survey. The minutes of the meetings of the Torrance County Board of Education were consulted for information concerning rural districts which have been consolidated into the Estancia District. Comparative figures were taken from studies made by the office of the New Mexico State Superintendent of Public Instruction, the New Mexico Educational Survey Board, bulletins published by the University of New Mexico, and other studies of a similar nature. In every case the figures have been carefully checked in order to assure their accuracy.

III. METHODS OF PROCEDURE

In this study data are presented in logical order, giving first a historical summary of Torrance County and of the town of Estancia in particular. A description of the community as it exists today, with particular emphasis upon those elements which influence education, forms a background for the study. Different elements of the school, such as the school plant, the staff, administration, and curriculum, are

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handled separately for the sake of clarity.

IV. REVIEW OF THE LITERATURE

The literature concerning rural schools of New Mexico is largely made up of historical studies or studies of a single phase of the educational system. Brief mention is made of the two studies which are relevant to the present work and which are used for comparative purposes throughout the survey.

In 1929 Dr. S. P. Nanninga with the assistance of the members of the class in Education 251, "Problems in School Administration," made a survey of the Estancia Public Schools. In introducing the report of this survey Dr. Nanninga said:

The state is largely rural, made up of small school systems, and this particular investigation provided a laboratory for the study of problems in the administration of small schools for students whose administrative experience will likely begin in small systems... The bulletin is presented to the administrators of the state as a suggested plan to be used as a guide for surveys of school conditions in their respective communities.¹

Throughout his study Dr. Nanninga emphasized the fact that Estancia was a school with comparatively low financial abil-

¹ S. P. Nanninga, Report of the Survey of the Estancia Public Schools (bulletin of the University of New Mexico, 1931, Vol. 5, No. 3, Albuquerque, New Mexico: University of New Mexico Press, October 15, 1931), p. 7.

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ity. Comparisons were made with schools of similar size in the state. Comparative statements and figures taken from this bulletin are used in the present study to show the amount of progress of the Estancia school over the twenty-year period from 1929 to 1949. Comparisons have not been made with other schools used in the earlier survey.

In 1947 the New Mexico State Legislature authorized that a survey be made of the educational system of the state. The survey was made by the Division of Surveys and Field Services of George Peabody College for Teachers, Nashville, Tennessee, and was completed and the findings published in 1949. The report of this survey indicates present practices in the state. By the use of comparative figures taken from this report it has been possible to evaluate, to some extent, the present status of the Estancia school system.

CHAPTER II

HISTORY AND BACKGROUND OF THE SCHOOL

The town of Estancia is a community of approximately fifteen hundred inhabitants located in the geographic center of Torrance County, which comprises most of what is considered the Estancia Valley. This high, mountain-rimmed valley of central New Mexico, the floor of which lies at an altitude in excess of six thousand feet, has a drainage basin some sixty-five miles in length and thirty-five to forty miles in width, constituting one of the largest valleys in the world entirely without outlet or running stream. Thousands of years ago the floor of this drainage depression was covered by a lake encompassing a total area of nearly a thousand square miles.

I. HISTORY

Just when the area now within the confines of Torrance County first became the abode of man is not known. The villages of Chillili, Tajique, Torreon, Manzano, and Punta de Auqua are of many generations standing and there is some archeological evidence that they occupy the sites of still more ancient settlements. On the Jumanes Mesa, which forms the southern boundary of the Estancia Valley, are found the ruins of Tabira, better known as Gran Quivera. All of these ancient villages have been graphically described as the cities that died of fear, fear of the marauding plains Indians, the



Figure 1

Comanches and Apaches.

Five ancient Spanish grants lie wholly or in part within the boundaries of Torrance County. At one time the Governor of New Spain gave all of the vast area now comprising Torrance County to one of his favorites, but his heirs were later deprived of the domain by action of the United States Court of Private Claims.

The name "Estancia," which means "home" or "place of rest," was first given to the area of the Seven Springs which is located within the limits of the town. In early days people traveling through central New Mexico made this their resting place. Later the name was given to the town and then to the entire valley.

The town of Estancia was incorporated under the mayor-council form of government on February 29, 1910, and has continued under this form of government to the present time.

Although the original Estancia school district extended only to the corporate limits of the town, consolidation with seven rural districts and part of another has enlarged it until, at the present time, it serves between five and six hundred square miles of territory. The first consolidation took place in 1907 when the Chavez District was consolidated, partly with the Estancia District and partly with the Willard

District. The most recent consolidation was effected in 1949 with the addition of the Lucy District. In most instances the history of consolidation in this area has very definitely reflected the economic history of the valley. In early days of prosperity when settlers were moving into the county, many small districts were formed. In later years wind erosion and periodic years of drought caused many farm families to leave. The remaining families found the burden of maintaining separate schools too heavy and petitioned for consolidation. In the central part of the county the Estancia District was the logical district to receive these consolidations. Consolidation with the Lucy District was the result of the recommendation included in the report of the New Mexico Educational Survey.

II. POPULATION

That Torrance County is a sparsely populated area is well illustrated by the circumstances of consolidation of the Lucy District with that of Estancia. In this instance Estancia added some two hundred square miles of territory to the district, including over a million dollars in railroad tax evaluation, while increasing the school population by only nine pupils. In 1940 the official population of the town of Estancia was reported as being 849, as against 634 in 1930 and 570 in 1920. Due to a recent mild boom, the population

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District. The most recent consolidation was effected in 1962

and 270 in 1920. Due to a recent mild boom, the population of Estancia was reported as being 840, an increase of 24 in 1920 nine pupils. In 1920 the official population of the town of "San Juan", while increasing the school population by only 41 pupils, including over a million dollars in railroad box cars added some two hundred square miles of territory to the town district with that of Estancia. In this instance Estancia well illustrated the circumstances of consolidation of the town district.

That Estancia County is a country populated by a

II. POPULATION

causal survey.

Recommendation included in the report of the New Mexico

is now estimated to be close to 1,500, being nearly equally divided between Spanish-speaking and Anglo-Americans.

III. SOCIAL, RELIGIOUS, AND RECREATIONAL FEATURES

As is true in most rural communities, social and recreational opportunities are limited in Estancia. Since the only form of commercial entertainment found in the town is a small motion picture theater, the school, the churches, and business and fraternal organizations make a special effort to provide worthwhile social and educational activities for the youth of the community. The Catholic, Methodist, Baptist, and Church of God denominations all have active organizations for the training of youth. The Business and Professional Women's Club sponsors a town library and the Rotary Club has a vocational guidance program for high school boys. The American Legion and American Legion Auxiliary are active in citizenship programs for boys and girls. Boy Scouts, Girl Scouts and 4-H clubs are represented in Estancia. The 4-H group sponsors a square dance club. The Masonic Order and Knights of Pythias with their auxiliaries, the Eastern Star and Pythian Sisters, maintain chapters in Estancia.

The High School Press Club issues a weekly paper which is widely read by the community. It is now the only newspaper in town. Future Farmers of America and Future Home-

is not estimated to be above 25,000, being mostly owned
divided between 20,000 and 30,000 owners.

III. SOCIAL, POLITICAL, AND ECONOMIC FACTORS

As is true in most rural communities, social and eco-
nomic conditions are related to the political situation. The
only form of organized activity is the local school, and
small motion picture theater, the school, the church, and
business and fraternal organizations. A special effort is
made to provide vocational training and education for the
youth of the community. The Catholic, Methodist, Baptist,
and Church of God denominations all have active church schools
for the training of youth. The business and trade union
women's club sponsors a book library and the history club
a vocational training program for high school boys. The
American Legion and American Legion Auxiliary are active in
all matters pertaining to the war and after. The United States
League and 4-H club are represented in the community. The
youth sponsors a dance team club. The church group has
existed of typical with local activities, the church group
and youth groups, maintain themselves in the community.

The high school group which sponsors a weekly party night
is usually held by the community. It is the only place
where in town. There is a group of teachers and parents.

makers of America are represented in the school and sponsor many agricultural and social activities.

IV. INDUSTRIES

The Estancia Valley is essentially an agricultural area, including within its boundaries some two million acres of grass land, 160,000 acres of forest land, and 190,000 acres of crop land divided into seventeen hundred farms tended by fourteen hundred farm families. Until recent years the valley was almost entirely a dry farming area; pinto beans, wheat, and feed grains were the only field crops of importance, but during recent years many irrigation wells have been drilled and successful irrigated farming has resulted.

V. TRANSPORTATION

Two railroads serve Torrance County--the Southern Pacific which runs diagonally across the southeastern corner and the Santa Fe which traverses the entire area from east to west. In 1902 the New Mexico Central Railroad was constructed, traversing the valley from north to south. This small railroad later became part of the Santa Fe railroad system. At the present time only two trains a week serve the town of Estancia on this route. The Estancia Valley is served by four paved highways, 66, 85, 60, and 41, and has a network of regularly maintained county roads.

makers of America are well known in the United States and many agricultural and stock raisers.

THE VALLEY

The Estancia Valley is essentially an agricultural

area, including within its boundaries some two million acres

of grass land, 100,000 acres of forest land, and 100,000

acres of crop land. It is a beautiful, fertile valley

tended by fourteen hundred and fifty families. Until recent years

the valley was almost entirely a dry farming area; wheat, beans,

wheat, and feed crops were the only field crops of importance.

Since, but during recent years, water irrigation wells have been

drilled and successful irrigation systems have been installed.

THE RAILROADS

Two railroads pass through the valley -- the Southern

Pacific which runs from the south to the north, and the

San Antonio and San Antonio which runs from the east to the west.

In 1902 the Santa Fe Railroad was

constructed, traversing the valley from north to south.

This small railroad is now one of the best in the

road system. At the present time only one train a week

serves the town of Estancia on this route. The Estancia

Valley is served by four passenger trains, 10, 20, 30, and 40,

and has a network of roads, including many roads.

CHAPTER III

THE SCHOOL STAFF AND ADMINISTRATION

Practical evaluation of a school staff requires, first of all, a practical point of view. It is true that the school survey as a study of what is derives much of its value from comparisons with what was or what should be, but conditions which cause the present situation to be what it is should be given careful consideration. Two questions to be considered in a study of the teaching personnel of a school are: (1) Do the superintendent and the school board make every effort to bring the best teachers to their school, and (2) are teachers willing to remain in the system long enough to make a real contribution to the school? Many teachers whose qualifications are such as to allow them to choose one of several jobs offered will refuse to accept employment in a small town. On the other hand, young, ambitious teachers who begin their careers in rural schools may soon begin looking for employment in larger communities where living conditions are better and where they may feel that the opportunity for advancement is greater. It is true that the rural superintendent is constantly faced with the problem of either selecting local teachers whom he may expect to remain in the school indefinitely and take the risk of being accused of educational provincialism or allow his school to serve as a

THE SCHOOL STAFF AND ADMINISTRATION

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training ground for young teachers who will soon move on to greener pastures. The manner in which a school board and superintendent solve this problem determines, to a large extent, the efficiency of the entire school program.

Method of hiring teachers. Applicants for teaching positions in Estancia are investigated by the superintendent and required to complete application forms which include information on preparation, professional background, personal qualifications, experience, physical fitness, and special qualifications. Interviews are arranged when possible. When all applicants have been investigated the superintendent chooses those whom he considers best fitted for the positions which are to be filled and recommends them to the municipal board for hiring. In like manner, teachers are recommended for re-employment or dismissal. This is the procedure recommended by authorities in school administration.

Size of school staff. The Estancia school staff presently consists of eighteen teachers, a librarian, two principals, and a superintendent. Nine teachers are employed for the elementary school, which has an A.D.A. of 236, making the elementary pupil-teacher ratio 26.22. The high school also employs nine teachers and has an A.D.A. of 119.37, thus showing a pupil-teacher ratio of 13.26. The greatest number

training ground for young teachers who will soon move on to
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Method of hiring teachers. Applicants for teaching

positions in Batavia are investigated by the superintendent
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Size of school staff. The Batavia school staff pre-

sently consists of eighteen teachers, a librarian, two prin-
 cipals, and a superintendent. Nine teachers are employed
 for the elementary school, which has an A.D.A. of 256, making
 the elementary pupil-teacher ratio 28.22. The high school
 also employs nine teachers and has an A.D.A. of 119.75, thus
 showing a pupil-teacher ratio of 13.26. The greatest number

of pupils in any class is thirty-one. The size of the staff should probably be considered adequate according to accepted standards.

Professional preparation of staff members. In 1929-30 there were eleven women and two men employed in the Estancia schools. At the present time there are seven men and fourteen women teachers in the school (figures in both instances include the principals and superintendent). Among the elementary teachers four have college degrees, two have college hours equivalent to a degree, one has three years of college preparation, and two have two years of preparation beyond high school. All of the high school teachers have college degrees, and the principals and superintendent hold graduate degrees and administrative certificates. The amount of professional training of Estancia's teachers compares favorably with the professional training of the average teacher in New Mexico (Table I) except in the case of the elementary teachers having only two years of preparation. Certainly, it should be recommended that elementary teachers who do not hold degrees be given every encouragement to complete their college work. This is especially urgent since all of these teachers have many years of tenure in Estancia and may, therefore, be considered as being permanent parts of the teaching staff.

degrees, and the principals and superintendents hold teachers high school. All of the high school teachers have college preparation, and two have two years of preparation beyond high school equivalent to a degree; one has three years of college; four teachers have college degrees; two have college degrees the principals and superintendents). Among the eleven women teachers in the school (figures in both instances in schools. At the present time there are seven men and fourteen there were eleven women and two men employed in the schools.

Professional preparation of staff members. In 1920-21 standards.

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degrees and administrative responsibilities. The amount of

TABLE I

PROFESSIONAL EXPERIENCE OF INSTRUCTIONAL PERSONNEL OF ESTANCIA
COMPARED TO NEW MEXICO

Experience in years	No. of teachers Estancia	Estancia per cent teachers		New Mexico per cent teachers		Administrators per cent	
		Elementary	High school	Elementary	High school	Estancia	New Mexico
1-2	1	11.2		8.9	11.9		1.8
3-4	1		11.1	7.6	8.16		
5-10	4		44.4	24.7	25.29		11.1
11-20	11	88.8	33.3	39.2	33.8		47.1
21 or more	1		11.1	19.6	20.3	100	40.0
Total	18	99.9	99.9	100	100	100	100

In 1929 the minimum standard for elementary teachers in New Mexico was two years of preparation above high school. At that time only four of the elementary teachers in Estancia met this requirement. The minimum requirement of four years of college study for high school teachers was met by all except one of the secondary teachers. Concerning the above condition Dr. Nanninga made the following statement:

Estancia can ill afford to employ teachers with less than the amount of training that is quite generally considered essential, especially at a time when there is such a large supply of teachers on hand.²

At this date it is the aim of progressive administrators in the state, the New Mexico Education Association, and the State Department of Education, to require four years of college training for all of New Mexico's teachers. The teaching force in Estancia does not meet these more exacting requirements but progress is being made towards its achievement and it can be readily seen that in respect to the college training of the teachers the school has advanced beyond its former position.

Two conditions must be considered in evaluating the above statements. One factor which must not be overlooked is

2 S. P. Nanninga, op. cit., p. 25.

In 1929 the minimum standards for elementary teachers in New Mexico was two years of preparation above high school. At that time only four of the elementary teachers in Bataan met this requirement. The minimum requirement of four years of college study for high school teachers was met by all except one of the secondary teachers. Concerning the above condition Dr. Hanning made the following statement:

Bataan can ill afford to employ teachers with less than the amount of training that is quite generally considered essential, especially at a time when there is such a large supply of teachers on hand.²

At this date it is the aim of progressive administrators in the state, the New Mexico Education Association, and the State Department of Education, to require four years of college training for all of New Mexico's teachers. The teaching force in Bataan does not meet these more exacting requirements but progress is being made towards its achievement and it can be readily seen that in respect to the college training of the teachers the school has advanced beyond its former position.

Two conditions must be considered in evaluating the above statement. One factor which must not be overlooked is

² S. E. Hanning, op. cit., p. 25.

the complete reversal of the teacher supply situation in general and the other is the greatly improved status of teachers in New Mexico which tends to draw teachers to the state.

Whether the above considerations would cancel out, showing a substantial margin of progressive effort on the part of the Estancia school administration, is impossible to determine.

Professional experience of staff members. The average professional experience for the entire staff is 15.5 years. Four years of this average experience has been in states other than New Mexico and 11.5 years has been in this state. Figures in Table II indicate that all except one of the elementary teachers have between eleven and twenty years of teaching experience, while this one teacher has less than two years experience. The distribution of years of experience among members of the high school staff shows a much greater dispersion and is a more normal condition, as comparison with the state averages shows. In both schools the years of professional experience is very noticeably higher than in the corresponding state averages.

Teacher replacement in Estancia. Dr. Nanninga, in his 1929 survey, deplored the condition which necessitated a 50 per cent turnover in the teaching force of Estancia each year. In this respect Dr. Nanninga said:

the complete reversal of the teacher supply situation in general and the other is the greatly improved status of teachers in New Mexico which tends to draw teachers to the state.

Whether the above considerations would cancel out, showing a substantial margin of progressive effort on the part of the Estanola school administration, is impossible to determine.

Professional experience of staff members. The average

professional experience for the entire staff is 12.5 years. Four years of this average experience has been in states other than New Mexico and 11.5 years has been in this state. Figures in Table II indicate that all except one of the elementary teachers have between eleven and twenty years of teaching experience, while this one teacher has less than two years experience. The distribution of years of experience among members of the high school staff shows a much greater dispersion and is a more normal condition, as comparison with the state averages shows. In both schools the years of professional experience is very noticeably higher than in the corresponding state averages.

Teacher replacement in Estanola. Dr. Hennings, in his

1929 survey, depicted the condition which necessitated a 50 per cent turnover in the teaching force of Estanola each year. In this respect Dr. Hennings said:

TABLE II

TEACHER TURNOVER IN ESTANCIA COMPARED TO
THAT OF NEW MEXICO

Years in service in present position	Number of teachers in Estancia	Per cent in Estancia	Per cent in New Mexico
1	5	23.11	26.8
2	0	0	18.9
3-4	6	28.87	17.1
5-9	4	19.14	19.3
10 or more	<u>6</u>	<u>28.87</u>	<u>17.9</u>
TOTAL	21	100	100

TABLE II

TEACHER TURNOVER IN ESTADISTA COMPARED TO

THAT OF NEW MEXICO

Years in service in present position	Number of teachers in Estadista	Per cent in Estadista	Per cent in New Mexico
1	2	27.11	26.8
2	0	0	18.9
3-4	6	28.87	17.1
5-9	4	19.14	18.5
10 or more	6	28.87	17.9
TOTAL	12	100	100

The efficiency of the teaching corps is largely dependent upon the individual teacher's adjustment to his teaching environment. New teachers are handicapped in not being familiar with the social conditions, learning abilities and individual differences affecting the learning of children. With more than 50 per cent of the teachers new each year, Estancia cannot hope to build up an efficient educational system. The causes of the large turnover should be discovered and steps taken to eliminate them.³

No figures are available which would indicate the per cent of teacher turnover in New Mexico at the time this statement was made; however, figures for 1948 (Table III) show that teacher replacement in Estancia is 2.7 per cent below that of the state as a whole and that the situation has been improved by more than 100 per cent since 1929. In the face of the general teacher shortage this is a very probable indication that Estancia is making a real effort to keep good teachers in her schools.

The Estancia salary schedule. The salary schedule which is operative in Estancia (Table IV, page 21) is one which was jointly agreed upon by all teachers and administrators of Torrance County. It is, of course, affected largely by state financial regulations and, at the present time, carries a cost of living increment of \$240 which is applicable to all brackets. Perhaps the schedule should be criti-

³ Wanninga, op. cit., p. 26.

The efficiency of the teaching corps is largely dependent upon the individual teacher's adjustment to his teaching environment. New teachers are handicapped in not being familiar with the social conditions, teaching abilities and individual differences affecting the learning of children. With more than 50 per cent of the teachers new each year, Guatemala cannot hope to build up an efficient educational system. The causes of the large turnover should be discovered and steps taken to eliminate them.

No figures are available which would indicate the per cent of teacher turnover in New Mexico at the time this statement was made; however, figures for 1948 (Table III) show that teacher replacement in Guatemala is 2.7 per cent below that of the state as a whole and that the situation has been improved by more than 100 per cent since 1929. In the face of the general teacher shortage this is a very probable indication that Guatemala is making a real effort to keep good teachers in her schools.

The Guatemala salary schedule. The salary schedule which is operative in Guatemala (Table IV, page 21) is one which was jointly agreed upon by all teachers and administrators of Guatemalan County. It is, of course, affected largely by state financial regulations and, at the present time, carries a cost of living increment of \$240 which is applicable to all brackets. Perhaps the schedule should be criti-

TABLE III

PROFESSIONAL TRAINING IN THE ESTANCIA SCHOOL AS COMPARED
TO NEW MEXICO AVERAGES

Years of college training	Estancia teachers		New Mexico teachers		Estancia Adminis- trators	N. Mexico Adminis- trators
	Elemen- tary	High school	Element- tary	High school		
5 or more	0	0	9.1	38.1	100	95.7
4 years	66.6	100	45.6	56.8	0	4.3
3 years	11.1	0	24.9	3.6	0	0
2 years	22.2	0	14.9	1.0	0	0
1 year	0	0	3.2	0.2	0	0
H. S. Grad.	0	0	2.6	0.2	0	0
Non H. S. Grad.	0	0	0	0.1	0	0

TABLE IV

SALARY SCHEDULE FOR COUNTY AND MUNICIPAL SCHOOLS OF TORRANCE COUNTY

Experience	Less than one year	Less than two years	58 semester hours two years	68 semester hours two and a third years	78 semester hours Two and two third years	88 semester hours Three years	98 semester hours Three and one third years	108 semester hours Three and two third years	A. B.	Four and one third years	Four and two third years	M. A.
0	\$1200	\$1300	\$1660	\$1690	\$1720	\$1750	\$1780	\$1810	\$2000	\$2050	\$2100	\$2200
1	1220	1320	1680	1710	1740	1770	1800	1830	2050	2100	2150	2250
2	1240	1340	1700	1730	1760	1790	1820	1850	2100	2150	2200	2300
3	1260	1360	1720	1750	1780	1810	1840	1870	2150	2200	2250	2350
4	1280	1380	1740	1770	1800	1830	1860	1890	2200	2250	2300	2400
5	1300	1400	1760	1790	1820	1850	1880	1910	2250	2300	2350	2450
6	1320	1420	1780	1810	1840	1870	1900	1930	2300	2350	2400	2500
7	1340	1440	1800	1830	1860	1890	1920	1950	2350	2400	2450	2550
8	1360	1460	1820	1850	1880	1910	1940	1970	2400	2450	2500	2600
9	1380	1480	1840	1870	1900	1930	1960	1990	2450	2500	2550	2650
10			1860	1890	1920	1950	1980	2010	2500	2550	2600	2700
11					1940	1970	2000	2030	2550	2600	2650	2750
12							2020	2050	2600	2650	2700	2800
13									2550	2700	2750	2850
14									2700	2750	2800	2900
15											2850	2950

\$50.00 per room per year for principals. Total not to exceed \$450.00 per year.

High School coaches may be allowed \$100 more per year in high schools of less than 100 enrollment. \$200 for more than 100 enrollment.

At least \$200 increase for music instructor in cases where salary schedule does not provide it.

5% increase to bus drivers, provided the payments do not amount to more than \$10 per child per month.

cized for allowing increments up to the twelfth year for teachers with less than four years of college training. The minimum salary for teachers with a degree and the maximum salary for those having a graduate degree are too small.

Adjustments should be made which will give greater encouragement to teachers to continue their professional training. It is doubtful whether a fair justification could be made for provisions for additional salary increases above the schedule for coaches and music instructors.

The Estancia Municipal School Board. In accordance with the New Mexico School Code the board of education of Estancia consists of five members elected at large from the district for a term of six years. The terms are staggered so that one or two members are elected at each biennial election. The municipal board selects a superintendent of schools and has general control of the schools under its jurisdiction. Although no differentiation of function is made in the school code between the board of education and the superintendent, it is generally advocated by authorities in school administration that the function of the board should be purely legislative and that the executive function should be delegated to the superintendent. The policy of the Estancia board in hiring only teachers recommended by the superintendent, to-

gether with evidence found in the records of the school, indicates that to a large degree executive functions are carried out by the superintendent.

It is generally conceded among students of school administration that board membership should represent a true cross section of the population of the district. It is reasonable to believe that democratic institutions function best when all parties concerned have equal representation in legislative bodies. The present board of Estancia consists of a garage owner and automobile dealer, a machine shop operator and ranch owner, an abstractor, a wholesale oil dealer, and a farmer. Although half of the school population is Spanish-American, this group has never been represented on the municipal board.

which with average food in the records of the school, 1931-32, shows that to a large degree conditions are controlled out by the superintendent.

It is generally conceded among students of school administration that local community should represent a cross section of the population of the district. It is reasonable to believe that democratic institutions function best when all parties concerned have equal representation in legislative bodies. The present board of education consists of a group owner and independent dealer, a second shop owner and local dealer, an electrician, a wholesale oil dealer, and a farmer. Although half of the school population is Spanish American, this group has never been represented on the local board.

CHAPTER IV

THE SCHOOL PROGRAM

It is conceivable that in a study of this nature the investigation and evaluation of the school program might be regarded as a summary of the total study of the school. Certainly the activities which take place within the program of the school, together with the influence which these activities have on the lives of the boys and girls for whom the school operates, is the summation of all educational activities. Discussion of school costs, teacher qualifications, and physical assets of the district are completely without meaning unless they are considered in the light of the educational activities which they facilitate.

The elementary program. The elementary school in Estancia consists of eight regular grades and a pre-first grade. The primary purpose of the pre-first grade is to overcome bilingual difficulties of Spanish-speaking children and ready them for regular first-grade work. Children who have no language difficulty but who have not reached a degree of learning readiness considered sufficient for successful participation in first-grade activities are also enrolled in the pre-first class.

It is necessary that in a study of this nature the investigation and observation of the school situation should be regarded as a primary activity of the school. Certainly the activities which take place within the program of the school, covering the influence which these activities have on the lives of the boys and girls for whom the school operates, in the transition of all educational activities. Discussion of school social, teacher education, and physical aspects of the situation are necessarily without meaning unless they are considered in the light of the educational activities which are being undertaken.

The elementary school

Education consists of a process of growth and development. The primary purpose of the elementary school is to overcome physical, intellectual, and emotional limitations and ready them for the future. Children who have no language ability, who have not reached a degree of learning readiness, and who are not sufficiently able to participate in the pre-fixed program.

The elementary curriculum is based largely upon testing and remedial programs, the emphasis being primarily upon reading and language. Justification for this emphasis is based upon: (1) the bilingual situation, (2) the dearth of reading material found in the average home within the district, and (3) the fact that a large proportion of the difficulties encountered by pupils in other fields of learning is attributable to inability to read and use language effectively. Concerning the bilingual situation, the Report of the New Mexico Educational Survey Board states:

It is generally agreed that one of the major problems confronting the New Mexico schools is the language development of the children who until entering school have never spoken English. Language grows out of the need to communicate with others. It is inseparable from the experience of children.⁴

Of 139 responses to the question, "How many books are there in your home?" which was asked in a survey of reading habits made by the principal of the Estancia elementary school, 18 reported no books at all and 25 reported less than ten books. In the same survey forty-nine pupils reported that they owned no books, seventy-nine that they had

⁴ Public Education in New Mexico, A Report of the New Mexico Educational Survey Board, 1948 (Nashville, Tennessee: Division of Surveys and Field Services, George Peabody College for Teachers), p. 144.

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The New Mexico Educational Survey Board states:

It is generally agreed that one of the major problems
 confronting the New Mexico schools is the language de-
 velopment of the children who enter the schools with
 little or no knowledge of English. Language groups out of the
 need to communicate with others. It is inevitable
 from the experience of children.

Of 175 responses to the question, "How many books are
 there in your home?" which was asked in a survey of reading
 habits made by the principals of the Kansas elementary
 schools, 18 reported no books at all and 35 reported less
 than ten books. In the same survey forty-nine replied re-
 ported that they owned no books, seventy-nine that they had

4 Table Enclosed in New Mexico, A Report of the
New Mexico Educational Survey Board, 1928 (Albuquerque,
Tennessee: Division of Surveys and Field Services, Bureau
Peabody College for Teachers), p. 122.

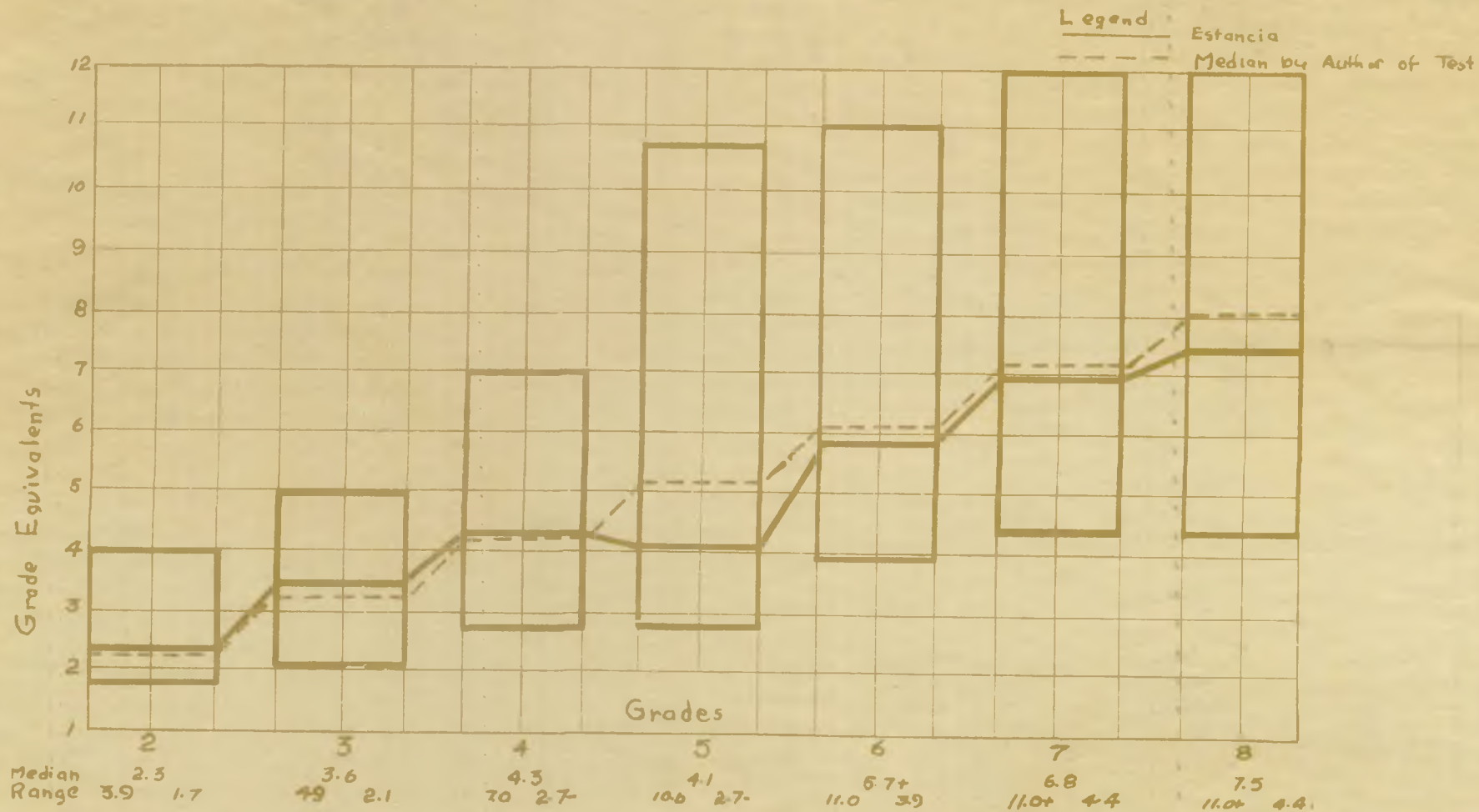


Figure 2
Average Reading Achievement, Range of Scores and Median Score, Metropolitan Achievement Tests Form "T", October 31, 1949

no daily paper in their home, and seventy-four reported that they did not receive a Sunday paper. Considering the above figures and in view of the fact that future scholastic achievement depends largely upon the effective use of the language skills, emphasis in this area seems well justified.

Metropolitan Achievement and My Weekly Reader tests are given in the fall and again in the spring of each school year. Individual achievement is tabulated and pupils are assigned to groups in each room where it will be possible for them to make the most progress. Each room has at least three groups. Seriously retarded individuals receive special instruction in addition to that which is offered in a group. Reassignment in groups is made at any time that evidence is produced to warrant a change in group classifications. Where individual children fall below their grade level in reading ability a special effort is made to determine the cause. These special cases usually fall into one of three classifications: (1) those having bilingual problems, (2) those suffering from physical handicaps, usually visual or auditory, and (3) those who have developed poor reading or language habits. When the cause of the pupil's retardation has been determined steps are taken to remedy it. Weekly meetings of faculty members are held to discuss special

cases and to coordinate the remedial program. Annual surveys are made by the principal to determine the reading tastes, habits, and interests of pupils, and to determine the extent of use of the school and town library.

A reasonable judgment of the effectiveness of the remedial program in the Estancia School may be gained by examination of Figure 4. The graph shows the median reading scores of the various grades in the Estancia School as compared to the national median established by the authors of the Metropolitan Achievement Test. Considering factors mentioned in the foregoing paragraph, it is reasonable to assume that reading achievement in the Estancia schools would be well below the national median. The fact that the median in the first three grades is slightly above the national median is a very probable indication that the pre-first and primary programs are effective and that very good work is being done by the teachers in these grades. Grade V seems to be the stumbling block of the program and a reason should be sought for the actual falling off of achievement at this level. Comparison of achievement scores over a period of years would indicate whether this was a slow group or whether poor teaching in the fourth and fifth grades was to blame. The line rises sharply in the sixth grade and

cases and to coordinate the remedial program. Annual surveys are made by the principal to determine the reading tastes, habits, and interests of pupils, and to determine the extent of use of the school and town library.

A reasonable judgment of the effectiveness of the remedial program in the Batavia School may be gained by examination of Figure A. The graph shows the median reading scores of the various grades in the Batavia School as compared to the national median established by the authors of the Metropolitan Achievement Test. Considering factors mentioned in the foregoing paragraph, it is reasonable to assume that reading achievement in the Batavia schools would be well below the national median. The fact that the median in the first three grades is slightly above the national median is a very probable indication that the pre-first and primary programs are effective and that very good work is being done by the teachers in these grades. Grade V seems to be the stumbling block of the program and a reason should be sought for the actual falling off of achievement at this level. Comparison of achievement scores over a period of years would indicate whether this was a slow group or whether poor teaching in the fourth and fifth grades was to blame. The line rises sharply in the sixth grade and

continues to rise through the eighth grade but fails to reach the national average at this point. This is a probable indication that remedial work should continue through the ninth grade.

To secure a wholesome balance between the time allotted to the various activities in the school is a problem which must be solved by all administrators and teachers. The philosophy of the school should determine aims and objectives and thus be a determining factor in deciding what part of the school program should be given more or less emphasis. As has been noted above the administration in Estancia believes that a thorough grounding should be given in the language skills. This view is undoubtedly shared by many other schools of the state and is remarked upon thus by the New Mexico Educational Survey Board:

All teachers devote too much time to the isolated learning of basic skills. This does not mean that less time should be devoted to the basic skills. Some of these skills should be learned in other subjects as they are used and as they are needed.⁵

Concerning the above statement in reference to Tables V and VI it should be understood that all figures are taken

⁵ Public Education in New Mexico, op. cit., p. 130.

continued to rise through the eighth grade but fails to reach the national average at this point. This is a probable indication that remedial work should continue through the ninth grade.

To secure a wholesome balance between the time allotted to the various activities in the school is a problem which must be solved by all administrators and teachers. The philosophy of the school should determine aims and objectives and thus be a determining factor in deciding what part of the school program should be given more or less emphasis. As has been noted above the administration in Estanola believes that a thorough grounding should be given in the language skills. This view is undoubtedly shared by many other schools of the state and is remarked upon thus by the New Mexico Educational Survey Board:

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Concerning the above statement in reference to Tables V and VI it should be understood that all figures are taken

from teachers programs. It is impossible to determine the exact content within courses by examining a schedule of classes or subjects taught. It is very conceivable that a course in history or science may actually be a course in reading or language, and that the content of reading material within the course is treated in such a manner that it is actually incidental to the learning of language skills. "Teachers," said Dr. Nanninga in his survey of 1929, "have been found to stress the subjects they like, and neglect those they do not like."⁶ This is undoubtedly true, and if examination of content within courses were made it might possibly be found that the same condition exists regardless of the title given to courses or subjects to be studied at a given time in the school program.

Tables V and VI give comparative figures of time allotments in the several elementary school activities. Columns a and b of these tables are taken from the Estancia School Survey of 1929.⁷ These two columns show comparative allotments of time between the average time allotted in fifteen states and forty cities and time allotments in Estancia in 1929. The third column, or Column c, indicates time allotments in Estancia in 1949. The use of figures shown in Column a might pos-

⁶ Nanninga, op. cit., p. 28.

⁷ Ibid., p. 29.

from teachers programs. It is impossible to determine the exact content within courses by examining a schedule of classes or subjects taught. It is very conceivable that a course in history or science may actually be a course in reading or language, and that the content of reading material within the course is treated in such a manner that it is actually incidental to the learning of language skills. "Teachers," said Dr. Hanning in his survey of 1929, "have been found to stress the subjects they like, and neglect those they do not like." This is undoubtedly true, and if examination of content within courses were made it might possibly be found that the same condition exists regardless of the title given to courses or subjects to be studied at a given time in the school program.

Tables V and VI give comparative figures of time allotted in the several elementary school activities. Columns a and b of these tables are taken from the National School Survey of 1929. These two columns show comparative allotments of time between the average time allotted in fifteen states and forty cities and time allotments in Kansas in 1929. The third column, or Column c, indicates time allotments in Kansas in 1949. The use of figures shown in Column a might be-

⁶ Hanning, *op. cit.*, p. 28.

⁷ *Ibid.*, p. 29.

sibly be criticized on two points; first, that they indicate practices which were prevalent twenty years ago and, second, that the assumption might be drawn from them that frequency of a practice is indicative of its desirability. However, the use of these figures in the earlier study was effective in bringing attention to the fact that no subject was allotted the amount of time in the Estancia school which was considered good practice by the majority of administrators at that time and also in showing in striking relief the great number of complete omissions in the Estancia program. The 1949 figures show clearly that these deficiencies have, for the most part, been remedied.

Figures in Column a, Table VIII, are taken from the daily plans of a representative school used by the New Mexico Educational Survey board in their report of 1948.⁸ These figures show the prevailing custom in New Mexico and are not meant to present an ideal situation. Examination of the material in this table shows that Estancia falls pretty much in line with the schools of the state, with perhaps a little less emphasis on basic skills showing on the daily program.

⁸ Public Education in New Mexico, op. cit., p. 129.

ably be attributed to the fact that the first, last and intermediate
procedures which were presented in the first year and second,
that the assumption of the second year was that the first year
of a procedure is the basis of the second year. However,
the use of these procedures in the second year was not effective
in bringing attention to the fact that no subject was allowed
the amount of time in the second year as in the first year. The
good practice by the subject in the first year was not
and also in the second year. The first year of the first year
complete omission of the second year. The 1942 figures
show clearly that the second year was not the same as the first,
been remedied.

Figures of the first year, 1941, are taken from the
daily plans of the first year, 1941, and from the first year
Educational Survey, 1941, and from the first year of 1941. These
figures show that the first year of the first year was not
meant to be the same as the first year. The first year of the first
year in this year was that the first year of the first year
line with the second year of the first year, with perhaps a little less
emphasis on the first year of the first year.

TABLE V

TIME ALLOTMENTS IN ESTANCIA IN 1929 COMPARED TO TIME
ALLOTMENTS IN FIFTEEN STATES AND FORTY CITIES AND TO
TIME ALLOTMENTS IN ESTANCIA 1949

GRADES	1			2			3		
	a	b	c	a	b	c	a	b	c
Reading	459	200	400	421	175	425	347	75	125
Arithmetic	63	125	100	125	225	75	191	100	150
Language	123	75	100	125	0	50	147	100	150
Writing	69	50	100	76	100	100	77	0	62
Spelling	25	125	30	73	150	75	88	50	62
Geography	10	0	15	12	0	50	58	75	70
History	20	0	10	20	0	50	40	0	70
Civics	11	0	20	11	0	50	15	0	70
Science	34	0	20	38	0	0	32	0	60
Art	101	75	160	96	100	0	101	0	50
Music	74	0	100	77	40	100	76	0	150
Health	28	0	75	28	0	40	33	0	40
Phy. Ed.	92	0	80	90	50	75	86	0	10
Phonics	0	0	0	0	0	75	0	0	0
Story telling	0	0	0	0	0	0	0	0	0
Miscellaneous	0	175	0	0	0	0	0	300	0

Legend: Column a-minutes per week allotted in fifteen states
and cities (1929).

Column b-minutes per week allotted by Estancia 1929-30

Column c-minutes per week allotted by Estancia 1949-50

TABLE V

TIME ALLOCATIONS IN ESTANOLA IN 1929 COMPARED TO TIME
ALLOCATIONS IN FIFTEEN STATES AND NEW YORK AND TO
TIME ALLOCATIONS IN ESTANOLA 1949

GRADES	1			2			3		
	a	b	c	a	b	c	a	b	c
Reading	459	800	400	481	175	455	347	75	125
Arithmetic	65	125	100	125	225	75	191	100	150
Language	125	75	100	125	0	50	147	100	150
Writing	69	50	100	76	100	100	77	0	65
Spelling	25	125	30	73	150	75	88	50	65
Geography	10	0	15	12	0	50	28	75	70
History	20	0	10	20	0	50	40	0	70
Civics	11	0	20	11	0	50	15	0	70
Science	24	0	20	38	0	0	32	0	60
Art	101	75	160	96	100	0	101	0	50
Music	71	0	100	77	40	100	76	0	150
Health	28	0	75	28	0	40	37	0	40
Phy. Ed.	92	0	80	90	50	75	86	0	10
Phonics	0	0	0	0	0	75	0	0	0
Story telling	0	0	0	0	0	0	0	0	0
Miscellaneous	0	175	0	0	0	0	0	300	0

Legend: Column a-minutes per week allotted in fifteen states
and cities (1929).
Column b-minutes per week allotted by Estanola 1929-30
Column c-minutes per week allotted by Estanola 1949-50

TABLE V (CONTINUED)

TIME ALLOTMENTS IN ESTANCIA IN 1929 COMPARED TO TIME
ALLOTMENTS IN FIFTEEN STATES AND FORTY CITIES AND TO
TIME ALLOTMENTS IN ESTANCIA 1949

GRADES	4			5			6		
	a	b	c	a	b	c	a	b	c
Reading	258	150	150	202	150	255	183	90	200
Arithmetic	62	125	150	298	125	150	204	150	200
Language	168	100	100	175	180	150	180	150	200
Writing	81	0	75	71	0	120	74	50	40
Spelling	89	50	37	82	75	120	79	75	75
Geography	121	75	125	162	60	150	163	30	160
History	69	0	100	104	60	145	114	150	150
Civics	11	0	75	16	0	100	20	0	25
Science	34	0	100	26	60	60	82	60	45
Art	95	0	75	82	0	50	82	60	50
Music	77	0	150	77	0	150	76	60	75
Health	40	0	40	41	0	60	42	0	45
Phy. Ed.	104	0	60	82	0	60	78	50	90
Phonics	0	0	0	0	0	0	0	0	0
Story telling	0	0	0	0	0	0	0	0	0
Miscellaneous	0	0	0	0	0	300	0	0	0

Legend: Column a-minutes per week allotted in fifteen states and cities (1929).

Column b-minutes per week allotted by Estancia 1929-30

Column c-minutes per week allotted by Estancia 1949-50

TABLE V (CONTINUED)

TIME ALLOTMENTS IN ESTADOS IN 1929 COMPARED TO TIME ALLOTMENTS IN FIFTEEN STATES AND FORTY CITIES AND TO TIME ALLOTMENTS IN ESTADOS 1949

GRADE	a		b		c		d		e	
	a	b	c	d	e	f	g	h	i	j
Reading	258	150	150	202	150	252	182	90	200	
Arithmetic	62	125	150	228	125	150	204	150	200	
Language	168	100	100	175	180	150	180	150	200	
Writing	81	0	75	71	0	120	74	50	40	
Spelling	89	50	37	82	75	120	79	75	75	
Geography	121	75	125	162	60	150	105	30	160	
History	69	0	100	104	60	145	114	150	150	
civics	11	0	75	16	0	100	20	0	25	
Science	34	0	100	26	60	60	82	60	45	
Art	95	0	75	82	0	50	82	60	50	
Music	77	0	150	77	0	150	76	60	75	
Health	40	0	40	41	0	60	42	0	45	
Phy. Ed.	104	0	60	82	0	60	78	50	90	
Phonics	0	0	0	0	0	0	0	0	0	
Story telling	0	0	0	0	0	0	0	0	0	
Miscellaneous	0	0	0	0	0	300	0	0	0	

Legend: Column a-minutes per week allotted in fifteen states and cities (1929).
 Column b-minutes per week allotted by Estados 1929-30
 Column c-minutes per week allotted by Estados 1942-50

TABLE V (CONTINUED)

TIME ALLOTMENTS IN ESTANCIA IN 1929 COMPARED TO TIME
ALLOTMENTS IN FIFTY CITIES AND TO TIME ALLOTMENTS IN
ESTANCIA IN 1949

GRADES	7			8		
	a	b	c	a	b	c
Opening Exercises	31	0	25	31	0	25
Reading	98	90	140	97	60	160
Language	134	150	225	142	90	175
Spelling	52	75	75	51	30	75
Penmanship	39	50	79	37	60	50
Arithmetic	140	150	225	142	150	200
Geography	98	60	0	76	60	180
History	91	150	175	117	150	200
Science	45	60	120	57	60	120
Drawing	50	60	0	49	60	0
Music	45	60	60	44	60	60
Manual Training	72	0	0	74	0	0
Physical Education	38	50	225	39	50	250
Civics	0	0	0	0	0	0
Recess	66	225	75	66	225	75

Legend: Column a-minutes per week allotted in fifty cities.
Column b-minutes per week allotted in Estancia 1929-30.
Column c-minutes per week allotted in Estancia 1949-50.

TABLE I

THIS TABLE IS A SUMMARY OF THE DATA OBTAINED FROM THE STUDY OF THE EFFECTS OF THE VARIOUS FACTORS ON THE GROWTH OF THE PLANT. THE DATA ARE GIVEN IN THE FOLLOWING ORDER: (1) FACTORS, (2) MEANS, (3) STANDARD DEVIATIONS, (4) STANDARD ERRORS, (5) COEFFICIENTS OF VARIATION, (6) CORRELATION COEFFICIENTS, (7) TESTS OF SIGNIFICANCE.

Factor	Mean	Standard Deviation	Standard Error	Coefficient of Variation	Correlation Coefficient	Test of Significance
Temperature	10.5	1.2	0.2	11.4	0.85	0.001
Light	12.0	1.5	0.3	12.5	0.78	0.005
Water	15.0	1.8	0.4	12.0	0.72	0.010
Humidity	18.0	2.0	0.5	11.1	0.65	0.020
Wind	20.0	2.2	0.6	11.0	0.60	0.030
Soil	22.0	2.5	0.7	11.4	0.55	0.040
Plant	25.0	2.8	0.8	11.2	0.50	0.050
Time	28.0	3.0	0.9	10.7	0.45	0.060
Location	30.0	3.2	1.0	10.7	0.40	0.070
Season	32.0	3.5	1.1	10.9	0.35	0.080
Year	35.0	3.8	1.2	10.9	0.30	0.090
Month	38.0	4.0	1.3	10.5	0.25	0.100
Day	40.0	4.2	1.4	10.5	0.20	0.110
Hour	42.0	4.5	1.5	10.7	0.15	0.120
Minute	45.0	4.8	1.6	10.7	0.10	0.130
Second	48.0	5.0	1.7	10.4	0.05	0.140
Tenth	50.0	5.2	1.8	10.4	0.02	0.150
Hundredth	52.0	5.5	1.9	10.6	0.01	0.160
Thousandth	55.0	5.8	2.0	10.5	0.00	0.170
Ten-thousandth	58.0	6.0	2.1	10.3	0.00	0.180
Hundred-thousandth	60.0	6.2	2.2	10.3	0.00	0.190
Millionth	62.0	6.5	2.3	10.5	0.00	0.200
Ten-millionth	65.0	6.8	2.4	10.5	0.00	0.210
Hundred-millionth	68.0	7.0	2.5	10.3	0.00	0.220
Billionth	70.0	7.2	2.6	10.3	0.00	0.230
Ten-billionth	72.0	7.5	2.7	10.4	0.00	0.240
Hundred-billionth	75.0	7.8	2.8	10.4	0.00	0.250
Trillionth	78.0	8.0	2.9	10.3	0.00	0.260
Ten-trillionth	80.0	8.2	3.0	10.3	0.00	0.270
Hundred-trillionth	82.0	8.5	3.1	10.4	0.00	0.280
Quadrillionth	85.0	8.8	3.2	10.4	0.00	0.290
Ten-quadrillionth	88.0	9.0	3.3	10.3	0.00	0.300
Hundred-quadrillionth	90.0	9.2	3.4	10.3	0.00	0.310
Quintillionth	92.0	9.5	3.5	10.3	0.00	0.320
Ten-quintillionth	95.0	9.8	3.6	10.3	0.00	0.330
Hundred-quintillionth	98.0	10.0	3.7	10.3	0.00	0.340
Sextillionth	100.0	10.2	3.8	10.2	0.00	0.350
Ten-sextillionth	102.0	10.5	3.9	10.3	0.00	0.360
Hundred-sextillionth	105.0	10.8	4.0	10.3	0.00	0.370
Septillionth	108.0	11.0	4.1	10.2	0.00	0.380
Ten-septillionth	110.0	11.2	4.2	10.2	0.00	0.390
Hundred-septillionth	112.0	11.5	4.3	10.2	0.00	0.400
Octillionth	115.0	11.8	4.4	10.2	0.00	0.410
Ten-octillionth	118.0	12.0	4.5	10.2	0.00	0.420
Hundred-octillionth	120.0	12.2	4.6	10.2	0.00	0.430
Nonillionth	122.0	12.5	4.7	10.2	0.00	0.440
Ten-nonillionth	125.0	12.8	4.8	10.2	0.00	0.450
Hundred-nonillionth	128.0	13.0	4.9	10.2	0.00	0.460
Decillionth	130.0	13.2	5.0	10.2	0.00	0.470
Ten-decillionth	132.0	13.5	5.1	10.2	0.00	0.480
Hundred-decillionth	135.0	13.8	5.2	10.2	0.00	0.490
Undecillionth	138.0	14.0	5.3	10.2	0.00	0.500
Ten-undecillionth	140.0	14.2	5.4	10.2	0.00	0.510
Hundred-undecillionth	142.0	14.5	5.5	10.2	0.00	0.520
Dodecillionth	145.0	14.8	5.6	10.2	0.00	0.530
Ten-dodecillionth	148.0	15.0	5.7	10.2	0.00	0.540
Hundred-dodecillionth	150.0	15.2	5.8	10.2	0.00	0.550
Tridecillionth	152.0	15.5	5.9	10.2	0.00	0.560
Ten-tridecillionth	155.0	15.8	6.0	10.2	0.00	0.570
Hundred-tridecillionth	158.0	16.0	6.1	10.2	0.00	0.580
Quadrdecillionth	160.0	16.2	6.2	10.2	0.00	0.590
Ten-quadrdecillionth	162.0	16.5	6.3	10.2	0.00	0.600
Hundred-quadrdecillionth	165.0	16.8	6.4	10.2	0.00	0.610
Quintodecillionth	168.0	17.0	6.5	10.2	0.00	0.620
Ten-quintodecillionth	170.0	17.2	6.6	10.2	0.00	0.630
Hundred-quintodecillionth	172.0	17.5	6.7	10.2	0.00	0.640
Sextodecillionth	175.0	17.8	6.8	10.2	0.00	0.650
Ten-sextodecillionth	178.0	18.0	6.9	10.2	0.00	0.660
Hundred-sextodecillionth	180.0	18.2	7.0	10.2	0.00	0.670
Septodecillionth	182.0	18.5	7.1	10.2	0.00	0.680
Ten-septodecillionth	185.0	18.8	7.2	10.2	0.00	0.690
Hundred-septodecillionth	188.0	19.0	7.3	10.2	0.00	0.700
Octodecillionth	190.0	19.2	7.4	10.2	0.00	0.710
Ten-octodecillionth	192.0	19.5	7.5	10.2	0.00	0.720
Hundred-octodecillionth	195.0	19.8	7.6	10.2	0.00	0.730
Nonadecillionth	198.0	20.0	7.7	10.2	0.00	0.740
Ten-nonadecillionth	200.0	20.2	7.8	10.2	0.00	0.750
Hundred-nonadecillionth	202.0	20.5	7.9	10.2	0.00	0.760
Visdecillionth	205.0	20.8	8.0	10.2	0.00	0.770
Ten-visdecillionth	208.0	21.0	8.1	10.2	0.00	0.780
Hundred-visdecillionth	210.0	21.2	8.2	10.2	0.00	0.790
Heptodecillionth	212.0	21.5	8.3	10.2	0.00	0.800
Ten-heptodecillionth	215.0	21.8	8.4	10.2	0.00	0.810
Hundred-heptodecillionth	218.0	22.0	8.5	10.2	0.00	0.820
Octodecillionth	220.0	22.2	8.6	10.2	0.00	0.830
Ten-octodecillionth	222.0	22.5	8.7	10.2	0.00	0.840
Hundred-octodecillionth	225.0	22.8	8.8	10.2	0.00	0.850
Enneadecillionth	228.0	23.0	8.9	10.2	0.00	0.860
Ten-enneadecillionth	230.0	23.2	9.0	10.2	0.00	0.870
Hundred-enneadecillionth	232.0	23.5	9.1	10.2	0.00	0.880
Unvigintillionth	235.0	23.8	9.2	10.2	0.00	0.890
Ten-unvigintillionth	238.0	24.0	9.3	10.2	0.00	0.900
Hundred-unvigintillionth	240.0	24.2	9.4	10.2	0.00	0.910
Untrigintillionth	242.0	24.5	9.5	10.2	0.00	0.920
Ten-untrigintillionth	245.0	24.8	9.6	10.2	0.00	0.930
Hundred-untrigintillionth	248.0	25.0	9.7	10.2	0.00	0.940
Unquadrigintillionth	250.0	25.2	9.8	10.2	0.00	0.950
Ten-unquadrigintillionth	252.0	25.5	9.9	10.2	0.00	0.960
Hundred-unquadrigintillionth	255.0	25.8	10.0	10.2	0.00	0.970
Unquadrivigintillionth	258.0	26.0	10.1	10.2	0.00	0.980
Ten-unquadrivigintillionth	260.0	26.2	10.2	10.2	0.00	0.990
Hundred-unquadrivigintillionth	262.0	26.5	10.3	10.2	0.00	1.000

Legend: Column 1 - Factor; Column 2 - Mean; Column 3 - Standard Deviation; Column 4 - Standard Error; Column 5 - Coefficient of Variation; Column 6 - Correlation Coefficient; Column 7 - Test of Significance.

TABLE VI

BALANCE IN THE TOTAL SCHOOL PROGRAM IN ESTANCIA AS COMPARED
WITH A REPRESENTATIVE SCHOOL USED IN STATE SCHOOL SURVEY

GRADE	1		2		3		4		5		6		7	
	a	b	a	b	a	b	a	b	a	b	a	b	a	b
<u>Basic Skills</u>														
Language		20	25	6	30	20	30	30	30	25	20	40	45	25
Reading	100	105	110	130	35	65	42	48	45	24	30	45	34	40
Writing			20	12	10	18	10	12	30	18	10	10	15	30
Spelling			15	13	15	35	10	25	20	27	15	30	15	25
Arithmetic	20	20	25	20	30	30	30	60	30	30	40	55	45	60
Study							30		30	65	30	25	30	
Total in														
Minutes	120	145	195	181	120	168	152	175	185	189	145	205	184	180
Per cent of														
Day's Work	38	42	50	48	36	43	39	42	42	45	36	49	44	43
<u>Creative Activities</u>														
Art	20	20	10	6	18	15	15	16	22	27	22	22		16
Music	20	35	20	15	30	12	30	16	36	18	30	22		16
Phy. Ed.	20	15	15	20	10	40	12	35	12	20	20	40	40	40
Recreational														
Reading	20	15	10			35	10	15	15	25	15	16	12	18
Total in														
Minutes	80	85	55	41	58	102	68	82	85	90	87	100	54	90
Per cent of														
Day's Work	25	25	14	11	15	26	17	20	19	21	20	24	13	21
<u>Daily Living</u>														
Lunch	75	90	75	90	70	90	65	60	60	60	60	60	50	70
Rest Period	20	10	15	35	15	20	15	5	15	20	15			
Opening														
Exercises	20	15	20	15	20	10	20	20	20		15		10	10
Total in														
Minutes	115	115	110	140	105	120	100	85	95	80	90	65	60	80
Per cent of														
Day's Work	37	33	28	37	31	31	27	20	23	19	21	16	14	19
<u>Other Subjects</u>														
Social Studies			30		40							35		
History							20	60	40		35		40	25
Geography							25			45	40		40	25
Health				13	20		20	18	30	16	20	10	30	20
Total in														
Minutes			30	13	60		65	78	70	61	95	45	110	70
Per cent of														
Day's Work			7	4	18		17	18	16	15	23	11	29	17

Legend: Column a - Estancia, Column b - Representative school.

TABLE VI

MANAGE IN THE TOTAL SCHOOL WORKMAN IN KANSAS AS COMPARED
WITH A REPRESENTATIVE SCHOOL IN STATE NORMAL SURVEY

GRADE	1				2				3				4				5				6				7			
	a	b	c	d	a	b	c	d	a	b	c	d	a	b	c	d	a	b	c	d	a	b	c	d	a	b	c	d
Basic Skills																												
Language	20	25	25	25	20	25	25	25	20	25	25	25	20	25	25	25	20	25	25	25	20	25	25	25	20	25	25	25
Reading	100	105	110	115	100	105	110	115	100	105	110	115	100	105	110	115	100	105	110	115	100	105	110	115	100	105	110	115
Writing	20	25	25	25	20	25	25	25	20	25	25	25	20	25	25	25	20	25	25	25	20	25	25	25	20	25	25	25
Spelling	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15
Arithmetic	20	25	25	25	20	25	25	25	20	25	25	25	20	25	25	25	20	25	25	25	20	25	25	25	20	25	25	25
Study	20	25	25	25	20	25	25	25	20	25	25	25	20	25	25	25	20	25	25	25	20	25	25	25	20	25	25	25
Total in	120	125	130	135	120	125	130	135	120	125	130	135	120	125	130	135	120	125	130	135	120	125	130	135	120	125	130	135
Minutes	120	125	130	135	120	125	130	135	120	125	130	135	120	125	130	135	120	125	130	135	120	125	130	135	120	125	130	135
Per cent of	20	25	25	25	20	25	25	25	20	25	25	25	20	25	25	25	20	25	25	25	20	25	25	25	20	25	25	25
Day's Work	20	25	25	25	20	25	25	25	20	25	25	25	20	25	25	25	20	25	25	25	20	25	25	25	20	25	25	25
Other Subjects																												
History	20	25	25	25	20	25	25	25	20	25	25	25	20	25	25	25	20	25	25	25	20	25	25	25	20	25	25	25
Geography	20	25	25	25	20	25	25	25	20	25	25	25	20	25	25	25	20	25	25	25	20	25	25	25	20	25	25	25
Science	20	25	25	25	20	25	25	25	20	25	25	25	20	25	25	25	20	25	25	25	20	25	25	25	20	25	25	25
Total in	115	115	115	115	115	115	115	115	115	115	115	115	115	115	115	115	115	115	115	115	115	115	115	115	115	115	115	115
Minutes	115	115	115	115	115	115	115	115	115	115	115	115	115	115	115	115	115	115	115	115	115	115	115	115	115	115	115	115
Per cent of	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27
Day's Work	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27
Other Subjects																												
History	20	25	25	25	20	25	25	25	20	25	25	25	20	25	25	25	20	25	25	25	20	25	25	25	20	25	25	25
Geography	20	25	25	25	20	25	25	25	20	25	25	25	20	25	25	25	20	25	25	25	20	25	25	25	20	25	25	25
Science	20	25	25	25	20	25	25	25	20	25	25	25	20	25	25	25	20	25	25	25	20	25	25	25	20	25	25	25
Total in	115	115	115	115	115	115	115	115	115	115	115	115	115	115	115	115	115	115	115	115	115	115	115	115	115	115	115	115
Minutes	115	115	115	115	115	115	115	115	115	115	115	115	115	115	115	115	115	115	115	115	115	115	115	115	115	115	115	115
Per cent of	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27
Day's Work	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27

Legend: Column 1 - Reference, Column 2 - Representative subject.

The high school program. In view of the ever-changing concept of education the modern school administrator cannot escape the responsibility of carefully weighing and choosing material to be included in the school curriculum. It is inevitable not only that new material must prove its worth but that traditional courses must show reason for their retention. Content within courses of study should undergo the same close examination before being incorporated into the program of the school. Time is necessarily limited in education as elsewhere and the administrator must determine what activities will best serve the interests of the pupil. In the small high school where the staff as well as physical facilities are limited, the question of fundamental values must be given special consideration.

The courses required by the state department of education for an accredited four-year high school are: English, 3 units; mathematics, 1 unit; social science, 2 units; science, 1 unit. In addition to the above-listed requirements, the Estancia high school requires an added year of mathematics and one of science for graduation. Two years of Spanish are offered in the modern language field.

Vocational courses are offered in three areas: agriculture, home economics, and business training. Three years

The high school program. In view of the ever-changing

concept of education the modern school administrator cannot escape the responsibility of carefully weighing and choosing material to be included in the school curriculum. It is inevitable not only that new material must prove its worth but that traditional courses must show reason for their retention. Content within courses of study should undergo the same close examination before being incorporated into the program of the school. Time is necessarily limited in education as elsewhere and the administrator must determine what activities will best serve the interests of the pupil. In the small high school where the staff as well as physical facilities are limited, the question of fundamental values must be given special consideration.

The courses required by the state department of education for an accredited four-year high school are: English, 3 units; mathematics, 1 unit; social science, 2 units; science, 1 unit. In addition to the above-listed requirements, the State high school requires an added year of mathematics and one of science for graduation. Two years of Spanish are offered in the modern language field.

Vocational courses are offered in three areas: agriculture, home economics, and business training. Three years

respectively are offered in agriculture and home economics, and the business training includes typewriting, bookkeeping, shorthand, and general business procedures. Vocal and instrumental music is offered at all levels of the school.

The following are ratings given the Estancia high school by the accrediting committee of the North Central Association who examined the school in March, 1950. These ratings are taken from educational thermometers used for summarizing the findings of the committee. The range is from 0 to 100 and the North Central norm is indicated. Zero to 10 is considered very inferior; 10 to 30, inferior; 30 to 70, average; 70 to 90, superior; and 90 to 100, very superior.

EVALUATION OF CURRICULUM AND COURSE OF STUDY

	Estancia	N.C. Norm
General Principles	80	51
Curriculum Development	58	48
English	58	48
Modern Languages	70	none
Mathematics	50	51
Sciences	70	49
Social Studies	50	49
Music	80	59
Home Making	84	55
Agriculture	50	55
Business Education	50	51
Boys Physical Education	30	none
Girls Physical Education	24	none
General Evaluation	50	none
Summary	59	50

respectively are offered in mathematics and law courses, and the business training includes typewriting, bookkeeping, shorthand, and general business procedures. Vocational and industrial training is offered at all levels of the school.

The following are ratings given the Estanola High School by the accrediting committee of the North Central Association who examined the school in March, 1950. These ratings are taken from educational thermometers used for summarizing the findings of the committee. The range is from 0 to 100 and the North Central norm is indicated. 80 to 90 is considered very inferior; 10 to 30, inferior; 30 to 70, average; 70 to 90, superior; and 90 to 100, very superior.

EVALUATION OF CURRICULUM AND COURSE OF STUDY

Estanola	N.C.	
Norm		
80	51	General Principles
58	48	Curriculum Development
58	48	English
70	none	Modern Languages
50	51	Mathematics
70	49	Sciences
50	49	Social Studies
80	59	Music
84	55	Home Making
50	55	Art
50	51	Physical Education
50	none	Business Education
50	none	Religious Education
50	none	Civic Education
50	50	General Evaluation
50	50	Summary

Examination of these thermometer readings shows that in most instances Estancia is considered as being average or better in regard to the high school curriculum and course of study. The highest ratings are in General Principles, Home Making, and Music. Low ratings in both boys' and girls' physical education is principally due to the lack of facilities and the fact that teachers who handle these classes are not well qualified in that field. Teachers handling music and home making should certainly be commended for their high ratings. Conspicuous gaps in the curriculum are arts and crafts and vocational shop. These are important areas in adolescent development and the school administration should endeavor to include work of this kind in the curriculum.

In concluding the discussion of the high school program perhaps it should be mentioned that two major changes have been effected in the curriculum since the 1929 survey. These changes are the exclusion of two years of Latin and the addition of vocal and instrumental music.

Libraries. Libraries are maintained in both the elementary and high school buildings and a part-time librarian is employed. Although the space devoted to the high school library is small, it is well stocked and furnished and the atmosphere is cheerful. About five hundred dollars is allotted

Examination of these questionnaire findings shows that in most instances students are considered as being average or better in regard to the high school curriculum and course of study. The highest ratings are in general education, home making, and social. Low ratings are in both boys' and girls' physical education is principally due to the lack of facilities and the fact that teachers who handle these classes are not well qualified in that field. Teachers handling music and home making should certainly be commended for their high ratings. Considerable gaps in the curriculum are also noted in arts and vocational subjects. These are important areas in adolescent development and the school administration should endeavor to include work of this kind in the curriculum.

In correlating the answers of the high school program perhaps is shown as follows that two major changes have been effected in the curriculum since the 1929 survey. These changes are the elimination of the years of Latin and the addition of vocational instruction.

Literature. Literature was maintained in both the elementary and high school periods and a part-time librarian is employed. Although the same devoted to the high school library is small, it is well stocked and maintained and the atmosphere is cheerful. About five hundred volumes is about

ted in the annual budget for library supplies.

Health. The lack of health facilities in the Estancia school system was severely criticized by Dr. S. P. Nanninga in his Survey of the Estancia Public Schools, published in 1932. At that time Dr. Nanninga made the following statement;

The past year shows no money expended for a program of health inspection. This shows a lack of interest or financial ability in checking the health conditions of the pupils.⁹

Although this condition probably continues to exist to a large degree, investigation shows the following facts to be true at this time: The county nurse spends approximately fifteen days a year working among the students of the Estancia schools. The district health officer makes an occasional call, but the service is described as poor. Summer tonsil clinics, a cooperative project between Estancia and Mountainair, a neighboring town, are held each year. The cost of these clinics is born by the parents, the Red Cross, other welfare agencies, and the school.

Lunch Program. The lunch program maintained by the Estancia schools represents a capital investment of more than ten thousand dollars by the school district and three thous-

⁹ Nanninga, op. cit., p. 18.

Lancashire he again visited before leaving the country. He also

visited the country, and he was very much interested in the

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and dollars federal funds. The cafeteria is housed in a government surplus building used exclusively for this purpose, which provides for a kitchen, a large dining hall, and storage space. The kitchen is equipped with a restaurant-type gas range, twenty-five cubic feet of electrical refrigeration, and an electric dish-washing machine. The building is heated by a separate gas-steam heating system.

An average of 232 type "A" meals are served each day in this school cafeteria. The meals consist of a balanced diet of meat, vegetables, vegetable or fruit salad, and a fruit dessert, served with bread, butter, and milk. A qualified restaurant man manages the cafeteria, assisted by two local women. Aside from the original investment and the federal subsidy of five cents per meal served, the lunch program may be considered self sustaining.

School transportation. Approximately half of the pupils in the Estancia Schools are transported to and from school each day. Five of the buses used for school transportation are hired by the Estancia District to transport pupils from former separate districts which have been consolidated with the Estancia District. Three buses are hired by the Torrance County Board of Education to transport high school pupils to Estancia from county schools which do not have high schools,

and delivery of food. The kitchen is used exclusively for this purpose, which provides for a kitchen, a large dining hall, and storage space. The kitchen is equipped with a restaurant-type gas range, twenty-five cubic feet of electrical refrigeration, and an electric dish-washing machine. The building is heated by a separate gas-steam heating system.

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and one bus is hired by the Willard District for the same reason. The longest bus route is thirty-one miles one way and the shortest route is sixteen miles one way. All school buses are late model vehicles and all but one are of regular school bus construction. Bus drivers are hired under contract and are paid \$2,700 per year. All pupil transportation in the district is under the direct control of the superintendent, subject to regulations of the state department of education.

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CHAPTER V

THE SCHOOL PLANT

The problem of school housing is undoubtedly one of the major problems of education today. That New Mexico is no exception in this respect is illustrated by the following excerpt from the State School Survey Report of 1949:

The school plant problems found in New Mexico are typical of those throughout the nation. In the main, they stem from the following causes:

1. A tax valuation which has not kept pace with rising prices.
2. A constitutional limitation of 6 per cent of the tax valuation for the issuance of bonds.
3. A large backlog of building needs resulting from very little construction other than temporary structures during the World War II years.
4. A high birth rate during the war years, the result of which are now being noted in increased school enrollment in the lower grades.
5. A sharp increase in school building costs since 1939.¹⁰

Evaluation of the Estancia school plant. Compared with the extremely crowded conditions which exist in most urban areas today, the school plant in Estancia should probably be considered adequate. In comparison with building facilities in towns of comparable size and financial ability in New

¹⁰ Public Education in New Mexico, op. cit., p. 170.

THE SCHOOL PLANT

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4. A high birth rate during the war years, the result of which are now being noted in increased school enrollment in the lower grades.
5. A sharp increase in school building costs since 1939.¹⁰

Evaluation of the Batavia School Plant. Compared with

the extremely crowded conditions which exist in most urban areas today, the school plant in Batavia should properly be considered adequate. In comparison with building facilities in towns of comparable size and financial ability in New

¹⁰ Public Education in New Mexico, op. cit., p. 170.

Mexico it is undoubtedly average or better, but according to school building standards set up by experts in the field, the Estancia plant would be considered sub-standard. In 1929 the school plant in Estancia was rated by Dr. Nanninga and four students of the College of Education of the University of New Mexico. The Strayer-Englehardt Score Card was used in rating the buildings. The following is the list of conclusions and recommendations made by Dr. Nanninga at that time:¹¹

1. The Estancia school buildings are not up to standard but they compare favorably with other New Mexico buildings. The efficiency of the school plant according to the Strayer-Englehardt rating scale, is 55.6 per cent.
2. Drainage of the elementary school grounds should be improved by leveling, and upkeep of the site should be improved.
3. Playground facilities should be improved in both schools.
4. A steam heating system should be installed in the elementary school building.
5. Fire hose should be provided for both buildings to insure as far as possible, a maximum amount of protection against fire.
6. Outdoor toilets of the high school should be replaced by modern water toilets.
7. Better storage facilities should be provided for the custodians of both buildings.
8. Adequate science laboratory should be provided in the high school as well as another room for home economics laboratory.

¹¹ Nanninga, op. cit., pp. 57-59.

Mexico it is undoubtedly superior to Mexico, but according to school building standards set up by experts in the field, the Estancia plant would be considered sub-standard. In 1935 the school plant in Estancia was rated by Dr. Hamilton and two students of the College of Education of the University of New Mexico. The Strayer-Engelhardt Score Card was used in rating the buildings. The following is the list of conclusions and recommendations made by Dr. Hamilton at that time:

1. The Estancia school buildings are not up to standard but they compare favorably with other New Mexico buildings. The efficiency of the school plant according to the Strayer-Engelhardt rating scale, is 52.6 per cent.
2. Heating of the elementary school grounds should be improved by installing and opening of the roads should be improved.
3. Playground facilities should be improved in both schools.
4. A steam heating system should be installed in the elementary school building.
5. Fire hose should be provided for both buildings to insure as far as possible, a maximum amount of protection against fire.
6. Outdoor toilets of the high school should be replaced by modern water toilets.
7. Better storage facilities should be provided for the maintenance of both buildings.
8. Adequate science laboratory should be provided in the high school as well as another room for home economics laboratory.

9. A more substantial building should replace the fire trap that is used as a woodworking shop and agricultural building.

10. Commendation is due for ingenuity in improvising footlights, screen, stage curtain, and enlarging platform in assembly room. An assembly room to be used exclusively for that purpose is needed.

11. Showers, lockers, and dressing rooms should be provided in the gymnasium.

12. Rooms for principals should be provided in each school.

13. First aid kits should be provided in the high school.

14. Library facilities should be provided in both schools.

The plant which Dr. Nanninga surveyed in 1929 still stands with the exception of the "fire trap" which was used as a wood working shop and agricultural building. This building was demolished in 1934 and replaced by an adobe and stucco structure. The Works Progress Administration was responsible for erection of this building as well as for an additional four-room building near the site of the elementary school. This building is also of adobe and stucco construction.

Other additions to the school plant consist of a five-room brick structure located north of the high school which was purchased by the school board for use as a home economics cottage and two war surplus buildings which were given to the

9. A more substantial building should replace the fire trap that is used as a wood-working shop and agricultural building.

10. Commencement is due for improvement in improving footlights, screen, stage curtain, and other lighting in assembly room. An assembly room to be used exclusively for that purpose is needed.

11. Showers, lockers, and dressing rooms should be provided in the gymnasium.

12. Rooms for principals should be provided in each school.

13. First aid kits should be provided in the high school.

14. Library facilities should be provided in both schools.

The plant which Dr. Wainwright surveyed in 1929 still

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school. This building is also of shops and storage con-

struction.

Other additions to the school plant consist of a five-

room brick kitchen located north of the high school which

was purchased by the school board for use as a home economics

cottage and two war surplus buildings which were given to the



Estancia
High School

Figure 3

Main Entrance to Estancia High School Building



Main Entrance F.H.S.



Library, West wall



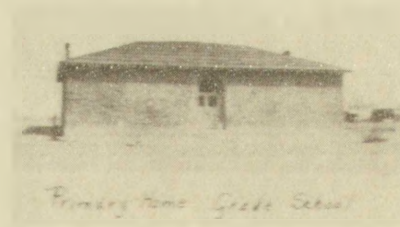
Stage, Assembly Hall



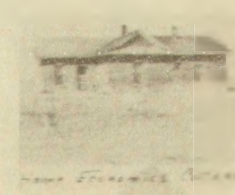
Infant, 1st and 2nd grade Home School Bldg.



High School Building



Primary Home Grade School



Home Economics Bldg.

Figure 4

Views of the Estancia School Plant

school by the Federal Government. These last-mentioned buildings were moved from Santa Fe at the expense of the school district. One of the buildings is used by the high school for a music room, additional class rooms, and storage space. The other building serves as a cafeteria and music room for the elementary school.

The two brick buildings which make up the principal part of the school plant are classified as type "D" buildings, according to standards set up by the American Institute of Architects. The "D" type building is described as a building with masonry walls but otherwise ordinary or joist construction and wood finish. Since 1929 new gas-steam heating systems have been installed in both schools. Inside water toilets have been put in the high school and an excellent system of artificial lighting has also been installed. Both schools now have library rooms and offices for the principals. All buildings are in an excellent state of repair.

Major school plant needs. The outstanding deficiency of the Estancia school plant is the lack of a gymnasium. At present, ball games and practice sessions are held in the community building, which is several blocks from the school. This building does not have adequate shower and dressing room space nor does it provide comfortable seating space for spec-

tators at games. A gymnasium built near the site of the high school would not only provide a suitable place for spectator sports but would undoubtedly improve the whole physical education program and help to bring about a closer integration between school and community activities.

Space should be provided in the high school for a program of arts and crafts. These activities are carried on satisfactorily in the elementary school in the various class rooms but are omitted entirely from the high school program. General creative activities are vital to the development of the adolescent child. Although the music program in the high school is excellent, it is impossible for such a program adequately to meet the needs of all the pupils.

Plans for future building. It is the earnest desire of the Estancia school administration to erect an entire new school plant soon after the present bonded indebtedness of approximately \$25,000 is retired. Certainly this desire is commendable and perhaps it might be considered urgent that its fulfillment be realized; however, a realistic appraisal of the limitations of the district shows important hurdles to be cleared before the plan can be made an actuality. The principal difficulties involved stem from three of the five major building problems listed on the first page of this

chapter, namely: (1) a tax valuation which has not kept pace with rising prices, (2) a constitutional limitation of six per cent of the tax valuation of the district for bonding purposes, and (3) a sharp increase in school building costs since 1939.

Recent consolidation has increased the tax valuation of the Estancia district from \$561,677 to \$1,788,087. At this present valuation and in consideration of the constitutional bonding limitation of six per cent, the district is limited to a bond issue of \$102,500. A conservative estimate of the expenditure which would be required to replace old structures and equip new ones would approach \$200,000. This estimated figure does not include the cost of needed additions such as a gymnasium and necessary space for enriching the curriculum. Neither does it make allowances for future growth of the school.

Possible solutions for Estancia's building problems.

Solution for the building problems listed above may possibly come from four sources. Probably the source holding out the greatest amount of hope for a genuine solution is the further consolidations, which might greatly increase the tax evaluation. A plan of this nature has been suggested by the State Department of Education. A second consideration which will

chapter, namely: (1) the various chapters and their
with their (2) a consolidated list of all
per cent of the value of the district for bonding
purposes, and (3) the various chapters and their
since 1933.

Recent consolidation has increased the tax value
of the various districts from \$1,000,000 to \$1,500,000. At
this present valuation and the consolidation of the various
districts, the value of the district is
limited to a bond issue of \$1,000,000. The
rate of the expenditure of the district is
old structure and the rate of the expenditure is
This estimated figure does not include the value of the
additions such as a terminal and necessary means for en-
riching the curriculum. It is not clear if this will be
future growth of the school.

Possible solutions for future problems.
Solution for the future problems must be found by possibly
come from four sources. Firstly the various districts and the
greatest amount of bond for a future solution is the further
consolidation, which will result in a further increase in the value
tion. A plan of this nature has been suggested by the State
Department of Education. A second consolidation which will

probably offer a partial solution is the re-assessment program which is now in progress. This program should raise tax values to a level more nearly in accordance with the present high building costs. A third possibility is that the State Legislature, in view of the school building crisis, may revise the six per cent bonding limit provision. The fourth, and probably the most remote possibility in view of present trends, is that building costs may decline to a degree which would allow an adequate building program with the present bonding capacity of the district.

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CHAPTER VI

SCHOOL FINANCE

The years from 1930 to 1949 are probably the most significant in the history of public school finance in New Mexico. Prior to 1934, financial support of the public schools of the state depended almost entirely upon property taxes. A constitutional amendment was ratified in 1933 limiting the property tax to twenty mills and a special session of the Legislature passed laws providing for the income tax and sales tax to replace the property tax as the major basis of school financing. The most remarkable feature to be noted in the financial history of the Estancia Schools is the great benefit which accrued from this change in method of school support.

The steady growth of school revenue, which is derived chiefly from the sales and income tax, is reflected very noticeably in the budgets of individual schools. Examination of the budgets of the Estancia school as shown on Table VII reveals that the maintenance budget for 1949-50 amounts to more than four times the total maintenance budget for 1929-30. Figures shown in Table VIII indicate that during this same period the average daily attendance rose from 292.94 to 355.37. Thus, although the A.D.A. of the school

TABLE IV

State Income

The year 1930 to 1939 was marked by a steady increase in the growth of state income. In 1930, the state income was \$100,000,000. By 1939, it had increased to \$150,000,000. This increase was due to a number of factors, including the growth of the state's population, the increase in the state's income tax, and the growth of the state's economy. The state's income tax was increased from 1% to 2% in 1931, and from 2% to 3% in 1932. The state's economy was also growing, and this was reflected in the increase in the state's income.

The steady growth of state income was reflected in the state's budget. The state's budget was increased from \$100,000,000 in 1930 to \$150,000,000 in 1939. This increase was due to the increase in the state's income, and the growth of the state's economy. The state's budget was also increased from \$100,000,000 in 1930 to \$150,000,000 in 1939. This increase was due to the increase in the state's income, and the growth of the state's economy.

TABLE VII

BUDGETS OF THE ESTANCIA SCHOOL DISTRICT FROM 1929 to 1949 AT FIVE YEAR INTERVALS

Gen. Control	\$2,920	12.4%	\$3,500	14.5%	\$3,950	12.4%	\$4,754	14.5%	\$10,574	10.5%
Insurance Service	17,183	72.5%	18,090	73.7%	23,190	73.0%	28,265	62.2%	64,533	64.5%
Operation of Plant	2,500	10.6%	2,130	8.4%	3,025	9.5	4,175	7.4%	10,825	10.8%
Auxilliary Agencies	<u>1,075</u>	<u>4.5%</u>	<u>900</u>	<u>3.4%</u>	<u>1,580</u>	<u>6.1</u>	<u>7,235</u>	<u>15.9%</u>	<u>14,175</u>	<u>14.2%</u>
Total	\$23,678		\$246.20		\$31,745		\$45,429		\$100,107	
Direct Charge	\$2,264		\$1,790		\$1,750		\$3,600		\$5,595	
Debt Service	<u>1,854</u>		<u>4,240</u>		<u>4,564</u>		<u>1,955</u>		<u>3,800</u>	
Total	\$4,118		\$30,650		\$38,059		\$50,984		\$109,502	

INVENTORY

STATEMENT OF THE RECEIPTS AND PAYMENTS OF THE UNITED STATES DEPARTMENT OF THE INTERIOR

DATE	DESCRIPTION	AMOUNT	DATE	DESCRIPTION	AMOUNT	DATE	DESCRIPTION	AMOUNT
1890	RECEIVED	100.00	1891	PAID	50.00	1892	RECEIVED	150.00
1893	PAID	75.00	1894	RECEIVED	125.00	1895	PAID	100.00
1896	RECEIVED	200.00	1897	PAID	150.00	1898	RECEIVED	175.00
1899	PAID	125.00	1900	RECEIVED	225.00	1901	PAID	175.00
1902	RECEIVED	250.00	1903	PAID	200.00	1904	RECEIVED	275.00
1905	PAID	225.00	1906	RECEIVED	300.00	1907	PAID	250.00
1908	RECEIVED	325.00	1909	PAID	275.00	1910	RECEIVED	350.00
1911	PAID	300.00	1912	RECEIVED	375.00	1913	PAID	325.00
1914	RECEIVED	400.00	1915	PAID	350.00	1916	RECEIVED	425.00
1917	PAID	400.00	1918	RECEIVED	450.00	1919	PAID	400.00
1920	RECEIVED	475.00	1921	PAID	425.00	1922	RECEIVED	500.00
1923	PAID	450.00	1924	RECEIVED	525.00	1925	PAID	475.00
1926	RECEIVED	550.00	1927	PAID	500.00	1928	RECEIVED	575.00
1929	PAID	550.00	1930	RECEIVED	600.00	1931	PAID	575.00
1932	RECEIVED	625.00	1933	PAID	600.00	1934	RECEIVED	650.00
1935	PAID	625.00	1936	RECEIVED	675.00	1937	PAID	650.00
1938	RECEIVED	700.00	1939	PAID	675.00	1940	RECEIVED	725.00
1941	PAID	700.00	1942	RECEIVED	750.00	1943	PAID	725.00
1944	RECEIVED	775.00	1945	PAID	750.00	1946	RECEIVED	800.00
1947	PAID	775.00	1948	RECEIVED	825.00	1949	PAID	800.00
1950	RECEIVED	850.00	1951	PAID	825.00	1952	RECEIVED	875.00
1953	PAID	850.00	1954	RECEIVED	900.00	1955	PAID	875.00
1956	RECEIVED	925.00	1957	PAID	900.00	1958	RECEIVED	950.00
1959	PAID	925.00	1960	RECEIVED	975.00	1961	PAID	950.00
1962	RECEIVED	1000.00	1963	PAID	975.00	1964	RECEIVED	1025.00
1965	PAID	1000.00	1966	RECEIVED	1050.00	1967	PAID	1025.00
1968	RECEIVED	1075.00	1969	PAID	1050.00	1970	RECEIVED	1100.00
1971	PAID	1075.00	1972	RECEIVED	1125.00	1973	PAID	1100.00
1974	RECEIVED	1150.00	1975	PAID	1125.00	1976	RECEIVED	1175.00
1977	PAID	1150.00	1978	RECEIVED	1200.00	1979	PAID	1175.00
1980	RECEIVED	1225.00	1981	PAID	1200.00	1982	RECEIVED	1250.00
1983	PAID	1225.00	1984	RECEIVED	1275.00	1985	PAID	1250.00
1986	RECEIVED	1300.00	1987	PAID	1275.00	1988	RECEIVED	1325.00
1989	PAID	1300.00	1990	RECEIVED	1350.00	1991	PAID	1325.00
1992	RECEIVED	1375.00	1993	PAID	1350.00	1994	RECEIVED	1400.00
1995	PAID	1375.00	1996	RECEIVED	1425.00	1997	PAID	1400.00
1998	RECEIVED	1450.00	1999	PAID	1425.00	2000	RECEIVED	1475.00
2001	PAID	1450.00	2002	RECEIVED	1500.00	2003	PAID	1475.00
2004	RECEIVED	1525.00	2005	PAID	1500.00	2006	RECEIVED	1550.00
2007	PAID	1525.00	2008	RECEIVED	1575.00	2009	PAID	1550.00
2010	RECEIVED	1600.00	2011	PAID	1575.00	2012	RECEIVED	1625.00
2013	PAID	1600.00	2014	RECEIVED	1650.00	2015	PAID	1625.00
2016	RECEIVED	1675.00	2017	PAID	1650.00	2018	RECEIVED	1700.00
2019	PAID	1675.00	2020	RECEIVED	1725.00	2021	PAID	1700.00
2022	RECEIVED	1750.00	2023	PAID	1725.00	2024	RECEIVED	1775.00
2025	PAID	1750.00	2026	RECEIVED	1800.00	2027	PAID	1775.00
2028	RECEIVED	1825.00	2029	PAID	1800.00	2030	RECEIVED	1850.00
2031	PAID	1825.00	2032	RECEIVED	1875.00	2033	PAID	1850.00
2034	RECEIVED	1900.00	2035	PAID	1875.00	2036	RECEIVED	1925.00
2037	PAID	1900.00	2038	RECEIVED	1950.00	2039	PAID	1925.00
2040	RECEIVED	1975.00	2041	PAID	1950.00	2042	RECEIVED	2000.00
2043	PAID	1975.00	2044	RECEIVED	2025.00	2045	PAID	2000.00
2046	RECEIVED	2050.00	2047	PAID	2025.00	2048	RECEIVED	2075.00
2049	PAID	2050.00	2050	RECEIVED	2100.00	2051	PAID	2075.00
2052	RECEIVED	2125.00	2053	PAID	2100.00	2054	RECEIVED	2150.00
2055	PAID	2125.00	2056	RECEIVED	2175.00	2057	PAID	2150.00
2058	RECEIVED	2200.00	2059	PAID	2175.00	2060	RECEIVED	2225.00
2061	PAID	2200.00	2062	RECEIVED	2250.00	2063	PAID	2225.00
2064	RECEIVED	2275.00	2065	PAID	2250.00	2066	RECEIVED	2300.00
2067	PAID	2275.00	2068	RECEIVED	2325.00	2069	PAID	2300.00
2070	RECEIVED	2350.00	2071	PAID	2325.00	2072	RECEIVED	2375.00
2073	PAID	2350.00	2074	RECEIVED	2400.00	2075	PAID	2375.00
2076	RECEIVED	2425.00	2077	PAID	2400.00	2078	RECEIVED	2450.00
2079	PAID	2425.00	2080	RECEIVED	2475.00	2081	PAID	2450.00
2082	RECEIVED	2500.00	2083	PAID	2475.00	2084	RECEIVED	2525.00
2085	PAID	2500.00	2086	RECEIVED	2550.00	2087	PAID	2525.00
2088	RECEIVED	2575.00	2089	PAID	2550.00	2090	RECEIVED	2600.00
2091	PAID	2575.00	2092	RECEIVED	2625.00	2093	PAID	2600.00
2094	RECEIVED	2650.00	2095	PAID	2625.00	2096	RECEIVED	2675.00
2097	PAID	2650.00	2098	RECEIVED	2700.00	2099	PAID	2675.00
2100	RECEIVED	2725.00	2101	PAID	2700.00	2102	RECEIVED	2750.00
2103	PAID	2725.00	2104	RECEIVED	2775.00	2105	PAID	2750.00
2106	RECEIVED	2800.00	2107	PAID	2775.00	2108	RECEIVED	2825.00
2109	PAID	2800.00	2110	RECEIVED	2850.00	2111	PAID	2825.00
2112	RECEIVED	2875.00	2113	PAID	2850.00	2114	RECEIVED	2900.00
2115	PAID	2875.00	2116	RECEIVED	2925.00	2117	PAID	2900.00
2118	RECEIVED	2950.00	2119	PAID	2925.00	2120	RECEIVED	2975.00
2121	PAID	2950.00	2122	RECEIVED	3000.00	2123	PAID	2975.00
2124	RECEIVED	3025.00	2125	PAID	3000.00	2126	RECEIVED	3050.00
2127	PAID	3025.00	2128	RECEIVED	3075.00	2129	PAID	3050.00
2130	RECEIVED	3100.00	2131	PAID	3075.00	2132	RECEIVED	3125.00
2133	PAID	3100.00	2134	RECEIVED	3150.00	2135	PAID	3125.00
2136	RECEIVED	3175.00	2137	PAID	3150.00	2138	RECEIVED	3200.00
2139	PAID	3175.00	2140	RECEIVED	3225.00	2141	PAID	3200.00
2142	RECEIVED	3250.00	2143	PAID	3225.00	2144	RECEIVED	3275.00
2145	PAID	3250.00	2146	RECEIVED	3300.00	2147	PAID	3275.00
2148	RECEIVED	3325.00	2149	PAID	3300.00	2150	RECEIVED	3350.00
2151	PAID	3325.00	2152	RECEIVED	3375.00	2153	PAID	3350.00
2154	RECEIVED	3400.00	2155	PAID	3375.00	2156	RECEIVED	3425.00
2157	PAID	3400.00	2158	RECEIVED	3450.00	2159	PAID	3425.00
2160	RECEIVED	3475.00	2161	PAID	3450.00	2162	RECEIVED	3500.00
2163	PAID	3475.00	2164	RECEIVED	3525.00	2165	PAID	3500.00
2166	RECEIVED	3550.00	2167	PAID	3525.00	2168	RECEIVED	3575.00
2169	PAID	3550.00	2170	RECEIVED	3600.00	2171	PAID	3575.00
2172	RECEIVED	3625.00	2173	PAID	3600.00	2174	RECEIVED	3650.00
2175	PAID	3625.00	2176	RECEIVED	3675.00	2177	PAID	3650.00
2178	RECEIVED	3700.00	2179	PAID	3675.00	2180	RECEIVED	3725.00
2181	PAID	3700.00	2182	RECEIVED	3750.00	2183	PAID	3725.00
2184	RECEIVED	3775.00	2185	PAID	3750.00	2186	RECEIVED	3800.00
2187	PAID	3775.00	2188	RECEIVED	3825.00	2189	PAID	3800.00
2190	RECEIVED	3850.00	2191	PAID	3825.00	2192	RECEIVED	3875.00
2193	PAID	3850.00	2194	RECEIVED	3900.00	2195	PAID	3875.00
2196	RECEIVED	3925.00	2197	PAID	3900.00	2198	RECEIVED	3950.00
2199	PAID	3925.00	2200	RECEIVED	3975.00	2201	PAID	3950.00
2202	RECEIVED	4000.00	2203	PAID	3975.00	2204	RECEIVED	4025.00
2205	PAID	4000.00	2206	RECEIVED	4050.00	2207	PAID	4025.00
2208	RECEIVED	4075.00	2209	PAID	4050.00	2210	RECEIVED	4100.00
2211	PAID	4075.00	2212	RECEIVED	4125.00	2213	PAID	4100.00
2214	RECEIVED	4150.00	2215	PAID	4125.00	2216	RECEIVED	4175.00
2217	PAID	4150.00	2218	RECEIVED	4200.00	2219	PAID	4175.00
2220	RECEIVED	4225.00	2221	PAID	4200.00	2222	RECEIVED	4250.00
2223	PAID	4225.00	2224	RECEIVED	4275.00	2225	PAID	4250.00
2226	RECEIVED	4300.00	2227	PAID	4275.00	2228	RECEIVED	4325.00
2229	PAID	4300.00	2230	RECEIVED	4350.00	2231	PAID	4325.00
2232	RECEIVED	4375.00	2233	PAID	4350.00	2234	RECEIVED	4400.00
2235	PAID	4375.00	2236	RECEIVED	4425.00	2237	PAID	4400.00
2238	RECEIVED	4450.00	2239	PAID	4425.00	2240	RECEIVED	4475.00
2241	PAID	4450.00	2242	RECEIVED	4500.00	2243	PAID	4475.00
2244	RECEIVED	4525.00	2245	PAID	4500.00	2246	RECEIVED	4550.00
2247	PAID	4525.00	2248	RECEIVED	4575.00	2249	PAID	4550.00
2250	RECEIVED	4600.00	2251	PAID	4575.00	2252	RECEIVED	4625.00
2253	PAID	4600.00	2254	RECEIVED	4650.00	2255	PAID	4625.00
2256	RECEIVED	4675.00	2257	PAID	4650.00	2258	RECEIVED	4700.00
2259	PAID	4675.00	2260	RECEIVED	4725.00	2261	PAID	4700.00
2262	RECEIVED	4750.00	2263	PAID	4725.00	2264	RECEIVED	4775.00
2265	PAID	4750.00	2266	RECEIVED	4800.00	2267	PAID	4775.00
2268	RECEIVED	4825.00	2269	PAID	4800.00	2270	RECEIVED	4850.00
2271	PAID	4825.00	2272	RECEIVED	4875.00	2273	PAID	4850.00
2274	RECEIVED	4900.00	2275	PAID	4875.00	2276	RECEIVED	4925.00
2277	PAID	4900.00	2278	RECEIVED	4950.00	2279	PAID	4925.00
2280	RECEIVED	4975.00	2281	PAID	4950.00	2282	RECEIVED	5000.00
2283	PAID	4975.00	2284	RECEIVED	5025.00	2285	PAID	5000.00
2286	RECEIVED	5050.00	2287	PAID	5025.00	2288	RECEIVED	5075.00
2289	PAID	5050.00	2290	RECEIVED	5100.00	2291	PAID	5075.00
229								

TABLE VIII

ESTANCIA ENROLLMENT FIGURES FROM 1929

AT FIVE-YEAR INTERVALS

	1929-30	1934-35	1939-40	1944-45	1949-50
A.D.A.:					
High school	80.94	95.92	114.81	107.88	119.37
A.D.A.:					
Elementary	<u>212.00</u>	<u>232.84</u>	<u>276.87</u>	<u>233.33</u>	<u>236.00</u>
A.D.A.:					
Total	292.94	328.76	391.68	341.31	355.37
Number of					
Teachers	13	16	18	17	21
High school					
Enrollment	102	106	139	142	138
Elementary					
Enrollment	226	322	307	298	293

TABLE III

ENROLLMENT BY GRADE AND SEX, 1953

IN FIVE-YEAR INTERVALS

1953-54 1957-58 1962-63 1967-68 1972-73

A.D.A.:				
High school	20.94	21.11	21.28	21.51
A.D.A.:				
Elementary	21.00	21.17	21.34	21.51
A.D.A.:				
Total	41.94	42.28	42.62	43.02
Number of				
Teachers	12	13	14	15
High school				
Enrollment	102	103	104	105
Elementary				
Enrollment	226	233	240	247

increased only twenty-one per cent, the total amount available for maintaining the school has increased 400 per cent. During the school year 1929-30 the amount expended for instructional service was \$17,183, which constituted 72.5 per cent of the total maintenance budget. In 1949-50 the amount budgeted for instructional service was \$64,533, which is 64.5 per cent of the maintenance budget. Thirteen teachers were employed by Estancia in 1929-30 at an average annual salary of \$1015; in 1949-50 twenty-one teachers were hired at an average salary of \$3052. Although the percent of the budget allotted to teachers' salaries is below state and national averages, the median salary paid to teachers in Estancia is just five dollars per year below the median teachers salary paid in New Mexico in 1949.

The foregoing facts illustrate the greatly improved financial condition of the Estancia School District, a condition which is reflected in all of the schools of New Mexico and which has little to do with local conditions. A very significant fact which does reflect local conditions, however, is illustrated in comparison of tax valuation figures. These figures show that the tax valuation of the district (this does not include the newly acquired Lucy area) has dropped from \$565,490 in 1929 to \$511,000 in 1949. In

increased only twenty-five per cent, the total amount available for maintaining the school was increased 400 per cent. During the same period 1935-36 the county expended for instructional services was \$1,125, which constituted 11.5 per cent of the total expenditure for the year. In 1936-37 the amount budgeted for instructional services was \$2,500, which is 64.5 per cent of the total expenditure for the year. Teachers were employed in Eustace in 1935-36 at an average annual salary of \$2,000; in 1936-37 the average salary was \$2,500 at an average salary of \$2,000. The budget allocated for instructional services in Eustace is just about the same as in other schools in the county.

The foregoing facts illustrate the rapid improvement in financial condition of the Eustace School District. Condition which is reflected in all of the schools of Eustace and which has little to do with local conditions. A very important fact which is reflected in the condition of the district is the improvement of the condition of the district. These figures show that the district has improved its condition (this does not mean that the district has improved its condition) has dropped from \$2,500 in 1935 to \$2,111,000 in 1936.

consideration of advanced sale value of property in the Estancia District due to irrigation development, oil speculation, and the general rise in property values throughout the country, this is a fact worthy of comment. If the pending re-assessment program is effective to an appreciable degree, the income for direct charge purposes in the district may be increased to an extent which would allow the patrons of the district to initiate the extensive building program which has been tentatively planned for the future expansion and improvement of the school.

The following data illustrate graphically the inconsistencies mentioned in the foregoing paragraphs. The figures for the year 1929-30 are taken from Dr. Nanninga's survey of the date,¹² and the 1949 figures are computed from allotments in the 1949 budget.

The first four items in this table are directly related to the direct charge fund of the school. The first two sets of figures illustrate the reduced assessed valuation of the district. The rise in the per-pupil value in buildings is due to the general rise in property values and to the addition of six small buildings to the school plant

¹² Nanninga, op. cit., p. 58.

consideration of advanced state of affairs in the
Bastard District has to be taken into account, all ap-
proach, and the general state of affairs in the
country, this is a fact which is not to be
pending re-assessment system is effective to an appreciable
degree, the figures for direct charges assessed in the district
may be increased to an extent which would allow the payment
of the district to initiate the extensive building program
which has been tentatively planned for the future, and
and improvement of the school.

The following table indicates generally the assess-
ment situation in the foregoing districts. The fig-
ures for the year 1934-35 are taken from the district's
survey of the year 1934-35 and the figures are assessed
from allotments in the 1934-35 year.

The first four items in this table are directly re-
lated to the direct charges paid of the school. The first
two sets of figures illustrate the reduced assessed value
tion of the district. The rise in the property value in
building is due to the general rise in property values and
to the addition of air conditioning to the school plant.

TABLE IX

COMPARATIVE PER PUPIL COSTS OF EDUCATION IN ESTANCIA
FOR THE SCHOOL YEARS 1929-30 AND 1949-50

	<u>1929-30</u>	<u>1949-50</u>
Assessed valuation per census child	\$1,930.00	\$1,381.00
Assessed wealth per child in A.D.A.	1,615.00	1,439.00
Value per child in buildings	194.00	205.00
Value per A.D.A. in buildings	162.95	242.81
Cost per pupil A.D.A. total current expenses	97.23	308.45
Cost per A.D.A. teachers salaries, Elementary	38.57	110.00
Cost per A.D.A. teachers salaries, high school	156.05	245.00
Bonded indebtedness per pupil in A.D.A.	162.95	69.29

since 1929. The cost per A.D.A. in teachers' salaries and the per-pupil cost total current expenses are items concerned with the maintenance budget and reflect clearly the financial improvement effected by the sales and income tax provisions.

Whether value is received for a given amount of money spent for educational purposes is a question which is always open for debate. Testing programs which operate in most modern schools attempt, and succeed to some degree, to measure the effectiveness of the school program, but the intangible factors involved are so numerous that exact evaluation is impossible. Comparative costs and test results indicate the extent to which a school conforms to general practice. Judgment is limited to this extent.

The total per-pupil cost of education in Estancia for the year 1947-48 was \$149.51. This is \$40.89 per pupil below the average cost of education in New Mexico for the same year and is a low figure for a school as small as Estancia, where the average teacher load is 16.87 pupils. It is interesting to note, however, that the per-pupil cost allowed in the 1949-50 budget is \$308.45. This higher figure is undoubtedly due to recent consolidations to the district.

CHAPTER VI

CONCLUSION AND RECOMMENDATIONS

Conclusion. The discussions of the various phases of the Estancia school system in the pages which precede have not been developed with the thought that they are comprehensive or all-inclusive. Many of the problems confronting this school do not arise from situations peculiar to any school or locality but are situations common to all educational endeavor. The Estancia school is, in many respects, typical of the schools of New Mexico. Problems which stem from population or geographical situations in the state, or which grow out of the framework of legal provisions and restrictions included in the New Mexico School Code, affect the Estancia District in much the same manner that they affect the state in general.

Development of an excellent educational system depends primarily upon the faith of the people in education. That the people of New Mexico as a whole, and the patrons of the Estancia District in particular, have this faith is evident from the ever-increasing amount of financial support which they are giving their schools. That the Estancia school since 1929 has developed from a system which barely met state requirements into one which has recently been accredited by the North Central

Association is proof that the faith of the people backed by their more adequate financial support is being repaid in greater educational advantages for their children.

Recommendations. In an educational system such as exists in New Mexico where a large proportion of the revenue for financing schools is provided from state sources, it is inevitable that much of the control of individual schools is dictated by state regulations. Recommendations often imply changes which cannot be made merely on a local basis but would have to be affected through the Legislature or the state department of education.

It is undoubtedly true that much of the improvement noted in the Estancia school since the survey of 1929 is due to more nearly adequate financing provided by the state. The money provided from this source, however, is clearly marked for use in maintaining the educational system and makes inadequate provision for the building requirements of the district. Much of the future development of the Estancia school depends upon the financial ability of the district to furnish physical facilities commensurate with the growth and development of the educational program. It is to be recommended that the administration and patrons of the district continue their efforts in the matters of consolida-

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tion and re-assessment of tax evaluations in order that the school plant may be enlarged to provide for enrichment of the curriculum as well as for the future expansion of the school.

Revision of the salary schedule to offer maximum encouragement to teachers to continue their professional training should be made. Increments should not be provided for teachers not having a degree beyond a point where they may reasonably have been expected to complete their training. Maximum salaries for teachers with college degrees and maximum salaries for those with graduate degrees should be high enough to encourage teachers to continue their training. Although the professional training of the teaching staff of Estancia has improved greatly since 1929, there are still teachers in the elementary school who barely meet state requirements although they have been teaching in the system for many years. These teachers should be encouraged to complete their college work.

The testing and remedial program in the elementary school could very well serve as an example to other schools of New Mexico which share the problems of bilingualism and retardation in the language skills. The superintendent, the principal, and the teachers of the school should be commended

upon doing excellent work in overcoming a major problem of education in the state. It is certainly recommended that this program continue and that the work be publicized for the benefit of the total educational program of the state.

Teachers handling the program of physical education in the Estancia high school should be required to qualify themselves for this kind of work. Although this program is hampered at the present time by lack of facilities, it could undoubtedly be greatly improved by hiring teachers who are trained and experienced in the field. Perhaps the lack of facilities is an argument in itself for hiring thoroughly trained and competent teachers to handle the program.

It is recommended that programs of fine arts and industrial arts be included in the high school program. Children living in rural communities often have very little opportunity to come in contact with art or with industrial processes which are an important part of modern living. Unless these experiences are furnished by the school the child's background in these important areas is narrow and incomplete. Industrial arts is a phase of education that concerns itself with the contribution of those engaged in industry. Every good citizen is a worker and a producer. Industrial arts correlated with other subject matter fields contributes to

upon being accepted was in substance a letter of
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the benefit of the school education, and the work of the school.

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the goal of good citizenship.

For many years the patrons, the staff, and the administration have worked toward the goal of developing a school which would fulfill the requirements of the North Central Association. Lately that goal was realized and the school was accredited by this association. Perhaps in conclusion it should be recommended that these people continue working to build a still better school for their children.

The cost of such a project

For many years the various countries, and the various

institutions have been working to develop a world

which would be better than the present one

Association. It is not only a world of peace and

was associated with the world. It is a world of

it should be recognized that there are many things which

to build a new world of peace and

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1. The purpose of this report is to provide information on the activities of the [redacted] in the [redacted] area.

2. The [redacted] has been observed in the [redacted] area, and it is believed that it is engaged in [redacted] activities.

3. The [redacted] has been observed in the [redacted] area, and it is believed that it is engaged in [redacted] activities.

4. The [redacted] has been observed in the [redacted] area, and it is believed that it is engaged in [redacted] activities.



5. The [redacted] has been observed in the [redacted] area, and it is believed that it is engaged in [redacted] activities.

6. The [redacted] has been observed in the [redacted] area, and it is believed that it is engaged in [redacted] activities.

7. The [redacted] has been observed in the [redacted] area, and it is believed that it is engaged in [redacted] activities.

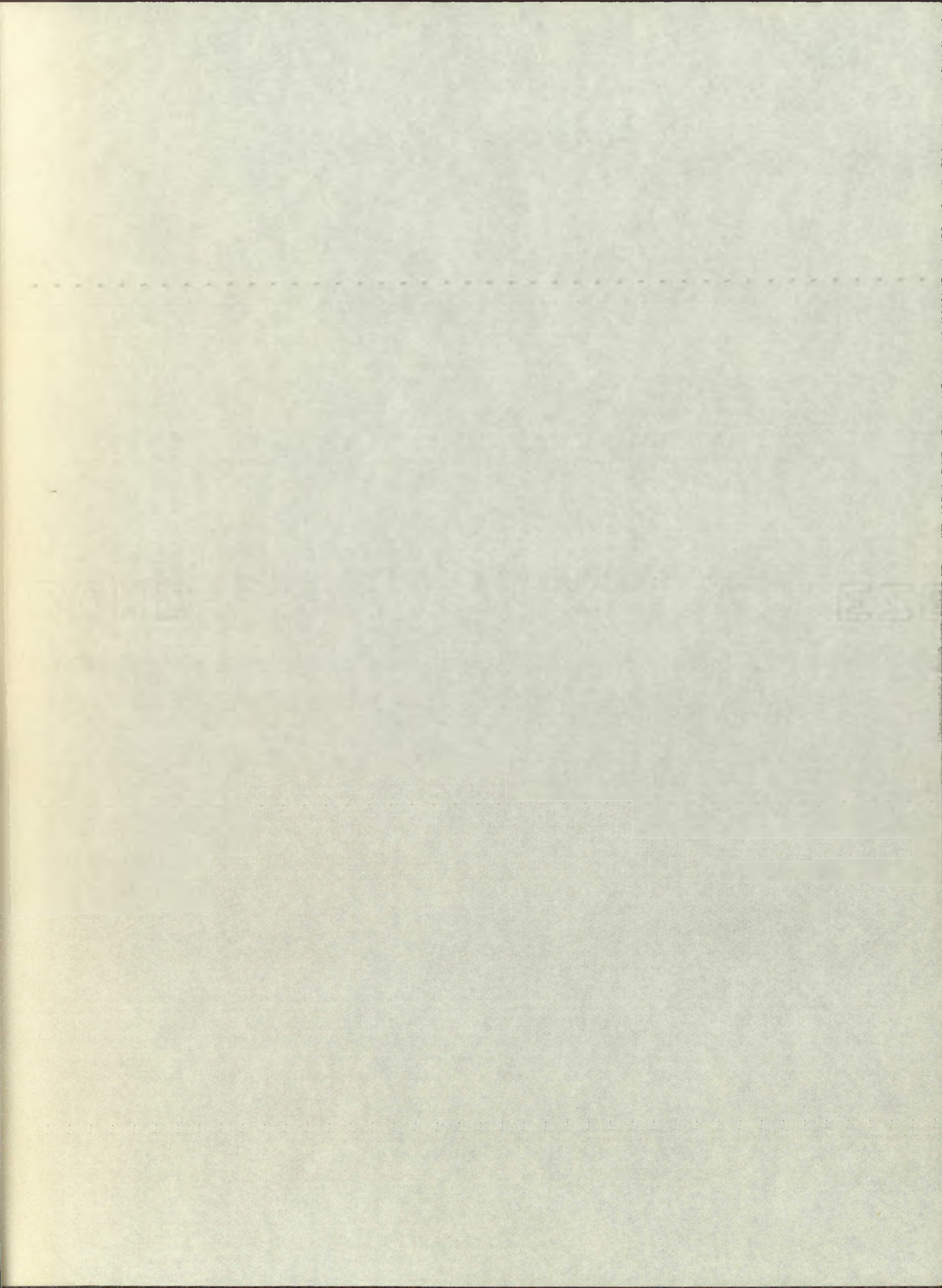
8. The [redacted] has been observed in the [redacted] area, and it is believed that it is engaged in [redacted] activities.

9. The [redacted] has been observed in the [redacted] area, and it is believed that it is engaged in [redacted] activities.

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11. The [redacted] has been observed in the [redacted] area, and it is believed that it is engaged in [redacted] activities.

12. The [redacted] has been observed in the [redacted] area, and it is believed that it is engaged in [redacted] activities.



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