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### A Survey of the Preparatory in Spanish of the Elementary Grade Teachers in New Mexico

Leonie Seabrook Eccles

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A SURVEY OF THE PREPARATION IN SPANISH  
OF THE ELEMENTARY GRADE TEACHERS  
IN NEW MEXICO

By  
Leonie Seabrook Eccles

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

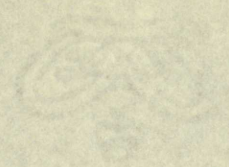
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This thesis, directed and approved by the candidate's committee, has been accepted by the Graduate Committee of the University of New Mexico in partial fulfillment of the requirements for the degree of

MASTER OF ARTS

George P. Hammond  
DEAN

Aug 16, 1939  
DATE

Thesis committee

E. H. Fixley  
CHAIRMAN  
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This is a letter of introduction from the University of California, Berkeley, to the University of Michigan, Ann Arbor. The letter is dated 1964 and is signed by the President of the University of California, Berkeley.

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1964



#### ACKNOWLEDGMENT

The writer wishes to express her sincere thanks to the State Department of Education at Santa Fe for the assistance rendered in securing the data contained in this survey. The writer also wishes to express her deep and sincere appreciation to Dr. E. H. Fixley for his guidance, criticism, and assistance.



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FIGURE 1

Preparation of the solution of the monomer



## CHAPTER I

### INTRODUCTION

New Mexico, with four hundred years of colorful history, has existed about one hundred years as a bilingual state. Thus in New Mexico today there are two official languages, the first being English and the second Spanish. It is evident that the framers of the state constitution intended the Spanish language to continue, as a provision for the use of both Spanish and English in all public documents and proceedings was set forth in Article 12, Section 8. In Article 21, Section 4, the constitution provides that all public schools must be conducted in English, but there is nothing in the constitution or in the school code that forbids the teaching of Spanish in the elementary grades.

For the past several years there has been considerable discussion regarding the advisability of introducing into the elementary schools a program of the teaching of Spanish. The bilingual situation has been felt more keenly as involving definite educational problems. Some educators have felt that New Mexico was losing some of its glorious heritage, and others have realized that the Spanish of the youth of New Mexico was deteriorating. In view of this discussion, it would







seem timely to quote from a few of the articles which have appeared in the New Mexico Review.

Dr. George I. Sanchez of the University of New Mexico has presented the seriousness of the bilingual problem in the education of New Mexico. In part Doctor Sanchez said:

It is an undeniable fact that the bilingual children because of their foreign home-environment present a very perplexing educational problem, and there is little evidence that the public school system has made much progress in adapting its program to meet the needs of the children.<sup>1</sup>

According to this statement it would seem that the educational opportunities offered are inadequate and school progress and achievement fall far below normal. Fundamentally, bilingual problems are the responsibility of the school, and the basic approach to these difficulties must be an educational one. There exist certain regions in the state which are isolated from the educational advantages offered in the larger centers. This is due to lack of facilities for communication and transportation. Spanish-Americans have lived there for about four hundred years, and therefore the Spanish of the

---

<sup>1</sup> George I. Sanchez, "Bilingualism--A Social Emergency," New Mexico State Department of Education, 1934.







eleventh century period is the basis of the present day Spanish. Naturally, in these districts rustic tendencies of dialect have developed, due to almost complete isolation from Mexico.

That the teaching of Spanish in the grades and the need of trained teachers for the work have become of interest and concern to many educators in New Mexico has been evidenced from a number of articles appearing in the New Mexico School Review during the years of 1937 and 1938.

Dr. Edward Eyring<sup>2</sup> of the Normal University of New Mexico in his article, "A Language Problem in New Mexico," has said:

Educators, politicians, and the people at large do not seem to realize that Spanish exists in this state with rare exception only on the necessity level. Speech on this level is exactly in the same degree as speech of the uneducated, "Anglo" is in English. What is being done to cultivate Spanish in New Mexico today? Spanish is frowned upon or non-existent in the elementary schools. Spanish in the high schools, in general, is a farce and a delusion. Of eighty-four high school teachers whose records I have before me, eighteen have had less than ten hours training in Spanish, twenty-nine less than sixteen hours and forty-two, half of the total number, have had less than twenty-four hours.

From Doctor Eyring's statement it would appear that he is convinced that the academic preparation of the teachers

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<sup>2</sup> Edward Eyring, "A Language Problem in New Mexico," New Mexico School Review, XVII (September, 1937), 23.







of New Mexico in Spanish is not sufficient, and that there is a definite need for more thorough training in this language throughout the state.

Dr. V. S. Beeson,<sup>3</sup> Director of Rural Elementary Education, has expressed the extent of the problem by saying that sixty-five per cent of the thirty-one counties representing 2,331 teachers and 63,000 students are now grappling with the bilingual problem. It might appear to some educators that Spanish has been wrongly placed in the curriculum, as it would seem that the teaching of it in the high school grades has been one of struggling with a language in which the foundation was lacking.

The problem has not been confined to discussion alone, as Earl C. McDaniel,<sup>4</sup> Superintendent of Logan School, introduced Spanish into his program beginning in the third grade and continuing through the eighth. In the third grade a new word was learned daily: in the fourth an average of one and one-half words were added daily. The number of words were increased with each

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<sup>3</sup> V. S. Beeson, "The Supervision of Rural Elementary Education in New Mexico," New Mexico School Review, XVII (October, 1937), 52.

<sup>4</sup> Earl C. McDaniel, "Teaching Spanish in the Grades," New Mexico School Review, XVIII (November, 1938), 26-27.







grade, so that by the end of the eighth the number mastered reached the figure of 2,520 words. This work is still in the experimental stage, but it will doubtless have its part in shaping the policies for other counties in the state whose directors might be interested in putting Spanish in the elementary program.

It is without doubt true that in certain rural remote counties Spanish is taught before English, but there as well as in other counties trained teachers should be placed to help assimilate the ideas of the child based on the language which he already knows. Spanish is not a foreign language in New Mexico, and in this respect the state is historically, culturally, and linguistically different from most of the other states.

Francis Monroe Kercheville,<sup>5</sup> of the University of New Mexico, points out that, "Educators insist that the school should tie up with home life--that there should be a carry over. What could be a better tie-up with home life than the Spanish language?" Kercheville does not advocate having Spanish placed in the state as a rival of or in competition to English, but it should be considered as a very valuable second language and certainly as a genuine

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<sup>5</sup> Francis Monroe Kercheville, "The Teaching of Spanish in the Grade Schools of New Mexico," New Mexico School Review, XVII (October, 1938), 4-5.



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Francisco X. Garcia, Secretary of the State of New Mexico,  
New Mexico, points out that, "It is true that the  
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asset in inter-American affairs. As he states, there are many teachers who are really bilingual, who have at least a working knowledge of both languages. These teachers without too much effort on their part of too long a training period could be valuable in putting into the grades a program of teaching Spanish.

Ruth Miller-Martinez,<sup>6</sup> Supervisor of Taos County, in her article, "Forecast of Language Instruction," treated the matter of home conditions.

A feeling of uncertainty and inferiority with lack of responsiveness is developed in the child forbidden the use of his mother tongue. Spanish speaking children become ashamed of their language, their arts and crafts, their songs and customs.

Thus a barrier is built up between the schools and the home and there is no tie up.

## I. THE PROBLEM

Statement of the problem. Regardless of the merits of introducing Spanish as a second language in the elementary schools of the state, it is obvious that certain preliminary information must be gathered before one could reach a decision as to the practicability of such a move. That is, even though it should be later agreed that the

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<sup>6</sup> Ruth Miller-Martinez, "Forecast of Language Instruction--Both Spanish and English in Taos County Rural Schools," New Mexico School Review, XVIII (October, 1938), 16-17.







program is desirable, information must be at hand in such a program; therefore, it is the purpose of this study (1) to show the academic preparation in Spanish of the elementary grade teachers in New Mexico; (2) to determine in which counties the teachers are best prepared; (3) to deduce from the findings the section of the state in which the teaching of Spanish could be best introduced in the grades; and (4) to suggest in which part of the state the introduction of Spanish in the grades would be most feasible from a bilingual point of view.

Importance of the study. As was pointed out above, the data herein contained should be of vital importance to school administrators in giving them a definite basis for deciding the need for and practicability of a program instruction in both Spanish and English in the elementary grades, as it is obviously essential that such a program must be carried out by teachers who have adequate preparation to instruct in both languages.

## II. DELIMITATIONS

This investigation is limited to a survey of the teachers from grades four to eight inclusive who are prepared to offer instruction in Spanish, except that teachers in one-room rural schools and those whose



program is desirable, information must be at hand in which to progress therefore, it is the purpose of this study (1) to show the scientific presentation in English of the elementary grade readers in New Mexico; (2) to determine in which countries the teachers are best prepared; (3) to determine the findings the reaction of the state in which the reading of Spanish could be best introduced in the grades; and (4) to suggest in which part of the state the introduction of Spanish in the grades could be most feasible from a linguistic point of view.

Importance of the study. It is the belief of the author that the data herein collected should be of vital importance to school administrators in giving them a definite basis for choosing the need for and practicality of a program for instruction in both Spanish and English in the elementary grades, as it is occasionally essential that such a program must be carried out by teachers who have adequate preparation to instruct in both languages.

## II. ORIGINATIONS

This investigation is limited to a survey of the teachers from grades four to eight inclusive who are present to offer instruction in Spanish, except that teachers in one-room rural schools and those whose



teaching extended from the intermediate grades downward into the primary grades were also included.

Teachers on whose records only one unit of high school Spanish and no college work in that language was shown were not included in this survey. Although it is admitted that this delimitation has been rather arbitrarily drawn, it is felt by the investigator that such a small amount of preparation in Spanish would not be considered sufficient academic preparation for a teacher to give instruction in the language, even though the teacher speaks Spanish natively.

The certification of teachers has been expressed in terms of those holding Professional, High School, or First Grade certificates and degrees. Life certificates were omitted, as most of the holders of such certificates were found to have degrees. Only teachers whose names were submitted by the superintendents of the state as employed for the school year 1938-39 were included in this study.

### III. DEFINITION OF TERMS USED

Accredited teacher. Throughout the report on this investigation, accredited teacher has been used to mean a teacher whose total credits in Spanish include at least two units of high school training or some college credit



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Professional certificate. This certificate implies ninety term hours of work.

Three-year high school certificate. The holder of this certificate must have one hundred and thirty-five term hours of work.

First grade certificate. The holder of the First Grade Certificate must have forty-five term hours of work.

#### IV. SOURCES OF DATA

The data of this survey were secured from the teacher record files found in the State Department of Education located in the Capitol Building in Santa Fe.

#### V. PROCEDURES

The data will be analyzed to show the academic preparation (1) of all teachers now employed in the elementary grades; (2) whether the preparation was obtained in New Mexico or out of state; (3) the counties in which the teachers have the best preparation; (4) the certification of the teachers; (5) the age range; and (6) the various grades for which teachers are available to give the instruction.



in the morning.

Preparation of the material. This consists of

ninety four hours of work.

Three-year and school certificate. The student

must have passed the first and second years

of work.

First year certificate. The student must

have passed the first year of work.

2. NUMBER OF DAYS

The hours of the course are divided into two periods

of study, the first in the State University of Medicine and

the second in the State University of Science.

3. PROGRAM

The data will be analyzed to show the student's

progress (1) of all subjects not included in the

program; (2) whether the program was obtained in the

school or not; (3) the number of days the

student has the best preparation; (4) the

teacher; (5) the new subject; and (6) the

for which teachers are available to give the instruction.



From these and other evidences, conclusions and recommendations will be made.

## VI. REVIEW OF RELATED STUDIES

Although modern foreign languages are being taught in some elementary public schools, notably in New York City, to the investigator's knowledge no survey of the availability of elementary teachers trained in Spanish has as yet been undertaken in any other state.

## VII. ORGANIZATION OF THE REMAINDER OF THE STUDY

In this study Chapter Two will deal with the general education and economic conditions in rural New Mexico; the products and resources of the state, the nature of which would effect education; and the distribution shown of Spanish-Americans and Anglos by counties.

Chapter Three will deal with the preparation by counties of the elementary teachers of New Mexico in Spanish, according to credits in Spanish, age range, certification, grades in which they are now teaching, and whether the preparation was obtained in or out of the state.

Chapter Four will contain the conclusions and recommendations of this survey.



from these and other evidence, conclusions and recommendations  
there will be made.

## VI. REVIEW OF RELATED STUDIES

Although various foreign languages are being taught  
in some elementary public schools, notably in New York City,  
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## VII. ORGANIZATION OF THE RESULTS OF THE STUDY

In this study Chapter Two will deal with the general  
education and economic conditions in Great New Mexico; the  
distribution and resources of the state, the nature of educa-  
tion - effect education; and the distribution of Spanish-  
speaking persons and places by location.  
Chapter Three will deal with the preparation by  
counties of the elementary teachers of New Mexico in  
Spanish, according to credits in Spanish, age range, sex-  
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## CHAPTER II

### INTRODUCTION

General education and economic conditions in rural New Mexico. Since modern education is concerned not only with the pupil's activities within the classroom but also with all his other activities during his working hours, an important problem of the schools is that of social adjustment to the community itself. As New Mexico is largely a rural state, in which there are many small communities, the problem is that of social adjustment to an existent group presenting marked differences in racial, cultural, and economic character. Since many of these isolated communities are entirely Spanish, one encounters the added difficulty of large differences between the home and community interests. In many of these communities the only means of expression is through the church and the school house. The people derive their principal existence from the products of their small plots of farming land and the care of a few domestic animals. In many localities there are no libraries, and thus there is no available literature other than a few devotional books and the newspaper. The newspaper is often read aloud in the village store by the best educated citizen. The old hand craft culture has become nearly extinct, but is gradually being revived through schools and



## INTRODUCTION

General situation and economic conditions in rural

New Mexico. Since modern education is concerned not only with the people's activities within the classroom but also with all his other activities during his working hours, an important problem of the schools is that of social adjustment to the community itself. As New Mexico is largely a rural state, in which there are many small communities, the problem is that of social adjustment to an extensive group presenting marked differences in racial, cultural, and economic character. Since many of these isolated communities are entirely Spanish and consequently have a high degree of large differences between the home and community interests. In many of these communities the only means of expression is through the church and the school house. The people derive their principal existence from the products of their small plots of farming land and the care of a few domestic animals. In many localities there are no libraries, and there is no available literature other than a few devotional books and the newspapers. The newspaper is often read aloud in the village store by the best educated citizen. The old hand craft culture has become nearly extinct, but is gradually being revived through schools and



government agencies. The Spanish spoken by the adults is frequently of an archaic type, and the Spanish used by the youth presents a woeful picture of the mixture of Anglicized Spanish words and a constantly decreasing vocabulary of their own language. Language study is not an end in itself, but is a means of the expression of ideas among peoples. To the investigator it seems that New Mexico has been found lacking in the training in the normal activities of rural community life. The schools have drawn the children away from the community, and thus all that was dramatic, entertaining, poetic, and generally cultural in the social life of the village has suffered almost a complete severance from the outside world. This may have been brought about by the fact that the teachers as a class may not have had the same pride, the same racial bond with their pupil's community interest. Once every village had its group of players, musicians, and singers. It would seem that it must rest with the educational agencies to make the integration between the rural schools and community interests.

Population distribution of Spanish-Americans and Anglos. In order that the reader may see the peculiar position of New Mexico as a bilingual state, a discussion of the distribution of the Spanish-Americans and Anglos, by counties, might be appropriate. The figures given herein



government agencies. The schools are the only ones in the country of an archaic type, and the schools used by the youth presents a social picture of the state of affairs in Spanish lands and a constantly decreasing vocabulary of their own language. Language study is not an end in itself, but is a means of the extermination of those many people. It is in this way that it seems that the school has been found lacking in the training in the social activities of rural communities. The schools have been the children's play area for the past twenty years, and that all that was dramatic, entertaining, social and generally cultural in the social life of the village has suffered almost a complete reversal from the outside world. This way have been brought about by the fact that the school as a whole may not have had the same effect. The rural bond with their people's community interest, from every village had the growth of pleasure, recreation, and games. It would seem that it was not with the school. These agencies to make the integration between the rural schools and community interest.

Formulation of the Spanish-American and

major. In order that the reader may see the results of the study of the Spanish-American and major, of the distribution of the Spanish-American and major, by correlation, which is appropriate. The figures given herein



were secured through the courtesy of the National Youth Administration of New Mexico.

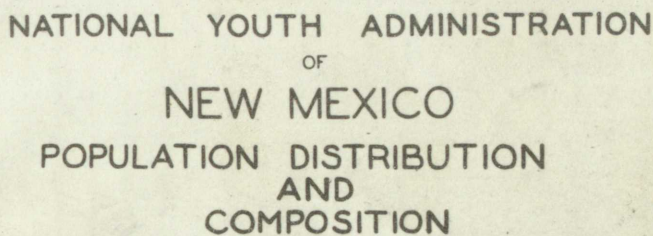
Whereas the Spanish-American population is largely found in the Rio Grande Valley, still there are other counties which have a small percentage of people of Spanish descent. Only those counties in which the population is fifty per cent or more Spanish-American will be mentioned here. Figure 1 shows the entire distribution by counties throughout the state. The total Spanish-American population for the state is fifty-three per cent. Taos County leads with eighty-nine per cent, and then follow Rio Arriba and Mora with eighty-six per cent each. San Miguel has eighty-five per cent, Socorro eighty-four, Santa Fe seventy, Sandoval sixty-eight, Grant sixty-five, Sierra sixty-four, Dona Ana and Guadalupe sixty-three each, Valencia fifty-eight, Bernalillo fifty-six, Hidalgo fifty-three, and Harding fifty per cent. The counties having fifty per cent or over of Anglo population are: Roosevelt one hundred per cent, Quay and Lea ninety-nine each, Curry ninety-eight, Chaves eighty-eight, Union eighty, De Baca sixty-seven, Eddy sixty-five, Luna sixty-three, Otero sixty-two, Colfax fifty-six, Catron fifty-five, Lincoln fifty-four, Torrance fifty-one, and Harding fifty per cent.

From the above listings it is seen, as has already been stated, that the Spanish-Americans are largely centered around





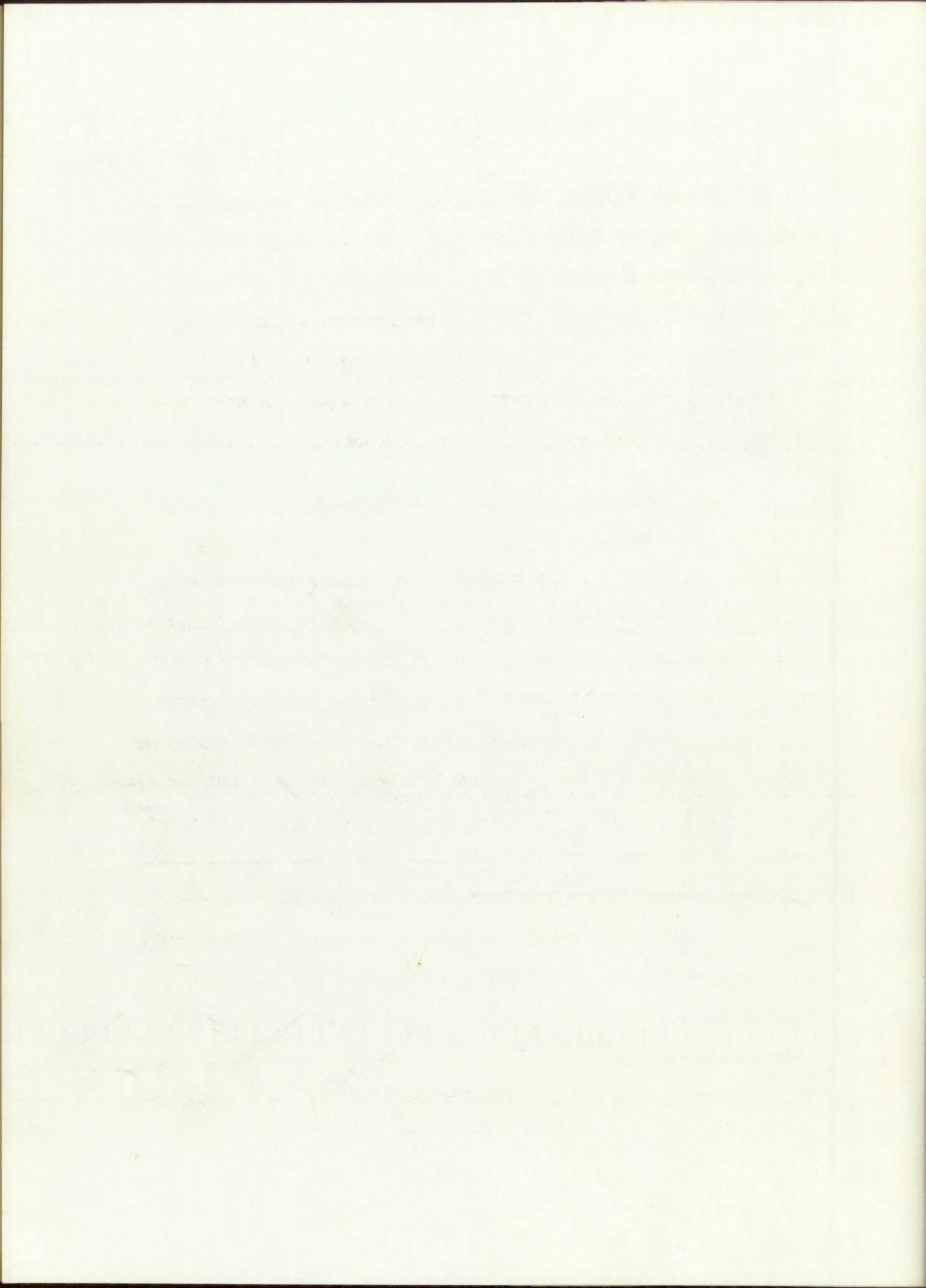




Counties	Special Disaster Units	Other Institutions	4th Institution
Bernalillo	0.56	0.42	0.02
Cañon	0.45	0.55	-
Chaves	0.12	0.88	-
Coffax	0.44	0.56	-
Curry	0.02	0.98	-
De Baca	0.33	0.67	-
Doña Ana	0.63	0.37	-
Eddy	0.35	0.65	-
Grant	0.65	0.35	-
Guadalupe	0.63	0.37	-
Harding	0.50	0.50	-
Hidalgo	0.53	0.47	-
Lea	0.01	0.99	-
Lincoln	0.45	0.54	-
Luna	0.37	0.63	-
McKinley	0.23	0.33	0.44
Mora	0.86	0.08	0.06
Otero	0.38	0.62	-
Quay	0.01	0.99	-
Rio Arriba	0.86	0.07	0.07
Roosevelt	-	1.00	-
Sandoval	0.68	0.10	0.21
San Juan	0.12	0.44	0.44
San Miguel	0.85	0.15	-
Santa Fe	0.70	0.28	0.02
Sierra	0.64	0.36	-
Socorro	0.84	0.15	0.01
Taos	0.89	0.06	0.05
Torrance	0.49	0.51	-
Union	0.20	0.80	-
Valencia	0.58	0.15	0.27

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the Rio Grande Valley, whereas the counties containing over fifty per cent of Anglo population are found in the eastern and southeastern parts of the state. Table I will show that in addition to those of Spanish descent as noted in Figure 1, there is a large per cent of the population of foreign-born Mexicans in many of the counties. The counties have been listed alphabetically for the convenience of the reader.

Population of foreign-born Mexicans. It seems pertinent to the subject to quote the number of foreign-born Mexicans residing in the state. For this purpose the investigator has prepared Table I, which shows this information tabulated by counties. The figures are perhaps not now entirely accurate, as the information has been taken from the 1930 federal census. However, they will serve as a guide to show the counties in which there is a new Spanish-speaking population. The ten counties having the largest number of foreign-born Mexicans are Dona Ana, Grant, Eddy, McKinley, Otero, Lincoln, Luna, Sierra, Chaves, and Colfax. It seems significant to the writer that eight of these counties are located in the southern-most part of the state, four of them bordering on Texas. According to Figure 1 these counties had a low Spanish-American population; thus it would appear that the bilingual situation is spreading



the Rio Grande Valley, whereas the counties containing over fifty per cent of Anglo population are found in the western and southeastern parts of the state. Table I will show that in addition to those of Spanish descent as noted in Figure 1, there is a large per cent of the population of foreign-born Mexicans in many of the counties. The counties have been listed alphabetically for the convenience of the reader.

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TABLE I  
POPULATION OF THE COUNTIES OF NEW MEXICO  
1930 FEDERAL CENSUS

Counties	Native Born	Foreign Born Mexicans	Total
Bernalillo	45,430	1,255	46,685
Catron	3,282	998	4,280
Chaves	19,549	1,860	21,409
Colfax	19,157	1,860	21,017
Curry	15,809	612	16,421
De Baca	2,893	901	3,794
Dona Ana	27,455	14,765	42,220
Eddy	15,842	5,157	20,999
Grant	19,050	9,999	29,049
Guadalupe	7,027	125	7,152
Harding	4,421	15	4,436
Hidalgo	5,023	2,115	7,138
Lea	6,144	44	10,070
Lincoln	7,198	2,872	8,667
Luna	6,247	2,420	24,582
McKinley	20,643	3,939	24,582
Mora	10,322	21	10,343
Otero	9,779	3,048	12,827
Quay	10,828	161	10,989
Rio Arriba	21,381	66	21,447
Roosevelt	11,109	104	11,213
Sandoval	11,144	133	11,277
Santa Fe	19,567	834	20,401
San Juan	14,701	137	14,838
San Miguel	23,636	208	23,844
Sierra	5,184	2,377	7,561
Socorro	9,611	1,035	10,646
Taos	14,394	16	14,410
Torrance	9,269	90	9,359
Union	11,036	203	11,239
Valencia	16,186	1,012	17,198
TOTALS	423,317	59,340	482,657







over the state. Dona Ana, Grant, and Sierra Counties are the only ones listed in the population distribution chart shown in Chapter II as having over fifty per cent of Spanish descent population. Chaves has twelve per cent, McKinley twenty-three, Eddy thirty-three, Luna thirty-seven, Otero thirty-eight, Colfax forty-four, and Lincoln forty-five per cent. Thus it is seen that the influx of more Mexicans into the state and into some counties not originally settled by the Spanish people must of necessity add to the difficulties of the bilingual situation. Doubtless the labor conditions and improved economic conditions in the state are attracting more job-seekers and due to the proximity of the state to old Mexico, plus the fact of the Spanish background of New Mexico, the citizens of old Mexico prefer locating in communities where Spanish is spoken. Undoubtedly labor opportunities are also determining factors in their choice of counties in which to live; therefore, one may reasonably expect a continued influx of Mexican immigrants into those southern counties which depend so largely upon a supply of unskilled labor.

Products and resources of New Mexico. In the discussion of the bilingual problem and educational difficulties facing New Mexico, the investigator has felt that something should be said in reference to the state's products and



over the state. When the Grant and Harris Counties have  
the only case listed in the population statistics chart  
shown in Chapter II as having over fifty per cent of their  
land in forest. Grants has twelve per cent, Harris  
twenty-three, and thirty-three, and thirty-three, and  
thirty-eight, thirty-four, and thirty-four, and thirty-four  
per cent. It is seen that the bulk of the land in the  
state and into some counties and originally settled by  
the Scotch people may be necessary to the state in  
of the financial situation. Consider the land situation  
and improve economic conditions in the state and  
state the results due to the results of the state  
old nation, plus the fact of the United States  
being, the situation of old nation being better  
results than Scotch in other. Therefore, the  
results are also better than in other parts of the  
line in which to live; therefore, the results are  
consequent with the results in other parts of the  
results which would be largely with a supply of  
labor.

Products and resources of the state. In the  
state of the financial situation and other  
results New Nation, the investigation has not yet  
should be said in reference to the state and



resources, as educational agencies are largely affected by the nature of the industries of a state. Vaughn,<sup>7</sup> formerly of the New Mexico College of Agriculture, has written in some detail concerning this subject. From his writings it is evident that New Mexico is largely an agricultural state. It may be said that small scale gardening is New Mexico's most ancient industry. The Pecos Valley, which is the most highly developed agricultural section of the state, was for a long time isolated from the rest of the Territory of New Mexico. Its communications, due to the railroad facilities, were mostly with the eastern states. For this reason it drew its population largely from Texas, and as shown by the racial distribution given in Figure 1, relatively few Spanish-Americans are now occupying this area. Consequently it has developed a life of its own, and one which does not present the difficulties of the bi-lingual problem. Its economic progress along agricultural lines has been tremendously increased by the fine artesian wells now found at Carlsbad, Portales, Artesia, Hagerman, Roswell, Clovis, and other towns in that vicinity. The eastern side of the state, including the counties of San Juan, Lea, Roosevelt, Curry, Quay, Harding, and Union, have all undergone similar agricultural

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<sup>7</sup> John H. Vaughn, History and Government of New Mexico (State College, New Mexico: C. L. Vaughn, 1931), pp. 188-212.



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developments, and the Anglo element predominates in all of these counties. The San Juan basin is the largest fruit producing region. Sheep raising may be found all over the state, but leading counties are those of Rio Arriba, Valencia, Chaves, Torrance, and San Juan. Three big centers for the cattle business are found in the Pecos Valley, in Union and Colfax Counties in the northeast, and in Socorro, Catron, Grant, and Luna Counties in the southwest. Dairying is carried on in a large scale in Union County and the Mesilla Valley below Elephant Butte Dam. The chief centers for coal lie in Colfax and McKinley Counties, but large coal deposits are found in Lincoln, Valencia, and Socorro Counties. The San Juan basin has approximately over 1,300 square miles of coal land which is practically untouched. The leading copper producing regions are Grant and Hidalgo Counties. Gold is found in Colfax County, silver in the Mogollon district in Catron County, and zinc in the Kelly district in Socorro. Minerals are found in various other parts of the state as well.

In industrial enterprises, the railroad shops take the first place, then come lumber, printing, and milling. In the White Mountains, Zuni Mountains, and elsewhere in New Mexico there are abundant forests of available timber.

From the Federal Census of 1930, one learns that of the 142,866 persons gainfully employed in New Mexico, 58,971



development, and the Anglo element predominates in all of these counties. The San Juan basin is the largest and most productive region. Sheep raising may be found all over the state, but leading counties are those of Rio Arriba, Valencia, Chaves, Torrance, and San Juan. Large big game country the cattle business are found in the Pecos Valley, in Grant and Colfax counties in the northeast, and in Socorro, Bernal, Grant, and Luna counties in the southwest. Cattle raising is carried on in a large scale in Union County and in Valencia Valley below Elmore and Santa Fe. The small country cattle live in Colfax and McKinley counties, but large cowboys are found in Lincoln, Valencia, and Socorro counties. The San Juan basin has approximately over 1,500 head of cattle and goat land which is practically unimproved. The leading cow herds produce regions are Grant and Lincoln counties. Cattle are found in Colfax County, either in the northern district in Grant County, and also in the Kelly district in Socorro. Minerals are found in various other parts of the state as well.

In industrial enterprises, the railroad shops take the first place, then come lumber, printing, and milling in the Santa Fe mountains, and elsewhere in New Mexico there are abundant forests of available timber. From the Federal Census of 1930, one learns that of the 142,965 persons actually employed in New Mexico, 58,971



were engaged in agriculture. This should be of real significance in its bearing upon the educational needs and problems of rural districts and communities. Added to this is the fact that the state is sparsely populated, having a density of only 2.9 persons per the square mile, with no large centers of population. Here exists, as has been shown, a racial division of the state between Anglos and Spanish-Americans, which is fairly evenly divided in the population of the state, not predominating in one or the other by a large percentage in many of the counties. Practically the only manufacture is that based on the lumber and timber products. The highway system is being developed and expanded under the program of federal aid, but still it is not adequate to provide good communication and transportation facilities to many of the remote and consequently isolated communities. Thus, as the writer sees it, the chief problem of education lies in the integration of the school with these rural districts.



were engaged in agriculture. This was due to the fact that  
 income in the past was derived from the agricultural sector and the  
 loss of rural districts and the loss of the agricultural sector  
 the fact that the state has been unable to attract investment  
 and of only 2.5 percent of the total population, with the  
 centers of population. The state has been unable to attract  
 racial division of the state and the loss of the agricultural  
 Mexicans, which is partly due to the fact that the population  
 of the state, not predominantly in one of the states, but  
 large percentage in one of the states. The state has been  
 only a small part of the state and the loss of the agricultural  
 products. The state has been unable to attract investment and  
 gained under the program of the state and the loss of the  
 and attempts to provide the state and the loss of the agricultural  
 facilities to any of the states and the loss of the agricultural  
 commercial. The state has been unable to attract investment and  
 of education has been the loss of the state and the loss of the  
 these rural districts.



## CHAPTER III

### FINDINGS OF THE SURVEY

#### I. DEGREES AND CERTIFICATES HELD BY ELEMENTARY TEACHERS

Before any program involving the introduction of Spanish teaching into the elementary grades could logically be formulated, it is necessary that the administrators take stock of the teaching staffs in regard to their preparation for the new teaching duties with which they would be concerned. The present equipment of the teachers on which this new work would fall is best reflected by their teaching certificates and other academic credentials.

In Table II, listed by counties, are seen the degrees and kinds of certificates held by the elementary teachers of New Mexico. Of the 926 teachers listed in this survey, 173 hold degrees. Bernalillo stands as the only county in which over 50 per cent of the teachers hold degrees.

In many instances teachers having earned a degree do not continue further academic training, and thus they might not be interested in obtaining further credits in Spanish. The holders of the professional, three-year high school, and first grade certificates have been listed, as



# TEACHING OF THE JAPANESE

## 1. DEGREE AND CERTIFICATION OF JAPANESE TEACHERS

Before any program involving the introduction of special teaching into the elementary grades could logically be formulated, it is necessary that the administration take stock of the teaching staff in regard to their preparation for the new teaching duties with which they will be concerned. The present equipment of the teachers in which this new work would fall to be performed by their teaching certificates and other academic credentials.

In Table II, listed by counties, are seen the degree and kind of certification held by the teachers of each of the counties. Of the 324 teachers listed in this survey, 135 hold degrees. Certainly a grade is the only county in which over 50 per cent of the teachers hold degrees.

In many instances teachers having earned a degree do not continue further academic training, and thus they might not be interested in obtaining further credits in Special. The holders of this professional three-year high school, and high grade certificates have been listed, as



TABLE II

DEGREES AND CERTIFICATES HELD BY ACCREDITED  
ELEMENTARY TEACHERS BY COUNTIES

County	Degrees	Certificates			Total
		Professional	Three Year High School	First Grade	
Bernalillo	51	30	11		92
Catron	2	2	1	10	15
Chaves	17	14	8	1	40
Colfax	13	25	3	5	46
Curry	5	14			19
De Baca	3	8		3	14
Dona Ana	13	10	6	5	34
Eddy	2	8	1	8	19
Grant	6	7	6		19
Guadalupe	4	10	1	8	23
Harding		7		3	10
Hidalgo	2	2		3	7
Lea	7	5	3		15
Lincoln	2	12		7	21
Luna	1	5		1	7
McKinley	5	10		4	19
Mora		2		45	47
Otero	6	10			16
Quay	2	15	2	1	20
Rio Arriba	5	8	4	60	77
Roosevelt	4	10	2	5	21
Sandoval	3	6	1	16	26
Santa Fe	5	21	2	16	44
San Juan	3	13		4	20
San Miguel	3	17		73	93
Sierra		11	1	3	15
Socorro		16	3	13	32
Taos	1	2		1	4
Torrance	2	11		19	32
Union	1	6		5	12
Valencia	5	18	4	40	67
TOTALS	173	335	59	359	926







it is presumed that these teachers will desire to continue their academic training. It is noted that 335 hold professional certificates, 59 three-year high school, and 359 first grade certificates. Before the period of expiration of the last named certificate, many teachers will be obliged to add to their professional standing in order to meet new state requirements. If a program of the teaching of Spanish should be introduced into the elementary schools, these teachers would have the opportunity and possibly the necessity of adding to their Spanish academic training in the higher institutions. It is also noted by the investigator that out of the 359 total holders of first grade certificates in the state, 274 are found in the counties in which the Spanish-Americans predominate.

## II. PREPARATION IN SPANISH OF ACCREDITED ELEMENTARY TEACHERS

In making this state survey of teacher preparation in Spanish, it has been considered important to know the amount of training the teachers have received; thus Table III has been arranged so as to indicate by counties if the teacher training was received in college according to the number of semester hours of credit, or if only high school courses have been followed. The final column of this Table will show whether both high school and college courses have been taken.



it is presumed that these teachers will continue to continue  
their academic training. It is noted that 325 of the 350  
total certificate holders, 84.3 per cent, are employed in the  
state certificate. Before the year of 1910, the  
last named certificate, many teachers will be considered  
to their professional training in order to receive  
recognition. It is noted that the teaching of science  
be introduced into the elementary schools. These teachers  
would have the opportunity and training the necessity of  
going to their schools and working in the highest  
positions. It is also noted that the investigation that was  
the 325 total holders of first grade certificates in the  
state, 324 are found in the certificate to which the  
American examination.

II. PREPARATION IN STATE OF MICHIGAN, UNIVERSITY TEACHERS

In making this study of teacher preparation in  
Michigan, it has been considered important to know the amount  
of training the teachers have received; this Table II has  
been arranged so as to indicate by counties if the teacher  
training was received in college according to the amount of  
semester hours of credit. It is only high school courses that  
been followed. The first column of this Table will show  
whether both high school and college courses have been taken.



TABLE III  
PREPARATION IN SPANISH OF ACCREDITED ELEMENTARY  
TEACHERS BY COUNTIES

County	College Preparation in Semester Hours				High School Only	Total	College and High School
	2-6	7-11	12-20	Over 20			
Bernalillo	27	17	22	7	19	92	55
Catron	8	1	1	1	4	15	10
Chaves	12	3	10		15	40	11
Colfax	14	7	7	1	17	46	17
Curry	3	1	1	1	13	19	5
De Baca	2	1			11	14	2
Dona Ana	14	7	5	1	7	34	9
Eddy	6	1	2	1	9	19	2
Grant	4	1	2		12	19	4
Guadalupe	15	2	2		4	23	16
Harding	2	1	2		5	10	4
Hidalgo	2				5	7	1
Lea	3	4	1		7	15	6
Lincoln	5	2	2	1	11	21	10
Luna	3		1		3	7	1
McKinley	5	2	2		10	19	5
Mora	19	8	2		18	47	28
Otero	4		4		8	16	3
Quay	3	3	2		12	20	7
Rio Arriba	43	8	2	2	22	77	47
Roosevelt	5			1	15	21	6
Sandoval	14	5	5		2	26	16
Santa Fe	19	3	8		14	44	21
San Juan	9	2	1		8	20	4
San Miguel	46	7		1	39	93	44
Sierra	7	1	3		4	15	10
Socorro	10	10	2		10	32	21
Taos	2		1		1	4	2
Torrance	15	8	1		8	32	22
Union	4				8	12	3
Valencia	22	10	15	4	16	67	45
TOTALS	347	115	106	21	337	926	427







As many of the teachers of New Mexico speak Spanish natively, the teaching of Spanish might not require so much academic preparation as it would in the case of the Anglo teaching a foreign tongue. Of the 926 teachers there 337 with only high school preparation and 347 with but two to six credit hours of college work; 115 have seven to eleven credits; 106 twelve to twenty college credit hours; 21 with over twenty hours; 427 have pursued college and high school courses. The investigator would like to call attention to the fact that the survey shows that only 137 teachers have more than twelve college hours of preparation in Spanish. As there is no arranged program for introducing the teaching of Spanish in the grades, it would be difficult to venture an opinion as to just what the requirement of such a course might be. The proposed work being of an elementary nature, it would naturally consist largely of vocabulary building, and thus it might be pointed out that the native Spanish-speaking person could teach the language with what in any other case might be considered fairly little preparation. In the counties listed in Chapter II as having the largest Spanish-American population, there are 178 teachers with only high school training in Spanish, 246 with from two to six hours of college work, and 323 who have followed both college and high school courses.

From the findings set forth in Table III it would



As many of the teachers of New Mexico speak Spanish fluently,  
the teaching of Spanish might not require as much preparation  
as it would in the case of the Anglo teachers.  
Of the 225 teachers there 107 speak Spanish.  
High school preparation and 127 speak Spanish.  
Hours of college work; 115 have never attended college.  
105 have attended college; 105 have never attended college.  
200 have never attended college; 105 have never attended college.  
The investigation would like to call attention  
to the fact that the survey shows that only 105  
have more than twelve college hours of preparation.  
As there is no standard program of study in  
the teaching of Spanish in the United States, it would seem  
quite to venture an opinion as to what the standard  
of such a course might be. The proposed work being done  
elementary nature, it would naturally consist largely of  
vocabulary building, and then it might be necessary to  
the native Spanish-speaking person would seem to be  
with what in any other case might be considered the  
preparation. In the committee listed in Chapter II on  
the largest Spanish-American population, there are 105  
those with only high school training in Spanish. It is  
two to six hours of college work, and 105 who have  
both college and high school courses.  
From the findings set forth in Table III it would



appear that the best preparation in Spanish of the elementary teachers is found in the following counties, which are named here as they rank in teacher preparation: Bernalillo, Valencia, Chaves, Santa Fe, Colfax, Sandoval, Dona Ana, Otero, San Miguel, and Rio Arriba. All of these counties as shown by the chart of population distribution of the Spanish-Americans in Table I have a large Spanish-speaking population. It might therefore be considered feasible as well as practical to introduce a program for the instruction in Spanish in the elementary grades in these counties.

### III. DISTRIBUTION OF ACCREDITED TEACHERS BY GRADE LEVEL

This study has revealed that many teachers in the elementary schools of New Mexico are teaching more than one grade. Table IV gives a tabulation of these teachers by counties and grade levels. It is supposed that the instruction in Spanish in the grades, on account of its elementary nature, would not require a whole period in the school program. Therefore, one teacher responsible for several grades could also carry out a program arranged for the teaching of Spanish. As it is realized that teachers frequently change their teaching level from year to year, this table is intended only to give a picture of the present situation. As New Mexico has such a large rural population and many inaccessible remote communities, the one-room school must play







TABLE IV

DISTRIBUTION OF ACCREDITED TEACHERS IN COUNTIES  
BY GRADE LEVEL

County	Grades													Total
	4	5	6	7	8	1-4	3-4	4-5	5-6	6-7	4-8	7-8	1-8	
Bernalillo	18	11	11	14	14	17							7	92
Catron					1		1		2		1	1	9	15
Chaves		1	10		1	16		1				5	6	40
Colfax			4			9	1	3	3		5	11	10	46
Curry			2		1		3	3	3			7		19
De Baca	1	1					1	3			2	4	2	14
Dona Ana			2		2	5	4	3	5		4	7	2	34
Eddy	2	1					4		7		3		2	19
Grant	3	4	7	1	1	1			1			1		19
Guadalupe	1		1			6	1			2	7		5	23
Harding		1	1			2	1	1			1		3	10
Hidalgo	2				1	1		1			1		1	7
Lea	3	2	4	3			1	1				1		15
Lincoln	2	1		2				1	3	2	2	4	4	21
Luna		1	1			1		1			1		2	7
McKinley							3		4	2		3	7	19
Mora			1	1		3	4	2		3	9		24	47
Otero	1	1		1	1		1		1		1		9	16
Quay			2			2	3		1	2	2	8		20
Rio Arriba			2		1	4		6	5	4	16	3	36	77
Roosevelt		2	3		3	2	1	2	1		4	3		21
Sandoval		1		2	1	2	3		2	1	2		12	26
Santa Fe	6	1	3		1	3	3	4	7			14	2	44
San Juan	1		1		4	2	2	2			3	5		20
San Miguel	4	3	5	3	2	6		10		5	15		40	93
Sierra						2	1	3	3	2		1	3	15
Socorro	2	3	3	1		1		5	3	7		4	3	32
Taos	2	2												4
Torrance			1	2	1	2	2		5	1	2	4	12	32
Union						2	1	2			3	2	2	12
Valencia	4	2	2	3	2	3	10		11			15	15	67
TOTALS	52	38	66	33	37	92	51	54	67	31	84	103	218	926







a very important role in the educational system. In Chapter II of this study many difficulties and educational problems of these communities have been pointed out. From Table IV it is found that there are 218 teachers in the state who are accredited and teaching one-room schools. The eleven leading counties shown in Table IV as having more accredited teachers in the one-room school are: San Miguel, Rio Arriba, Mora, Valencia, Torrance, Sandoval, Colfax, Otero, Catron, Bernalillo, and McKinley. Again it may be mentioned that these counties enjoy a large Spanish-speaking population. It will be interesting to note that among the teachers of one grade only 52 fourth grade teachers, 38 in the fifth grade, 66 in the sixth, 33 in the seventh, and 37 in the eighth have been found to be accredited.

#### IV. ACCREDITED TEACHERS BY COUNTIES ACCORDING TO AGE AND SEX

The investigator has felt that in introducing into the elementary grades a program of teaching Spanish a knowledge of the age range and the sex of teachers might be helpful. It is generally conceded that men choosing the teaching profession regard it as a life career, whereas women often are interested in marriage. As a result of this, they are obliged to give up their positions. Thus the turnover would be greater in the case of the female sex and might affect







the stability of appointments in an educational program. It might be considered that teachers nearing or over fifty might not care to undertake additional academic training in Spanish. Teachers between the ages of 18 and 25 are apt to drop out of the profession. It was not possible to ascertain the ages of all of the accredited teachers, as this information on certain types of certificates was not indicated.

Table V shows that there are 275 accredited male teachers in the state and 651 accredited female teachers. Interest in studying Spanish has seemed to characterize mostly the teachers in the age range of between 26 to 35. It may be assumed as important to the study to note this age range, as teachers between the ages of 26 and 35 are more likely to remain in the profession and thus to be interested in further academic preparation.

It is also of interest to note from the findings of Table V that of the 926 accredited teachers in Spanish in the state 835 received their instruction in Spanish in New Mexico and 91 hold credits from other states. It is only logical to assume that the teachers who have been trained within the state would understand and be sympathetic with local conditions.



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likely to be maintained if the  
not sure to maintain the system in a  
balance between the two sides.

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Table 1 that of the 325 certified teachers in the state  
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Mexico and 3150 certified teachers in the state of the system

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TABLE V

ACCREDITED TEACHERS BY COUNTIES ACCORDING TO AGE,  
SEX, AND IN AND OUT OF STATE TRAINING IN SPANISH

County	Age Range*				Sex		Training in Spanish		Total
	18-25	26-35	36-50	Over 50	M.	F.	In New Mexico	Out of State	
Bernalillo	22	43	9	1	6	86	82	10	92
Catron	3	5			7	8	14	1	15
Chaves	3				6	34	32	8	40
Colfax	5	2	4		7	39	40	6	46
Curry	1	6	3		8	11	15	4	19
De Baca		3			3	11	13	1	14
Dona Ana	5	10	4		9	25	26	8	34
Eddy	5	6			1	18	16	3	19
Grant	1	5	2		4	15	14	5	19
Guadalupe	2	10			6	17	21	2	23
Harding	1	4	1		1	9	10		10
Hidalgo		4			1	6	7		7
Lea	3	4			4	11	15		15
Lincoln	2	4	1		9	12	21		21
Luna	1	3				7	4	3	7
McKinley	4	8			5	14	16	3	19
Mora		3			25	22	46	1	47
Otero		6			2	14	10	6	16
Quay	3	1			5	15	18	2	20
Rio Arriba		5			39	36	71	6	77
Roosevelt	4	6	2		6	15	16	5	21
Sandoval	4	11			9	17	25	1	26
Santa Fe	6	14	3		16	28	42	2	44
San Juan	4	7	1		3	17	15	5	20
San Miguel		3			25	68	93		93
Sierra	1	9			8	7	15		15
Socorro	17	4	4		19	13	32		32
Taos	1					4	3	1	4
Torrance	5	19			11	21	30	2	32
Union	1	4			2	10	11	1	12
Valencia	10	19	8		28	39	62	5	67
TOTALS	113	235	42	1	275	651	835	91	926

\*The age range does not include the total number of teachers in each county, as the data were not available on all the certificates.







## V. PERCENTAGE OF ACCREDITED ELEMENTARY TEACHERS BY COUNTIES

The information of the number of elementary teachers by counties, as shown in Table VI, has been obtained from the superintendent's lists sent into the Department of Education in Santa Fe. The number of accredited teachers in Spanish has been shown many times in this survey. It seems pertinent to the study to know also the percentage of accredited teachers in each county. This information, by revealing the counties in which the teachers are best prepared, will also contribute toward determining in which section of the state the teaching of Spanish could best be introduced in the grades.

There are 2,879 elementary teachers in the state of New Mexico. There have already been listed 926 in the accredited list, which represents 32.3 per cent of the total number of teachers in the state. As is noted in Table VI, the counties having over 35 per cent of accredited teachers in Spanish are, in the order of their ranking: De Baca, Mora, Valencia, Union, Rio Arriba, San Miguel, Santa Fe, Colfax, Sierra, Socorro, San Miguel, Bernalillo, Guadalupe. In these counties the Spanish-American preponderance may also be seen. It would seem to the investigator that the percentage of accredited teachers is not unduly low in any







TABLE VI  
NUMBER AND PER CENT OF ACCREDITED  
TEACHERS BY COUNTIES

Counties	No. of Elementary Teachers	No. of Accredited Teachers in Spanish	Percentage of Elementary Teachers Accredited in Spanish
Bernalillo	260	92	35.4
Catron	47	15	32.0
Chaves	135	40	29.6
Colfax	120	46	38.2
Curry	82	19	23.2
De Baca	27	14	51.8
Dona Ana	171	34	19.8
Eddy	87	19	21.8
Grant	122	19	15.5
Guadalupe	65	23	35.3
Harding	30	10	33.3
Hidalgo	29	7	24.2
Lea	61	15	24.6
Lincoln	65	21	32.3
Luna	43	7	16.3
McKinley	62	19	30.6
Mora	94	47	50.0
Otero	52	16	30.8
Quay	58	20	34.5
Rio Arriba	190	77	40.5
Roosevelt	80	21	26.3
Sandoval	79	26	33.1
Santa Fe	111	44	39.8
San Juan	55	20	36.4
San Miguel	231	93	40.3
Sierra	39	15	38.5
Socorro	103	32	31.1
Taos	109	4	3.66
Torrance	79	32	40.5
Union	53	12	22.7
Valencia	140	67	47.9
Totals	2,879	926	32.3







county, and if this be true, the introduction of the teaching of Spanish into the elementary school program would be facilitated by the number of accredited teachers found in every county in this survey.



occurs, and if this is true, the introduction of the teaching  
of Spanish into the elementary school program would be just-  
ified by the number of neotropical languages found in every  
country in this survey.



## CHAPTER IV

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

#### I. SUMMARY

In accordance with the objectives of this study, the elementary teachers' certification records of New Mexico, on file with the State Department of Education in Santa Fe, have been examined and analyzed. From the available data, the academic preparation in Spanish of the elementary teachers in all of the counties has been obtained. Various factors which might contribute to the feasibility of the introduction of the teaching of Spanish in the grades have been considered, such as the age range, the grade level being taught, types of certificates held by the teachers; whether the training in Spanish were obtained in or out of the state; the sex of the instructors; and the amount of academic training in Spanish, stated in terms of college semester hours and high school units.

As a state educational program must needs be influenced to a large extent by the social and economic conditions in the state, the resources and products of New Mexico have been discussed.

Since New Mexico presents the unique situation of being termed a bilingual state, the population distribution of







Spanish-Americans has been listed by counties and the influx and location of foreign-born Mexicans have been shown.

In order to assist in determining the counties in which teacher preparation would best justify the introduction of Spanish in an elementary school program, the percentage of accredited teachers in Spanish has been listed by counties.

## II. CONCLUSIONS

Based on the data presented, certain conclusions may be drawn:

1. New Mexico has existed as a bilingual state for about a hundred years. Provision has been made in the Constitution by which all proceedings and public documents may be set forth in both Spanish and English, thus the bilingual situation definitely becomes one of the educational problems of the state.

2. The state resources are largely drawn from its rural elements, and this fact means that there are many small communities which must of necessity involve special educational problems.

3. As many of these communities are remote and have little contact with the large centers, due to the lack of transportation facilities, education should be especially concerned with meeting their needs.



Spanish-Americans have been listed by counties and the birth and location of foreign-born Mexicans have been shown. In order to assist in determining the conditions in which research organization would best justify the introduction of Spanish in an elementary school program, the percentage of recorded response in Spanish has been listed by county.

## II. CONCLUSIONS

Based on the data presented, certain conclusions may be drawn:

1. New Mexico has existed as a bilingual state for many a hundred years. Previous research in the State has shown that while all professions and public institutions are not bilingual in both English and Spanish, some are bilingual. Bilingualism definitely became one of the national problems of the state.

2. The state resources are largely drawn from the rural elements, and this fact means that there are many self-sufficient which must of necessity involve special educational problems.

3. As many of these communities are remote and have little contact with the large centers, due to the lack of transportation facilities, education should be especially concerned with meeting their needs.



4. Certain counties, as shown by the population distribution chart, have a preponderance of the Spanish-Americans, while still others are receiving a large percentage of foreign-born Mexicans as permanent residents. In this manner the bilingual situation is becoming more widespread throughout the state.

5. The Spanish traditions, folk lore, music, dances, and plays should be encouraged.

6. Many rustic tendencies of speech have crept into the language of the older generation of the Spanish-Americans.

7. The younger generation of Spanish-Americans have a tendency to Anglicize the Spanish language. It would seem that vocabulary enrichment would be a definite need, if the language is to retain its original purity.

8. The economic conditions of the state and the progressive development of its resources are offering every year better opportunities to labor. More and more Mexicans will doubtless take advantage of this situation, and the bilingual attraction would act as one of the important factors in their desire to live permanently in New Mexico.

9. New Mexico presents a very opportune setting for realia which is used in the teaching of Spanish. It offers unusual opportunities to affect the integration of courses, and thus accomplish some of the objectives set up by outstanding educators.



4. Certain conditions, as shown by the population statistics, have a preponderance of the Spanish-American element, while still others are receiving a large percentage of foreign-born residents as permanent residents. In this manner the bilingual situation is becoming more and more general throughout the state.

5. The Spanish-American population, which is increasing, and which should be encouraged.

6. Many native residents of Spanish descent who speak the language of the older generation of the Spanish-American element.

7. The younger generation of Spanish-American residents has a tendency to assimilate the English language, but it is not yet so general that a bilingual situation would be a definite advantage. The language is to remain the original party.

8. The Spanish-American element of the state and the English element are both receiving the benefits of the educational system, but the Spanish-American element is still at a disadvantage in the labor market and in the social life of the state. It is therefore a matter of the highest importance that the Spanish-American element be given the same opportunities as the English element in the labor market and in the social life of the state. In their desire to live permanently in the United States.

9. New Mexico presents a very important bilingual situation which is not in the teaching of Spanish and English. It is therefore a matter of the highest importance that the Spanish-American element be given the same opportunities as the English element in the labor market and in the social life of the state. and thus recognized some of the objectives set up by the standing committee.



10. A great many of the certificates held by the accredited teachers in Spanish at the present time will have to be extended in order to meet new standards of education required by the state since the date of their issue. This would probably permit some of the additional needed training to be taken in Spanish.

11. As has been shown, the greater number of teachers fall in the age range of between twenty-six and thirty-five years. It may be assumed that teachers in this age range have definitely made up their minds to make teaching their permanent occupation. Their experience, which is probably considerable, will give them a better understanding of the community adjustments to be met and a more staple philosophy of life.

12. It has been shown that teachers are available for the teaching of Spanish throughout the state at practically any grade level. A large percentage of one-room school teachers are accredited, and thus it would appear that the program could be introduced into the rural districts.

13. It might be considered as fortunate that 835 of the 936 accredited teachers have received their training in New Mexico, as in this way there would naturally exist a better understanding of the ideals of the people and of the language difficulties to be encountered.



10. A copy of the constitution shall be furnished to each member of the association in order that he may be fully informed of the rights and obligations of membership. The constitution shall be printed in English and in the vernacular, and shall be distributed free of charge to all members.

11. It is the duty of the association to maintain a library of books and pamphlets on the subject of the constitution and the principles of the association. The library shall be open to all members and shall be maintained in a clean and orderly manner. The association shall also maintain a record of the names and addresses of all members, and shall keep a record of the contributions of each member.

12. It is the duty of the association to maintain a record of the names and addresses of all members, and shall keep a record of the contributions of each member. The association shall also maintain a record of the names and addresses of all members, and shall keep a record of the contributions of each member.

13. It is the duty of the association to maintain a record of the names and addresses of all members, and shall keep a record of the contributions of each member. The association shall also maintain a record of the names and addresses of all members, and shall keep a record of the contributions of each member.



### III. RECOMMENDATIONS

From the findings of this survey the writer would like to offer the following recommendations:

1. As only 126 of the accredited teachers, which represents 13.6 per cent of the total number listed in this survey, have over twelve hours of semester college work in Spanish, the attendance of the teachers at summer school training classes should be stressed. In many instances it would require but little extra effort on the part of the teachers to follow these courses. This would be especially true if Spanish were their native language. It has been noted that over 300 teachers have not continued their high school Spanish courses in college. It would be only reasonable to suppose that all teachers would need to study the methods of the teaching of foreign languages, as offered by teacher-preparing courses. The investigator feels that this would be equally true in the case of both the Spanish-American and the Anglo.

2. The study of Spanish is not an end in itself, but a means of expression among peoples. No sympathetic understanding or adjustment between the school and the Spanish-speaking community may be reached without the direct speaking facility on the part of both the teacher and the pupil.

3. It would seem advisable first to introduce the



1. Introduction

The purpose of this study is to investigate the effects of

the following factors on the dependent variable:

I. The effect of the independent variable on the

dependent variable, as measured by the following

hypotheses: H1: There is a significant positive

relationship between the independent variable and the

dependent variable. H2: The relationship between the

independent variable and the dependent variable is

moderated by the following factor: H3: The

relationship between the independent variable and the

dependent variable is mediated by the following

factor: H4: The relationship between the independent

variable and the dependent variable is moderated by

the following factor: H5: The relationship between the

independent variable and the dependent variable is

moderated by the following factor: H6: The

relationship between the independent variable and the

dependent variable is mediated by the following

factor: H7: The relationship between the independent

variable and the dependent variable is moderated by

the following factor: H8: The relationship between the

independent variable and the dependent variable is

moderated by the following factor: H9: The

relationship between the independent variable and the



teaching of Spanish into the program of the elementary schools in the counties listed in this survey as having the largest Spanish-American population, as these counties must present the most complex problems of the bilingual situation.

4. The writer feels that the articulation between the high school courses and those offered in the higher institutions might be investigated. A lack of co-ordination might account for the large number of drops from the high school language courses at the entrance of college, as noted in this survey.

5. If a program for the teaching of Spanish in the elementary grades were to be introduced into the state, or in any of the counties, the investigator feels that the departments of education in the higher institutions might well make the study of the Spanish language one of the prerequisites for any curriculum leading to teacher certification.

6. It is suggested that the instruction in Spanish not be begun before the completion of the third grade, as it is felt that certain understandings of the mechanics of English should be definitely established before another language is to be studied.

7. It is not within the province of this study to recommend the introduction of the teaching of Spanish in the elementary school program, but it might be pointed out that a bilingual state could definitely raise its cultural



presenting of Spanish into the program of the elementary schools in the country listed in this survey as having the largest Spanish-speaking population, as the country most present the most complex problems of the bilingual situation. The writer feels that the relation between the high school courses and those offered in the higher intermediate might be investigated. A lack of co-ordination might account for the large number of students who are required to take courses of the study of college, as noted in this survey.

2. It is suggested for the teaching of Spanish in the elementary grades were to be introduced into the study in any of the countries, the instructor feels that the progress of education in the higher institutions might well have the study of the Spanish language as one of the prerequisites for any course leading to teacher certification. It is suggested that the instruction in Spanish not be begun before the completion of the third grade, as it is felt that in understanding of the necessities of English should be sufficiently established before another language is to be studied.

3. It is not within the province of this study to recommend the introduction of the teaching of Spanish in the elementary school program, but it might be pointed out that a bilingual state could naturally raise the cultural



and economic standards by such a program.

8. One should not be unmindful of the commercial values to be obtained from a knowledge of Spanish. It would seem that the commercial aspect of Spanish has been rather neglected in the past years of New Mexican history. The commercial values could be applied to relationships both in and out of the state. The teaching of Spanish has recently been stressed by the United States Commissioner of Education. A successful Pan-American program will greatly depend upon the language ability of the North American and an understanding of the Spanish-speaking people. New Mexico presents an ideal situation for the realization of these objectives. If assimilation is not accomplished within our boundaries, strong and lasting ties cannot be affected elsewhere.

9. The spreading of the teaching of Spanish through the elementary grades would facilitate the attainment of the present objectives as set up for the ordinary two-year modern language course in the secondary school, the difficulties of which have been so often cited by educators.

10. Care should be taken in teacher-training courses that teachers' understandings and ideals may be in accord with the communities and pupils under their instruction. In this way a tie-in between the home and class room may be more effectually attained.







11. It might be assumed from the results of this survey that the teaching of Spanish in the grades would act as a means of earlier integration of the language courses with the objectives of other subjects.

12. If it should be decided that it is feasible to introduce the teaching of Spanish in the elementary level, those who draft the course should keep in mind the practical value of stressing vocabulary building and proper pronunciation.



11. It was a general rule that the committee of 12 persons  
was to be composed of 6 members of the Government and 6  
members of the Opposition. The Government members were to be  
appointed by the Government and the Opposition members by the  
Opposition.

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MEMORANDUM

TO : The President of the United States  
FROM : The Secretary of the United States  
SUBJECT: [Illegible]

Reference is made to the report of the [Illegible] dated [Illegible] and the [Illegible] of the [Illegible] dated [Illegible].

The [Illegible] of the [Illegible] dated [Illegible] is being [Illegible] to the [Illegible] of the [Illegible] dated [Illegible].

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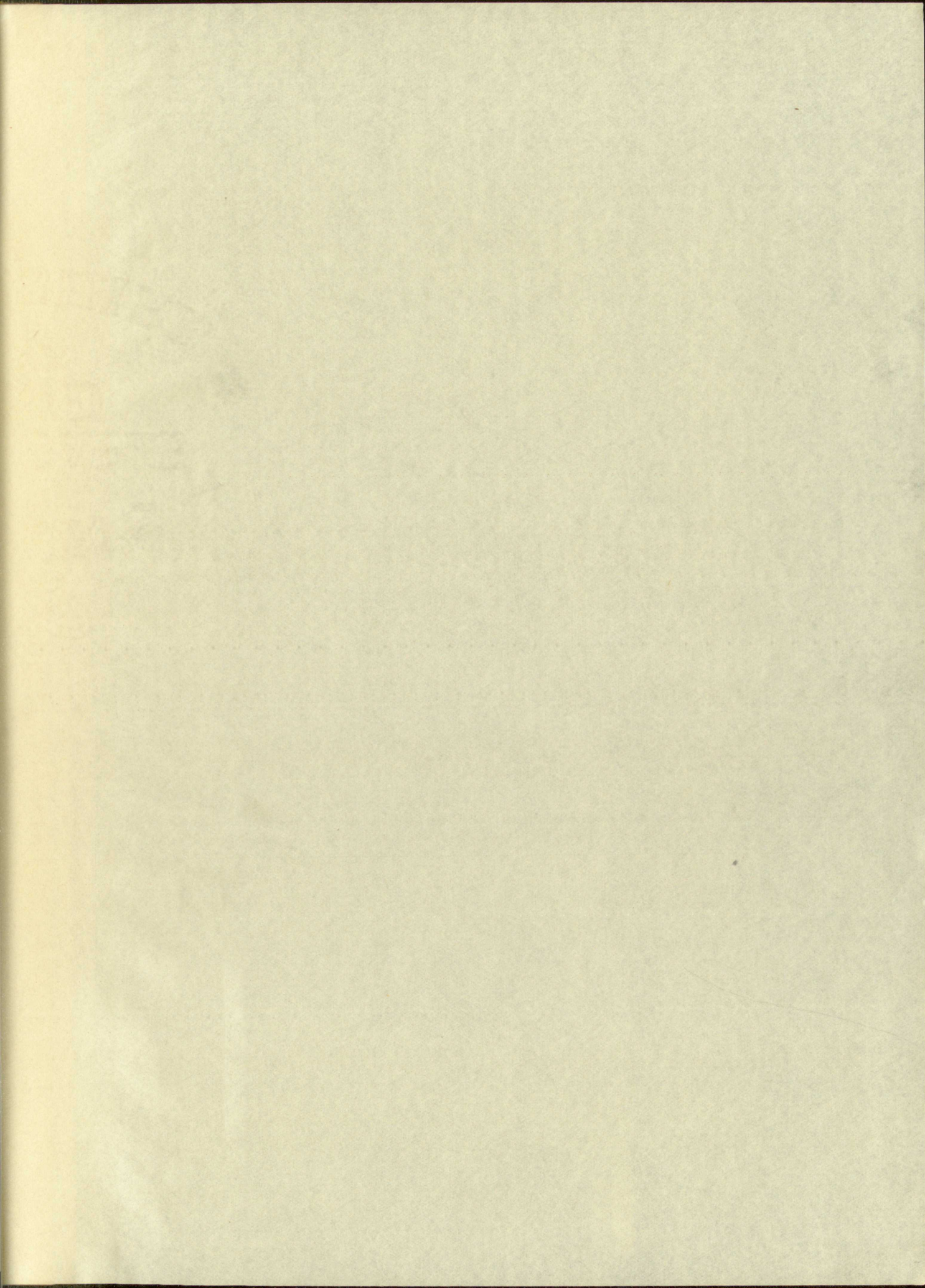
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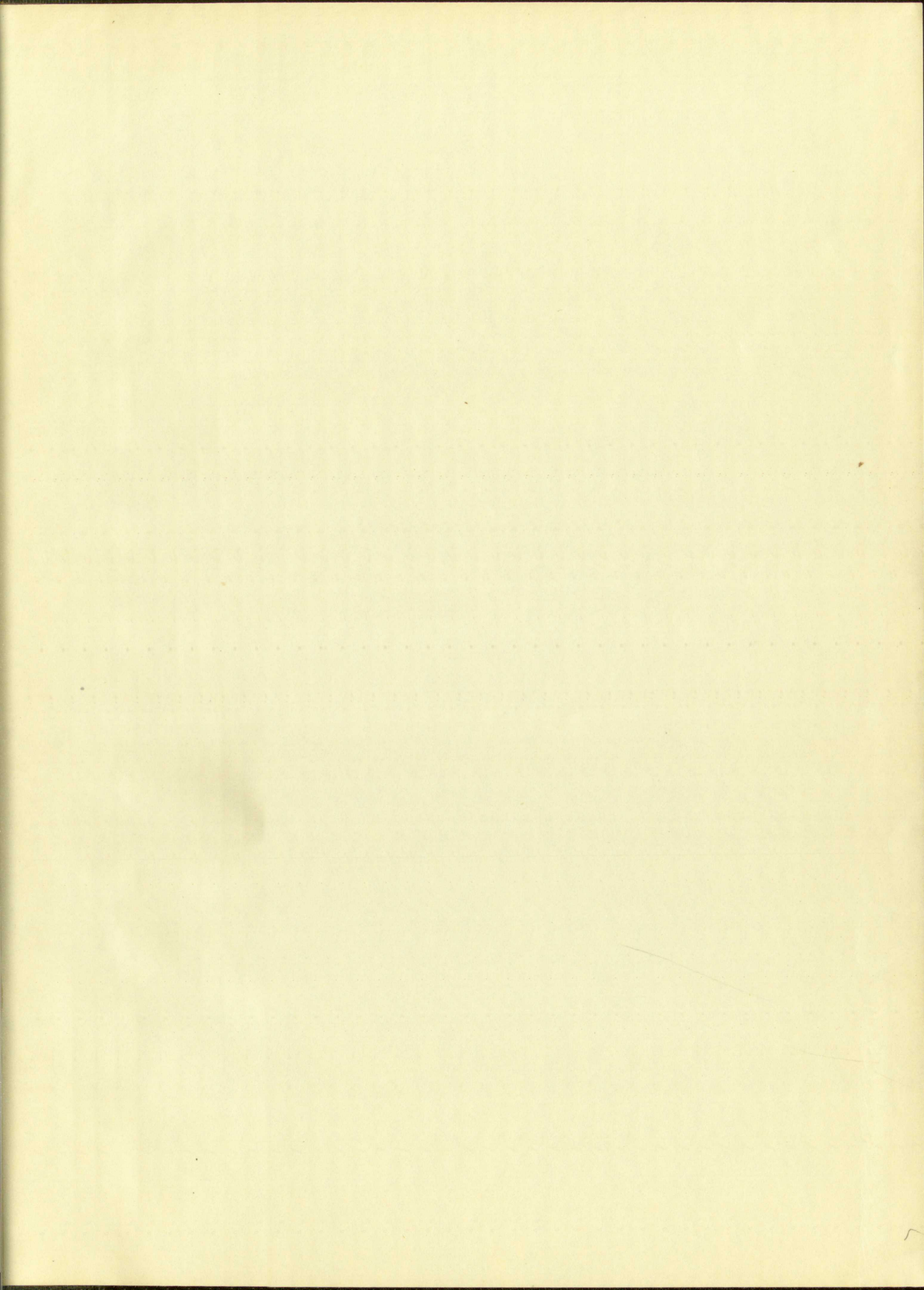




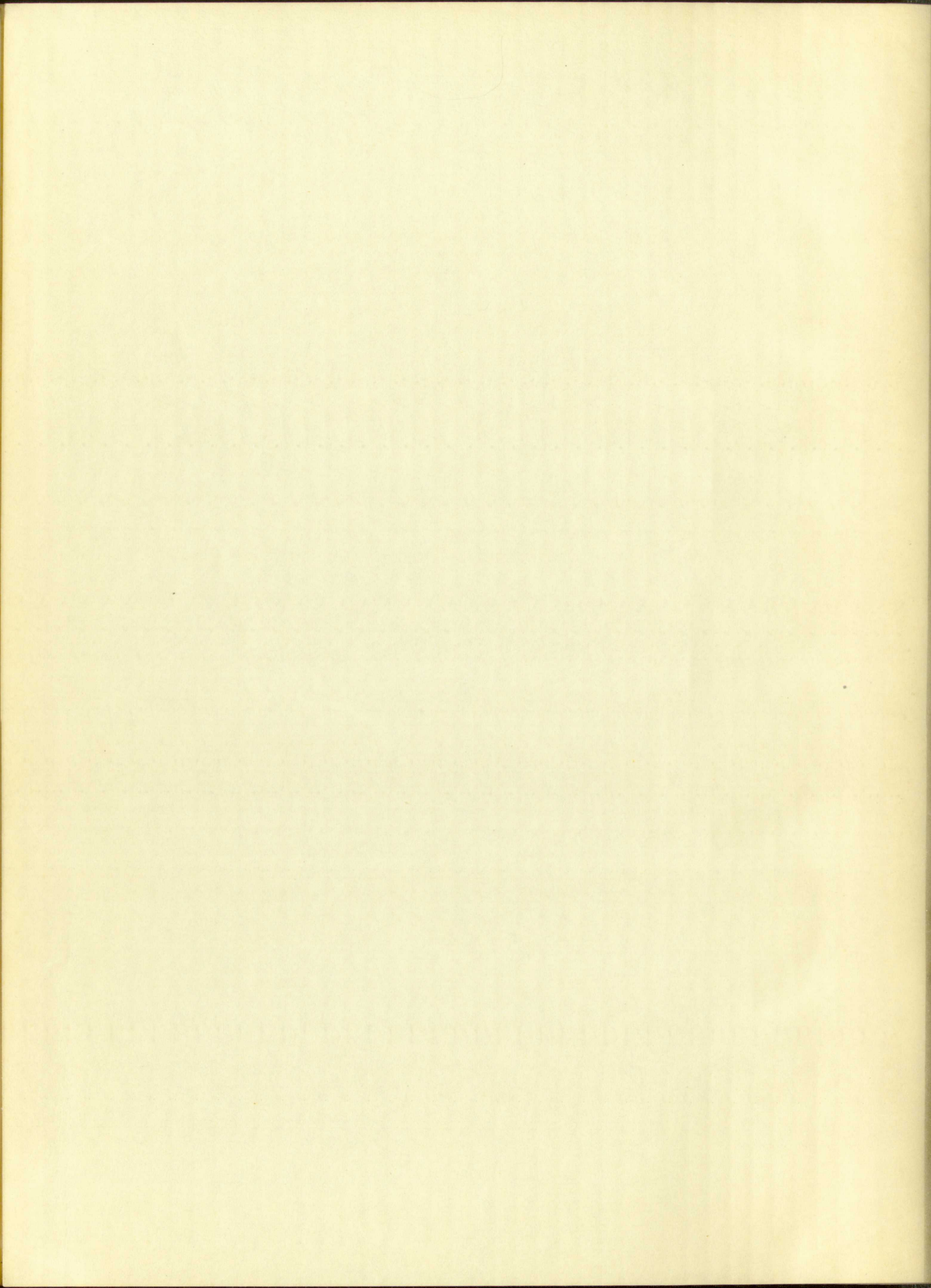


















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