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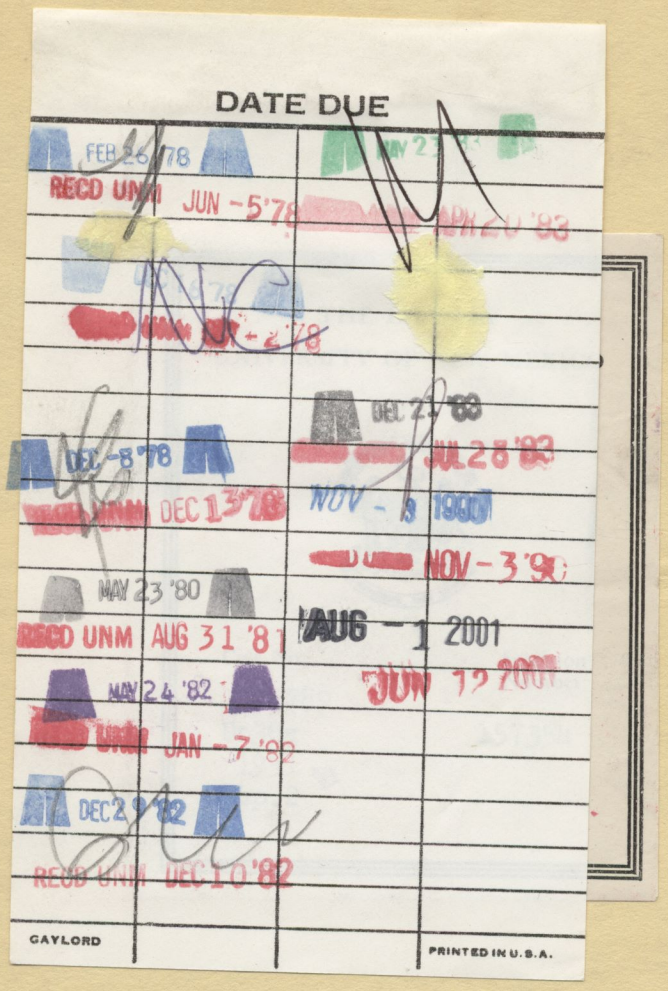

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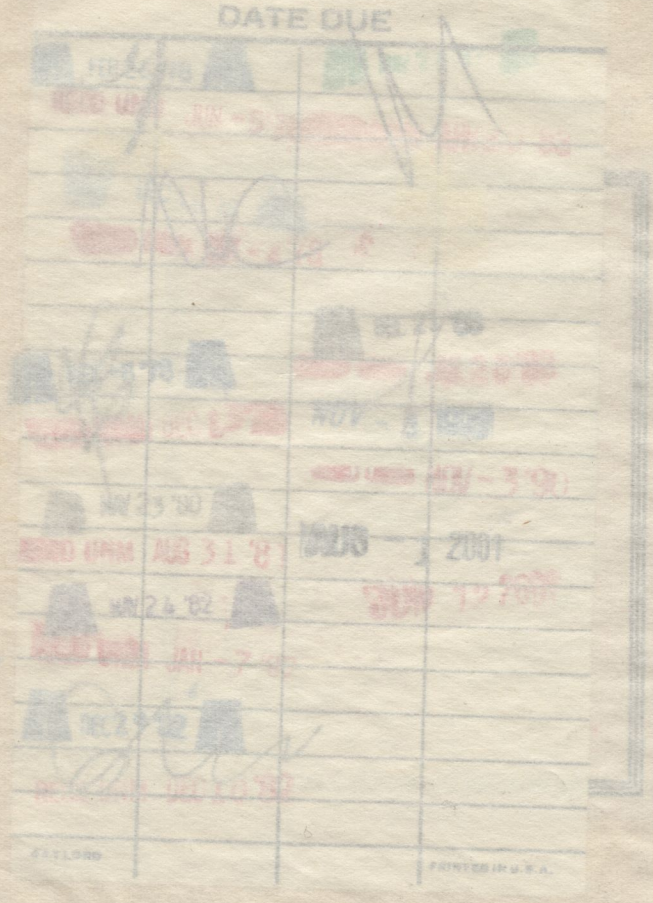
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HISTORY OF EDUCATION
IN TAOS COUNTY

UNIVERSITY OF NEW MEXICO
ALBUQUERQUE

By

Enos E. García

A Thesis

Submitted in Partial Fulfillment of the

Requirements for the Degree of

Master of Arts in Education

University of New Mexico

1950

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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

E. A. Castetter

DEAN

August 7, 1950

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HISTORY OF EDUCATION IN TAOS COUNTY

By

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CHAPTER I

INTRODUCTION

The study of the history and development of education has been considered by many people as dull and laborious. The enumeration of outstanding educational events and the names of persons long departed from this world seem to have little if any practical value. But the history of education can be found very enticing and fascinating. If a study is made concerning the development and the sequence of incidents and the lives of the persons who made these incidents possible, the past becomes alive. One can then come to a full realization of the fact that it was during the early period of history that the foundations were laid for the development of the educational, social, economic, and political institutions of today. The intricate educational system of the present is the outgrowth of a system that has overcome many obstacles that opposed intellectual progress.

I. THE PROBLEM

Statement of the problem. It is the purpose of this study to trace the progress of the educational development in Taos County, New Mexico, from the period of the Spanish Occupation to the modern educational system as it exists in

1950.

Delimitation of the problem. This study is limited to the development of public schools, both elementary and secondary, located within the present boundaries of Taos County, New Mexico.

Importance of the study. To date, no individual has made a study of the history of education in Taos County, New Mexico. Since much of the material of historic value has never been recorded and much has been or is being destroyed, there is great need for a history of education in the county to be written. To prolong the waiting period would make it difficult, if not altogether impossible, to collect the desired first-hand information in regard to the pioneers who lived in this area during the early history of the county.

Historians, heretofore, seem to have concentrated their research work in most other phases of history except that of education. This important phase has been sorrowfully neglected. Before any comprehensive history of education in Taos County can be put into print, a considerable amount of data must be collected and carefully analyzed. A complete collection, verification, and analization of these data should be made while the material is still available.

1950.

II. DEFINITION OF TERMS

The Public school system includes all public elementary and secondary schools.

The Parochial school system includes all Catholic schools.

The Mission school system includes all Protestant schools.

A Pueblo is an Indian settlement.

III. SOURCES OF THE DATA

Data for this study were obtained from the following sources: Biennial Reports of the Superintendent of Public Instruction, minutes of meetings and records in the office of the Taos County Superintendent of schools, reports and records of the Taos County School supervisor, records and reports of the Taos Municipal Board of Education, and interviews with many notable former and present citizens of Taos County. Other sources were literature on the history and development of New Mexico, territorial and legislative acts of New Mexico, and the files of the following newspapers: El Crepúsculo, The Taos Star, El Taoseño, Santa Fe New Mexican, The Albuquerque Tribune, La Revista de Taos, Taos Valley News, and El Bien Público.

IV. METHOD OF PROCEDURE

All available sources that constitute desirable information regarding the development of the history of education in Taos County, New Mexico, were carefully studied and analyzed. Data with direct reference upon the subject were methodically listed in such a way that they could be used at the proper place.

V. REVIEW OF RELATED STUDIES

Taos County, with all its historic places and characters, has been the scene of many adventures and thrilling writings, but to the knowledge of the writer this is the first attempt made to trace the development of the history of education under one title since its beginning to the present.

The writer wishes to make reference to a thesis written by Arthus Codmus Davis under the title, Status of the Classroom Teacher in Taos County. This thesis, written in 1942 at the University of New Mexico in Albuquerque, is to the knowledge of the writer the only research work written under one title regarding a certain phase of education in the County of Taos.

Dr. J. T. Reid, in his book It Happened In Taos, compiled some very valuable information about Taos County and

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Dr. J. Fred, in his book, It Happened in Taos compiled some very valuable information about Taos County and

its people. This book was an outgrowth of the Taos County Project which was carried out from 1940 to 1943 for the purpose of experimenting in community and adult education.

Another outstanding piece of work regarding the people of Taos County was done by Dr. George I. Sanchez. His book, Forgotten People, published in 1940, is a report of the study of social and economic conditions in this area.

Both of these studies were under the auspices of the University of New Mexico at Albuquerque.

VI. ORGANIZATION OF THE REMAINDER OF THE STUDY

The remainder of this study is divided into five chapters. The second chapter includes the historical, geographical, economic, and social backgrounds of Taos County. Chapter III covers the era of educational development before and during the Spanish and Mexican Occupations. The discussion in Chapter IV is taken up where the Mexican Occupation leaves off and is concerned with the educational progress made during the Territorial Days. Chapter V furthers the discussion from 1912, when New Mexico became the forty-seventh state in the Union, to the end of the fiscal year 1950. The summary and recommendations of the study are included in Chapter VI.

CHAPTER II

THE HISTORICAL, GEOGRAPHICAL, ECONOMIC, AND SOCIAL BACKGROUNDS OF TAOS COUNTY

To better appreciate and understand the development of the history of education in Taos County it is essential to get a bird's eye view of its characteristics, such as its physical, social, and economic aspects. The present culture found today in this area is the result of many years of struggle among the hostile Indians, the Spaniards, and the Anglos. The character of these people, their social and occupational life, and their ideals and aspirations have been greatly determined by the physical features of this area. These same characteristics, on the other hand, have had tremendous influence on the educational developments such as are found today.

I. HISTORICAL

Indian rule. Many centuries ago the Indians found their way into the Southwest, into New Mexico, and finally into what is now Taos County. Exactly when and whence they came are still largely matters of conjecture, but all the evidence shows that in prehistoric times a multitude of Indians passed their lives in the valleys and mountains of

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what is now the County of Taos. Most of these Indians had settled in villages to which the Spaniards applied the name pueblo, to distinguish them from the Indians from the plains, and had attained considerable progress in civilization.

The houses were built of adobes, (sun-dried brick) and the work was done by the women with the help from the men only in quarrying stone or bringing and putting into place the heavy beams used in making the roof. All this work was done by the hands of men and women, for the Pueblo Indians had no horses or other beasts of burden until the Spaniards brought them in the seventeenth century.

Whatever Indian rule or form of government existed during this time was originated in the inner-sanctum of the kivas. These were ceremonial chambers, round or square, generally underground, entered by a ladder through a trap-door in the top, and heated in very cold weather by a fire built in a pit in the center of the floor. The kiva was the center of the life of the clan. In it the men assembled to discuss war and peace, to engage in religious rites, and to prepare for the great pagan festivals and other ceremonial occasions. Though the houses belonged to the women, the kivas belonged to the men.[1]

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[1]John H. Vaughn, History and Government of New Mexico (State College, New Mexico: L. H. Jenkins, Inc., 1921), p. 9.

The first white men. According to Ralph Emerson Twitchell in his Leading Facts of New Mexican History, an account of the first white men to visit the present site of Taos County reads as follows:

> Following up the Rio Grande from this point [the Spaniards had been at San Juan Pueblo] the Spaniards came to a village which they [the Indians] called Braba, and which the Spaniards named Valladolid. This river was crossed by the natives upon wooden bridges, made of very long, squared logs. Here the Spaniards saw the largest and finest "hot rooms or estufas that there were in the entire country, for they had a dozen pillars, each one of which was twice as large around as one could reach and twice as tall as a man." Castaneda says that Hernando de Alvarado also visited Taos at the time he discovered Cicuyé. Leaving the people of this province entirely at peace, Captain Barrionuevo and his party returned by quick marches down the valley to the winter quarters at Tiguex.[2]

Francisco de Barrionuevo was captain under the great explorer Francisco Vásquez Coronado, and Hernando de Alvarado was one of his lieutenants. Alvarado visited Taos in the year 1540 and Barrionuevo went there the following year. Taos was not again visited by white men until the year 1590, when Castaño de Sosa, the lieutenant governor of Nuevo León, entered New Mexico with a command of 170 persons and fought his way through all the Indian pueblos, going as far north as the present site of the County of Taos. Eight years later the "great colonizer," Don Juan de Oñate, visited Taos

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[2]Ralph E. Twitchell, Leading Facts of New Mexican History (Cedar Rapids, Iowa: The Torch Press, 1911), Vol. I, p. 230.

on July 14, 1598. A few years later the Taos pueblo was mentioned in a record made by Fray Alonzo de Benavides concerning a great miracle that took place there. Fray Francisco de Zamora was assigned as minister to the Taos Indians in 1602, but the mission of San Gerónimo was not founded until about 1617, its establishment being attributed probably to Fray Pedro de Miranda.[3]

Nothing more is mentioned concerning the white men in Taos until the year 1627 when a document was found dated in this year giving a description of the Indian pueblo and the conversion of the 1,627 inhabitants. This report was made by an unknown priest.[4]

The Spanish padres and explorers came and went for over half a century before mention is given again to this area. This was in 1680, the year of the Indian uprising.

Indian revolt. Taos and vicinity, prior to the revolution of 1680, was not very thickly populated by Spaniards; in truth there were comparatively few settlers so far north in the province, which at that time contained approximately 2,800 Spanish inhabitants, most of whom had their farms in the valley of the Rio Grande, south of Santa Fe.

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[3] Ibid., p. 399.

[4] Ibid., p. 400.

There were thirty-two Franciscan missionaries in the province at the time of the revolt. Of this number, twenty-one were killed on the day of the revolt. Of the entire population 1,950, including eleven priests and 155 men capable of bearing arms, made their escape to Paso del Norte. At the time of the revolt Taos had two resident missionaries, Fray Antonio de Mora and Fray Juan de Pedrosa, both of whom were killed. The monastery at Taos was burned. The Fray at Picuris was Matior Rendón, who was also murdered.

The Indian leader, Popé, having been driven from San Juan, came to Taos, where he became exceedingly active in preparing for the revolt. It was known at Taos and Picuris that the revolution was set for August 13, 1680, but in fact it broke out three days earlier than expected. Early in the morning of August 10 the Taos Indians and their allies, the Apaches and the Jicarillas, attacked the settlers, who were a little over seventy in all, and a bloody massacre followed. Out of the general slaughter only two managed to escape, Don Sebastian de Herrera and Don Fernando de Chávez. They found their way to Santa Fe but upon seeing the town besieged by the Indians they made their way further south, where three days later they joined the refugees at Isleta. After their victory over the Spaniards the Taos Indians and their allies went south to Santa Fe, where they helped drive

out the remaining of the white men.

During the period 1680 to 1692 the Indians at Taos went back to their pagan customs and mode of living; however, it did not take long for the different tribes to begin waging war among each other. The Taos Indians suffered great losses at the hands of the Ute tribe. The feuding wars among the tribes came to an end with the return of the white men in 1692.

De Vargas reconquest. In the latter part of the month of September of the year 1692 General Don Diego de Vargas Ponce de Leon Zapata Lujan arrived in the northern settlements to reconquer the land from the Indians. General De Vargas arrived at Taos in October of the same year but found no one, as the Indians had fled to the mountains upon hearing of his coming to their pueblo. After some persuasion the leaders came down and a treaty was agreed upon, but this was not for long. General De Vargas again went to Taos to quiet the uprising but once more found no one there. The Indians had again taken to the hills and nothing could persuade them to come down. This retreat to the mountains lasted until 1695, when they finally submitted to a peace treaty.

The series of revolts against Spanish authority now ceased, but the Indians and settlers of Taos County had

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The series of revolts against Spanish authority now ceased, but the Indians and settlers of Taos County had

other difficulties. Their old enemies the Utes, and their new ones, the Comanches, were almost constantly hostile, and Taos, being the pueblo most exposed and remote in the north, suffered a great deal from the attacks of these tribes. These attacks were made upon them in 1716 and in 1760, in the latter years the Comanches killing many of the Indians and settlers and capturing fifty women.

Because of its strategic location Taos pueblo gradually became a great trading center for the Indians of the mountain regions and of the large prairies to the east. The Spaniards and others established the town of Fernández de Taos, three miles south of the pueblo. This place in time assumed and maintained an importance equal to that of the capital of the territory. Among her citizens were to be found some who took the lead in the territory in almost all lines of thought and action, namely the Presbyter Antonio José Martínez, Kit Carson, Carlos Beaubien, Don Carlos Bent, Ceran St. Vrain, and many others.

II. GEOGRAPHICAL

Creation. The county of Taos was created by act of legislative assembly of January 9, 1852. The first legislative council of the Territorial legislature was presided over by the member from Taos, Antonio José Martínez.

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The act creating the county of Taos was passed in the Spanish language. Translated into English it reads as follows:

> Sec. 2. The limits of the County of Taos will be designated as follows: To the south it will be identified by the last house in Embudo on the upper side where the canyon of Picuris, below the pueblo, ends; from said house in Embudo, a straight line is drawn toward the south over the mountains to the flats of the populated corners until arriving opposite the last houses of Trampas on the same side to the south; from there drawing a straight line toward the east which crosses the high mountains until it touches the point where the Mora and Sapello rivers meet, and as far as the end of the territory, from the last house in Embudo, already mentioned, drawing the line to the north over the mountains across the Rio Grande with direction to the Petaca Peak; from there taking the direction towards the west it shall terminate with the end of the territory; and to the north it shall be all the portion of the land which contains the territory of New Mexico.[5]

During the last years of Mexican rule and the years of American control prior to the formation of the territorial government, the boundary of the County of Taos was changed "to include all of the territory north of the line running west from the Tetilla de la Petaca to the California line."[6] On February 1, 1860, the Tenth Legislative Assembly created a new county from the eastern part of the County of Taos. The new county was named Mora. The boundary between Taos and Mora Counties remained unchanged until the Eighteenth

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[5] Ibid., p. 449.

[6] Charles F. Coan, The County Boundaries of New Mexico (Austin, Texas: 1922), p. 1.

Legislative Assembly in January 30, 1868, when the boundary was redefined as follows:

> This line ran from the first hill west of Mora Valley and east of the Jicarita thence across the Bega del Estillero, thence through the Cañada del Ratón to the foot of Oshá hill, and thence along the eastern base of the range in a northeasterly direction to the Colorado line.[7]

Colfax County was created out of the northern part of Mora County on January 25, 1869, thus forming the complete eastern boundary of Taos County as it exists today. The western part of Taos County was annexed to Río Arriba County February 10, 1880. All of Taos County west of the western side of the public road running from Hot Springs to the Río Arriba County line, then toward Conejos in Colorado as far as the New Mexico border, was made a part of Río Arriba County. On this same date a new line between Taos County and Río Arriba County was further defined to read in the following manner:

> The new line ran from the point where the boundary between Taos County and Río Arriba County crossed the Río Grande north to the house of Antonio Domingo Lucero, thence, west to the summit of the Hot Springs mountain, thence north to the mouth of Canada de los Comanches, thence following the wagon road to the Colorado line in such manner that the Hot Springs and the houses there shall remain in Taos County.[8]

But for some insignificant changes made in February 20, 1905, between Taos and Río Arriba counties, these boundaries gave Taos County its present area. The mighty county,

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[7] Ibid., p. 7.

[8] Ibid., pp. 10-11.

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[7] Ibid., p. 7.

[8] Ibid., pp. 10-11.

of Taos, which at one time had boasted one of the largest areas in the New Mexico Territory (its northern boundary extended as far north as the Arkansas River), had finally been stripped of most of her possessions to the north, to the east, and to the west, and came to be one of the smallest counties in the entire territory and later in the state.

Location. Taos County is located in the uppermost central part of the state of New Mexico between the 105th and 106th degrees of west longitude and the 36th and 37th degrees of north latitude. The present boundaries of the county are on the north by the state of Colorado, on the east by Colfax and Mora counties, on the south by Mora and Río Arriba counties, and on the west by Rio Arriba County.

The maps on Pages 16 and 17 indicate how the County of Taos was created and geographical boundaries changed from 1850 to its present status. Its total area today comprises 305 square miles more than the state of Delaware, and is twice the size of the state of Rhode Island.

Altitude. Because of its location, in the heart of the Sangre de Cristo Range, Taos County has considerable high altitude. It varies from 6,500 feet down in the valley to its rising and majestic peaks of over 13,000 feet. Taos County boasts one of the highest peaks in the state of New

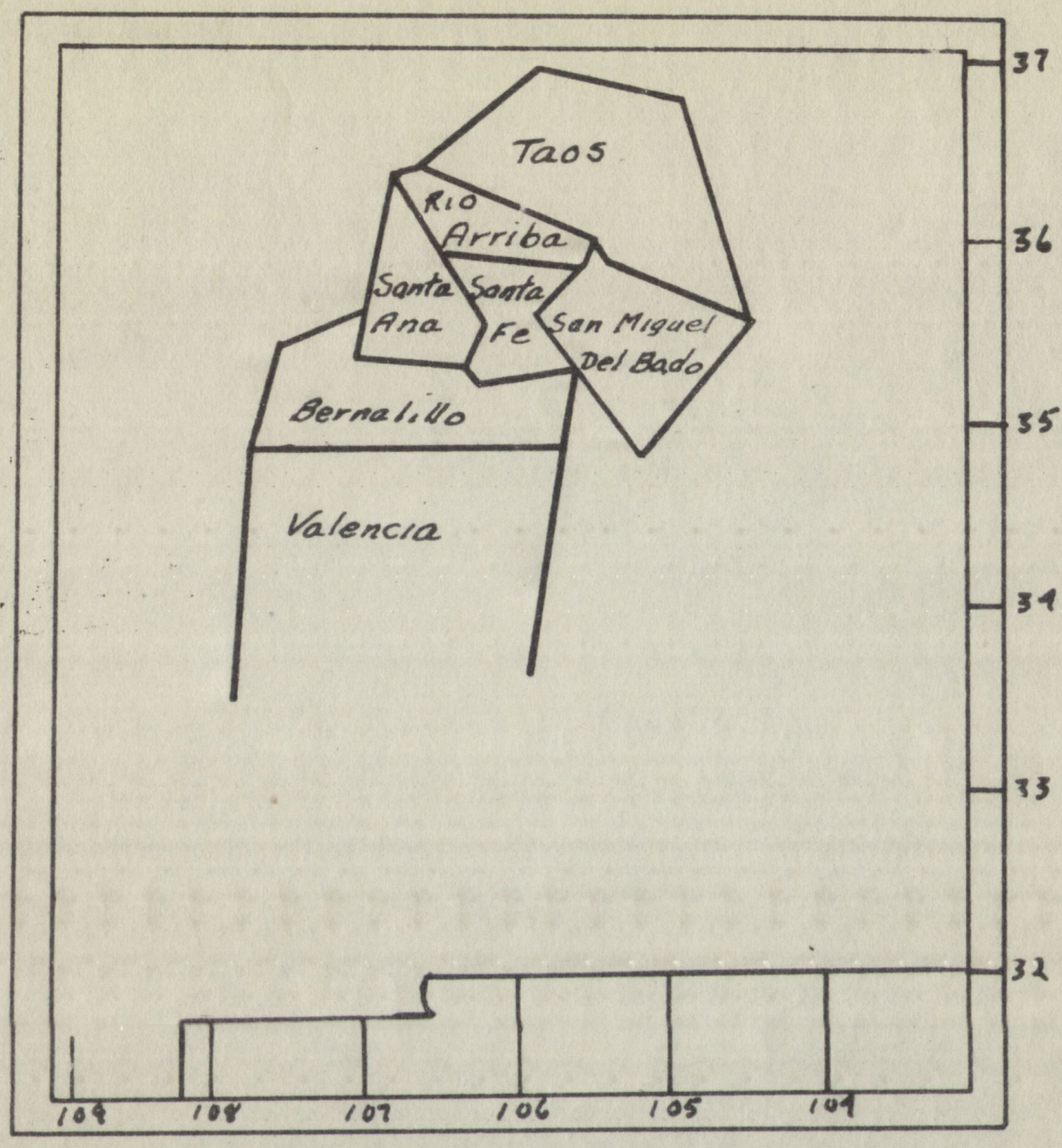


FIGURE 1 1850

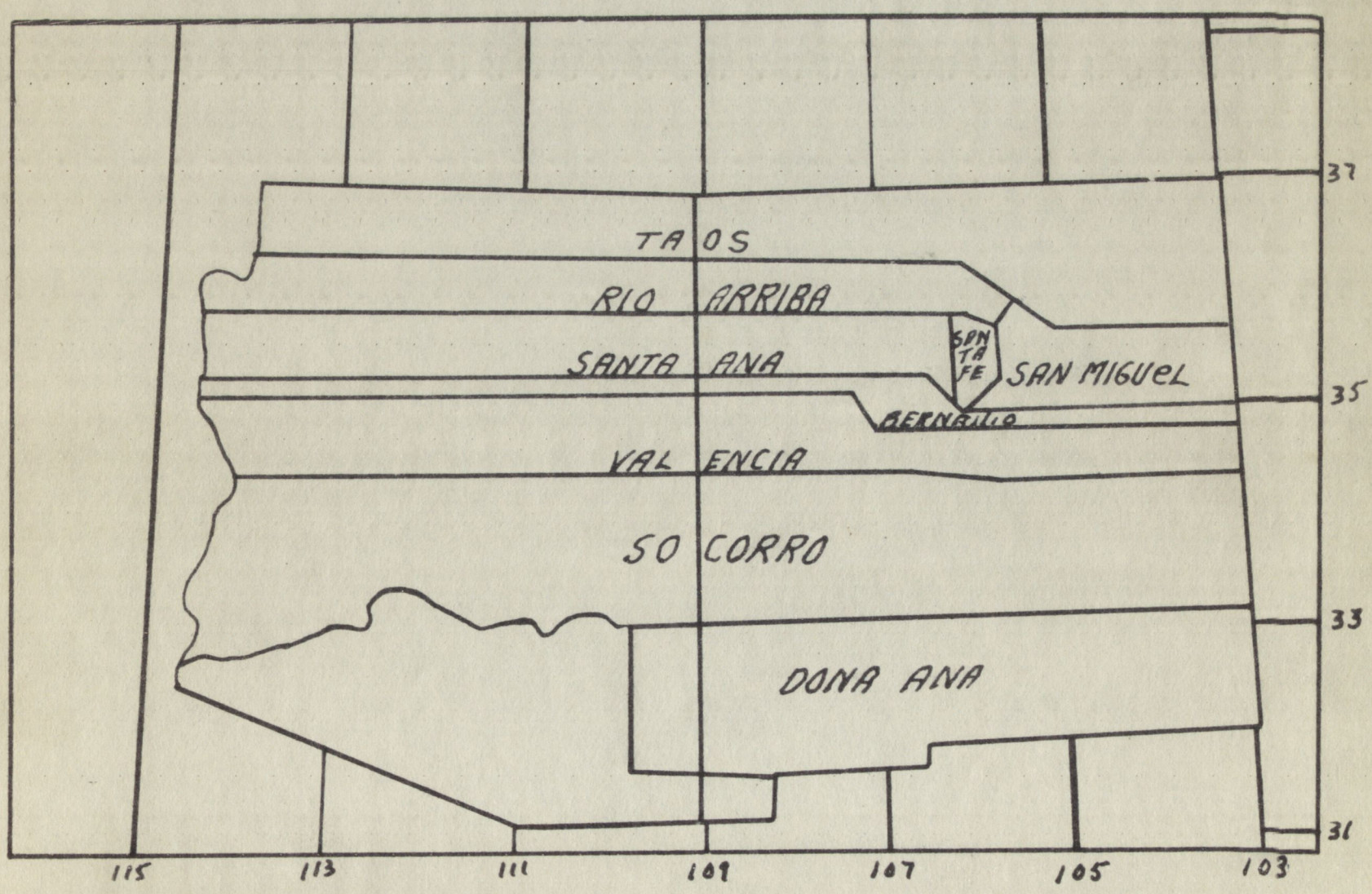


FIGURE 2 1852

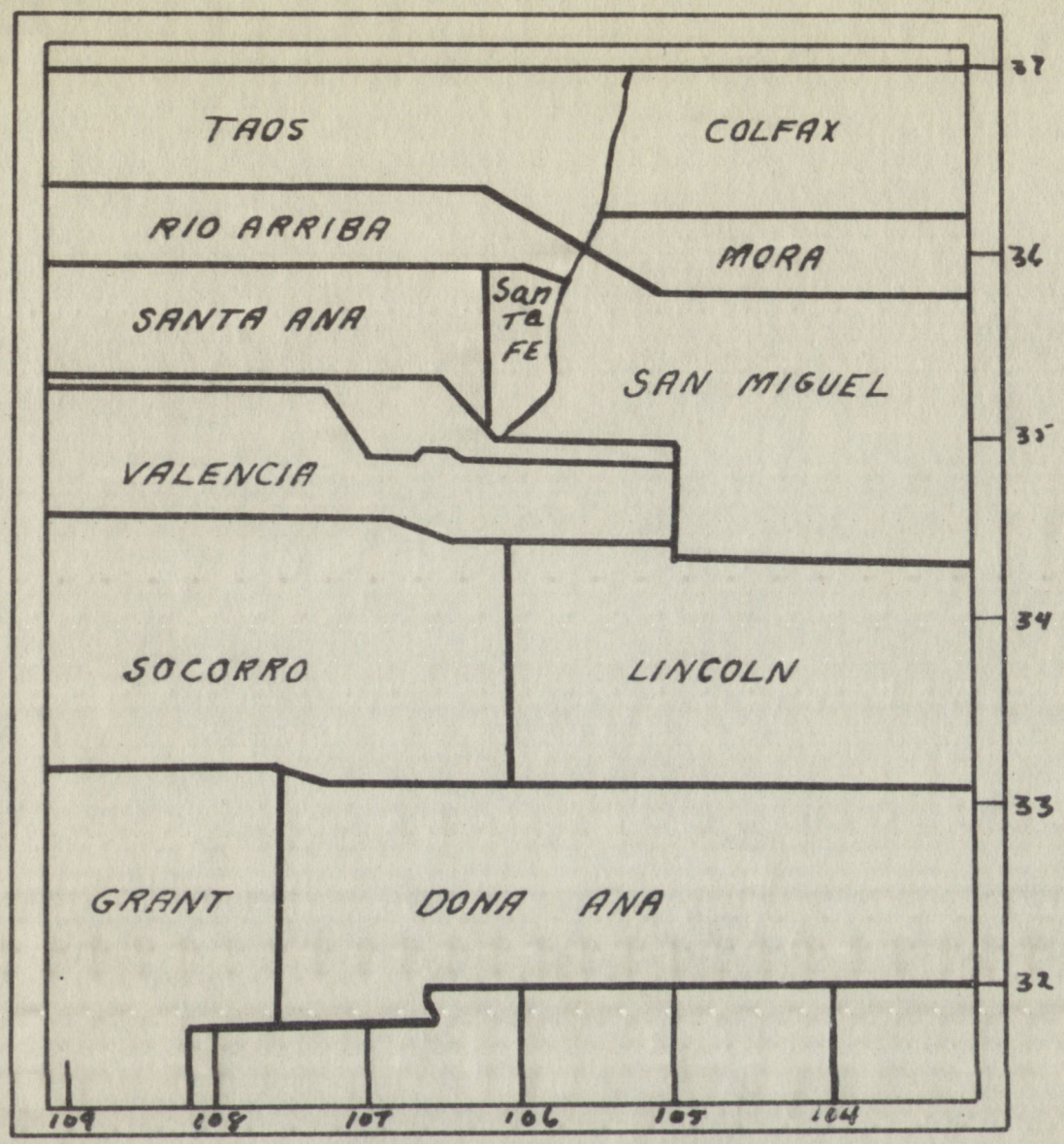


FIGURE 3 1870

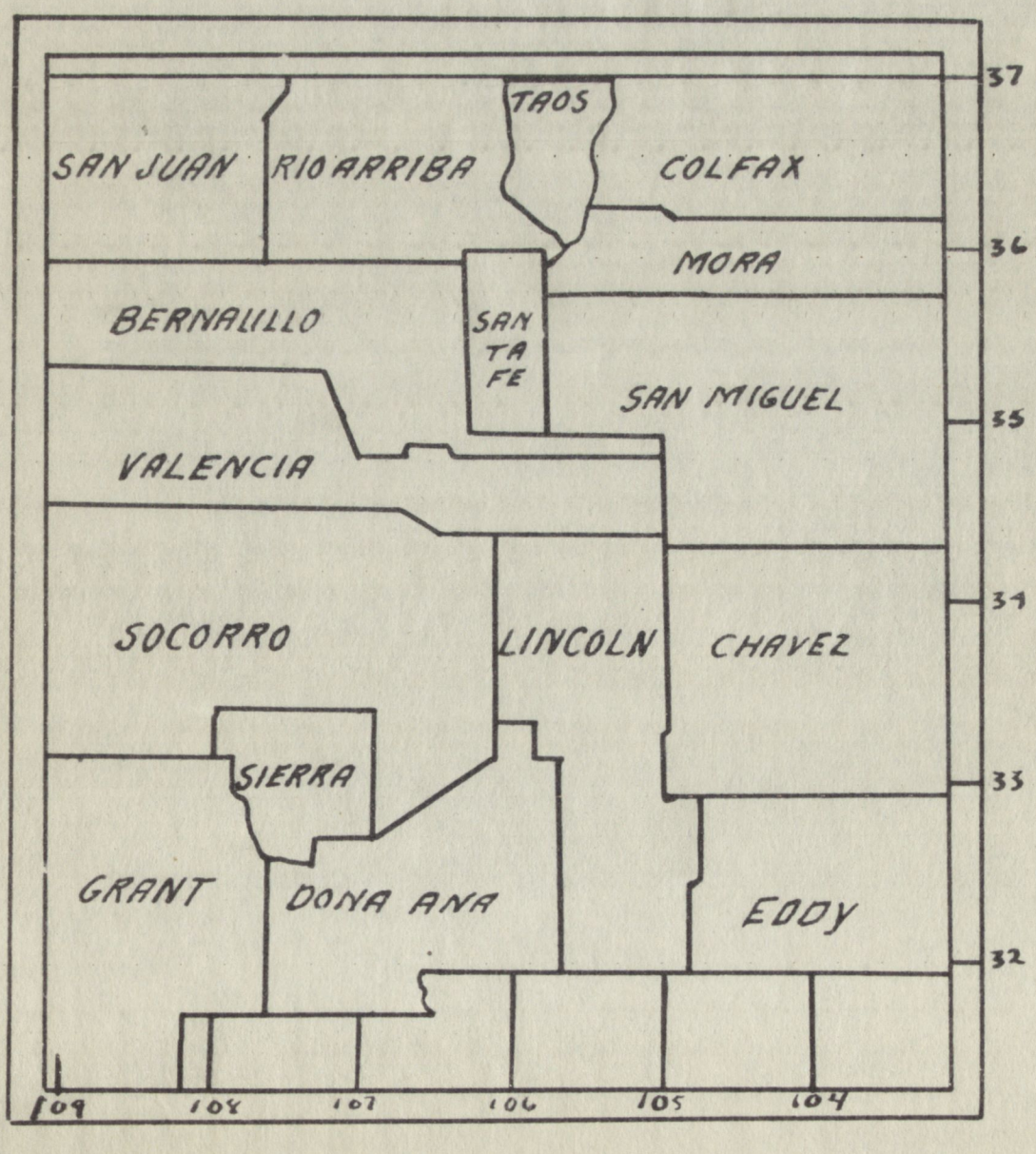
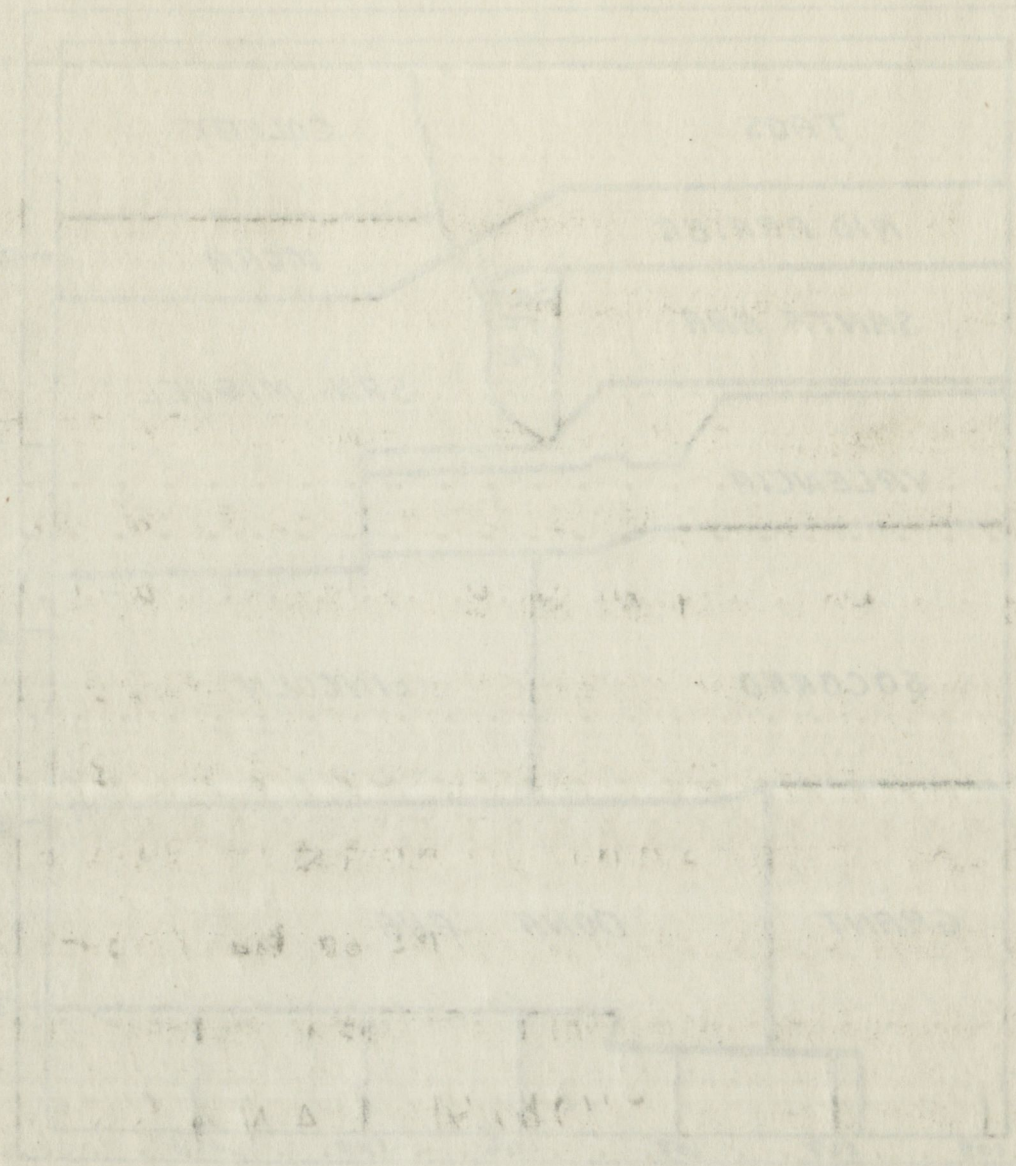


FIGURE 4 1907



Mexico. Mt. Wheeler, located northeast from the Taos Pueblo, rises 13,151 feet above sea level.

Drainage. The water of the County is drained by the historic Rio Grande, which runs from north to south, traversing the area almost in the middle. With the Sangre de Cristo range as the backbone of the eastern side of the County, some fifteen streams, some of which have beautiful canyons and mighty gorges or eroded valleys of great fertility, find their way westward to the majestic Río Grande. Some of the most important of these streams are the Santa Barbara, Río Pueblo, Little Río Grande, Taos Creek, Arroyo Hondo, Las Trampas, Petaca, Latir, Pueblo Creek, Cabresto, Rito de la Olla, Río Chiquito, Red River, and Río Lucero.

Climate and rainfall. The climate of Taos County is incomparable throughout the world. Mild winters, cool summers, dry, healthy air, an ideal altitude, and the fragrance and healing odor of pines, spruce, and pinion combine to make it an ideal place to live in and thoroughly enjoy it. The average precipitation of the whole county is 12.7 inches. The normal seasonal rainfall, from April to September, averages about 8 inches. The normal snowfall is 30.6 inches, and its mean winter temperature is 28 degree while in the summer the mean temperature is 67 degrees.[10]

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[10] New Mexico, The Last Great West (Chicago: The Western Survey Company, 1917), p. 149.

No person can honestly fail to appreciate the many charms offered in the County of Taos. Its blue skies, the entrancing beauty of its valleys, the sparkle of its streams, the grandeur and magnificent ruggedness of its canyons and gorges, and the majesty of its mountain scenery are proofs of why it has become the tourists' and artists' mecca of the Southwest.

Resources. Ralph Emerson Twitchell gives the following account concerning the resources of Taos County:

> There are 986 farms in the county, totaling 95,540 acres in extent. Most of them are of less than twenty acres area and eight-ninths of them are of less than 100 acres, though twelve have more than 1,000 acres each. There are 41,486 acres of irrigated land in Taos county and 57,700 acres are included in commercial, cooperative, and private irrigation enterprises. Farm products are worth $324,000 a year, the principal crop being cereals, hay amd forage, and fruits and vegetables. The farm area is 6.6 percent of the total area of the county.
>
> The livestock sold and slaughtered by Taos County owners is worth $96,000 a year. Wool and mohair produced are worth $61,000 a year; eggs and poultry, $2,500; dairy products, $4,000. There are 2,640 horses in the county, worth $41,600; 1,640 cattle, worth $16,227; 40,000 sheep and 5,000 goats, worth $53,700. The county has saw mills assessed at $5,000 and railroads worth $243,700. There are $5,500 worth of bank stock owned in the section. The valuation of the county is $3,268,107.[11]

Since Mr. Twitchell made his report the fifty miles

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[11]Twitchell, op. cit., p. 452.

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Resources. Ralph Emerson Twitchell gives the following account concerning the resources of Taos County:

There are 986 farms in the county, totaling 97,940 acres in extent. Most of them are of less than twenty acres and eight-tenths of them are of less than 100 acres, though twelve have more than 1,280 acres each. There are 41,486 acres of irrigated land in Taos county and 57,700 acres are included in commercial cooperative, and private irrigation enterprises. Farm products are worth $324,000 a year, the principal crops being cereals, hay and forage, and fruits and vegetables. The farm area is 6.6 percent of the total area of the county.

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Since Mr. Twitchell made his report the fifty miles

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[1]Twitchell, op. cit., p. 452.

of narrow gauge tracks built in 1880 in the extreme western part of the County have been discontinued by the Denver and Rio Grande Western Railroad Company. Taos County, therefore, is one of the few counties in New Mexico which is not traversed at some place or another by a railroad. Reference to the statistics shown in Table 1, Page 21, shows a marked contrast from the figures quoted by Mr. Twitchell in 1911. These facts and figures were taken by the author from the files and records of the county assessor's office on June 17, 1950.

In the extreme southwestern part of the county is located the village of Ojo Caliente, where are found some hot springs, the curative properties of which attract thousands of people every year. Today the lumbering industry flourishes throughout the mountains of the county. Mr. Twitchell quote the figure of $5,000 for mills assessed in his report. It is safe to say that the current assessment today of such an industry is well over five times that amount.

The principal mining districts of northern and eastern part of the county have already been drained of their precious metals and have become completely abandoned or partly so. Such names as Red River, La Belle, Midnight, Keystone, Black Copper, Copper Hill, Río Hondo, Twining,

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In the extreme southwestern part of the county is located the village of Ojo Caliente, where are found many hot springs, the curative properties of which attract thousands of people every year. Today the lumbering industry flourishes throughout the mountains of the county. Mr. Twitchell quote the figure of $75,000 for mills assessed in his report. It is safe to say that the current assessment today of such an industry is well over five times that amount.

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TABLE I

VALUATIONS OF TAOS COUNTY SINCE 1940, AND PROPERTY AND INDUSTRY VALUATIONS FOR 1949

Year	Total Gross Valuation	Valuation Subject To Taxation
1940	$5,577,778	$4,739,919
1941	5,593,803	4,687,866
1942	5,498,573	4,570,242
1943	5,053,050	4,127,409
1944	5,288,021	4,513,569
1945	5,016,091	4,243,903
1946	5,762,803	4,896,243
1947	5,927,471	4,941,587
1948	5,858,015	4,899,085
1949	6,216,985	5,662,900

Valuations certified by State Tax Commission 1949

Telephone & Telegraph		$44,955
Public Utilities		52,886
Producing Mines		214,449
Non Producing Mines		22,607
Banks and Trust Cos.		48,660
Plant Tool & Machinery		32,180
Merchandise (Stores)		266,099
Furniture Fixture Eq.		60,805
Livestock:	No.	
Cattle	3,228	89,419
Horses	1,718	45,009
Sheep	11,262	48,094
Goats	79	241
Swine	146	1,112
Equipment Supplies: Professions & Trade Value		64,120
Real Estate:	No.	
Lots	3,994½	1,063,303
Agri.	327,018A.	1,508,018
Graz.	561,062A.	696,994
Timber	5,780A.	28,900

Year	Total Gross Value of Production	Value Added by Manufacture
1940	$5,327,328	$1,730,758
1941	5,693,606	1,908,902
1942	5,968,372	1,970,560
1943	6,053,020	1,977,409
1944	6,256,024	2,043,309
1945	6,016,091	1,913,305
1946	5,752,807	1,804,743
1947	5,627,471	1,741,997
1948	5,898,015	1,859,089
1949	6,216,985	1,962,402

were, not very long ago, flourishing communities producing valuable ore for the rest of the country. Today all these communities, with the exception of Moly Mines which is still very active producing the much needed metal of molybdenum, have become nothing but roadside ghost towns and the hustle and rustle of the working men with their machinery have given way to the singing of the birds and the furnishings of peaceful homes for the rest of the wild animals.

Agriculture is the most important industry in Taos County. However, the raising of sheep also plays a very important role in the economic life. Dr. J. T. Reid, in his Taos County Project report covering the years 1940 to 1943, makes the following statements concerning Taos County:

> In the first place, there are too many people living in the county for the natural resources to support adequately under the present system of economy. . . . It has an area of 2,256 square miles, a population of 18,528, which gives 8.2 persons per square mile. But most of the land is uninhabitable because it is unwaterable desert or steep and lofty mountains. . . . Over ninty percent of the people of the county look to the land for a living, wholly or in part. The amount of land in cultivation per capita of farms residents is about one acre. . . . It is unbelievable that the average cash income per family per year is less than $200.00.[12]

Social conditions. Attracted by the natural beauty

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[12]Jesse T. Reid, It Happened In Taos (Albuquerque, New Mexico: The University of New Mexico Press, 1946), pp. 9-10.

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Racial conditions. Attracted by the natural beauty

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[12] Reese T. Reid, It Happened In Taos (Albuquerque, New Mexico: The University of New Mexico Press, 1946), pp. 9-10.

of the land, the descendants of the Spanish Conquistadores who wished to remain here made this place their home. Here they tilled the soil, trapped the wild animals, and staved off the constant danger of marauding tribes. As time went on the old homesteaders extended a welcome hand to the continuous flow of new settlers, and within a few years the Indian, the Spaniard, the Mexican, and the Anglo were living in peace with each other, striving together to better their living and working conditions for a better and happier culture.

Today the social structure of Taos County embraces all levels. Because of the appealing environment found in Taos County, many wealthy and highly educated families have established homes there. Dr. George I. Sanchez describes the different stratas of society as follows:

> The artist group, and the writers, make up a body of people whose interests, training, and experience place them in a very favorable social position. Some of the business and professional people, together with a few federal employees, join with the above groups in forming the upper stratum of Taos society. The middle social class embraces most of the school teachers, the clerks, the small shopkeepers, some of the public employees, and similar average-income groups. In the lower rungs of the social scale are found the small farmers and laborers who constitute the bulk of the population of the County.[13]

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[13]George I. Sanchez, Forgotten People (Albuquerque, New Mexico: The University of New Mexico Press, 1940), p. 55.

Besides the town of Taos, some of the other most important villages throughout the county are: Costilla, Amalia, Red River, Cerro, Questa, San Cristobal, Arroyo Hondo, Arroyo Seco, Valdez, Desmontes, Ranchos de Taos, Tres Piedras, Ojo Caliente, Talpa, Llano Quemado, Red River Hatchery, La Lama, Cordillera, Carson, Pilar, Pot Creek, Río Lucío, San Ildefonso, Vadito, Chamisal, Peñasco, Rodarte, Llano, Trampas, Ojito, Sánchez, San Juan, Llano Largo, Cuchilla, Los Vigiles, Ventero, Los Córdovas, and the Taos Pueblo.

All of these settlements are along the banks of one of the many picturesque streams found in the county. The population of the entire area is constituted of approximately 90 per cent Spanish-speaking people, with the other 10 per cent making up those who speak either the Indian or the English language.

According to Charles F. Coan, "The population of Taos County has changed very little in the past fifty years. In 1870 there were 12,079 people and in 1920 the number was 12,773."[14] In 1880 the number decreased to 11,029 and in 1890 it went further down to 9,868. In 1900 it began to come up again with a total of 10,889 and by 1910 it jumped to 12,008. It has shown a steady but not large increase

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[14]Charles F. Coan, A History of New Mexico (Chicago: The American Historical Society, Inc., 1924), p. 542.

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since 1920. In 1930 the count was totaled to 18,528 but dropped down again in the recent 1950 census to 17,305. In this last drop Taos is no different from many counties in New Mexico. In a recently published report given by census director, David Sena, in the Santa Fe New Mexican, nine counties out of fourteen showed a decrease in their census figures during the past ten years. These were Sandoval, San Miguel, Mora, Union, Rio Arriba, Colfax, Harding, Guadalupe, and Taos.[15]

Taos, which is the largest town of the region, had a population of 1,302 in 1870 and 1,832 in 1920.[16] These figures do not vary much from the last two census taken during the last twenty years. In 1940 the population for Taos was 965 while in 1950 it was counted at 1,836. According to the recent census, Taos is one of the six cities in New Mexico which has shown marked increase since 1940; the others are Albuquerque, Carlsbad, Roswell, Artesia, and Espanola.[17] Taos is also the county seat and is romantically situated in a beautiful valley surrounded by mountains which rise abruptly from the plain. The town itself is quaintly built around a large plaza. Taos offers many

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[15]Santa Fe New Mexican, June 16, 1950.

[16]Coan, op. cit., p. 542.

[17]The Albuquerque Tribune, June 20, 1950.

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[15]Santa Fe New Mexican, June 16, 1950.

[16]Coan, op. cit., p. 342.

[17]The Albuquerque Tribune, June 20, 1950.

modern conveniences. Libraries, movies, electric appliance facilities, up-to-date grocery and dry-goods stores, filling stations, camp grounds, churches of various denominations, organizations and clubs, public campgrounds, recreational areas, and a recently installed sewage system are facilities which may be enjoyed by Taoseños as well as visitors. The school system rates among the best of its size in the state, and its plant and facilities offer the coming generation wonderful opportunities which were not enjoyed by their forefathers.

CHAPTER III

EDUCATION DURING THE SPANISH AND MEXICAN OCCUPATIONS

Prior to the coming of the Franciscans, who brought with them Old World concepts of education, the Indians of the Southwest already had evolved a traditional system of instruction which was suited to their needs. Indian youths were taught the meaning of tribal dances and legends, the making of pottery, the construction of dwelling places, the preparation of food herbs, and the conversion of pelts and hides into clothing.

They were also taught the unwritten laws of certain commandments of right living such as no drinking, no sodomy, no sacrifices, no eating of human flesh, and no stealing; that a man had but one wife, and that they bury their dead and with them their implements used in their work; that when a man wished to marry, the arrangements were made by those who governed, and the man had to spin and weave a blanket and place it before the woman who covered herself with it and became his wife; that the houses belonged to the women and the estufas to the men; that the men did the spinning and the weaving, and the women reared the children and prepared the food.

These village Indians had, of course, no written

language in which to record their history and ideals. Instead, they possessed an abundance of traditional lore, taught by the older generation to the younger with great care and as a social duty. Like most histories of ancient peoples, it may well be said that the Indians' attitude toward life was based entirely upon some kind of religious belief. Throughout his life almost every act might be called religious. When he got up in the morning, when he lay down at night, when he went forth to hunt, when he killed his game, even when he took a scalp in war, he did certain definite things in certain definite ways. In other words he acted according to ritual.

This level of primitive Indian education may seem very insignificant to many educators today, but its importance to the natives of that time cannot be overlooked. It may well be considered that in order to get a clear and concise picture of the development of the history of education in Taos County, it is of importance to pause briefly and give thought to the role played by these natives who had been occupying this area hundreds of years before the coming of the first white men.

I. EDUCATIONAL ATTEMPTS DURING THE SPANISH OCCUPATION

Even though as early as 1590 the lieutenant-governor of Nuevo Leon, Mexico, came up north as far as the county of

Taos, no mention was made by historians regarding formal education in this area.

The few Spanish conquistadores referred to earlier in this work, who came to explore this new land, were more interested in securing material wealth quickly than they were in establishing colonies. With the coming of the missionaries, whose main purpose was to convert the Indians to the Christian faith, the neophytes began to attend early mission schools where they were taught the mass in Latin. In March, 1609, the viceroy instructed Governor Peralta, who was about to come north, "to teach all the Indians, especially the children, the Spanish language."[1] No provision was made, however, for the formal education of descendants of the Spanish conquistadores until as late as 1721, when public schools were established in New Mexico by royal decree. Little came of this, as the schools were closed shortly afterwards for lack of funds. Not until Mexico won its independence from Spain was a practical movement launched toward general education for the common people. Meanwhile instruction for the Indians and Spaniards was left entirely to the church. This led to the founding of at least one mission school in each Spanish settlement and similar schools

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in the other Indian pueblos besides Taos and Picuris.

II. EDUCATIONAL ATTEMPTS DURING THE MEXICAN ERA

In the beginning of the year 1822 the new government under the Mexican Republic went quietly into effect. When Facundo Melgares, the last Spanish governor, turned his office over to Francisco Xavier Cháves, the first Mexican political chief on July 5, the change was complete.[2]

Even though the Mexican regime was to last but a scant twenty-five years, it was during this period that Padre Antonio José Martínez played such an important part in the educational development in the county of Taos as well as throughout the northern part of the Territory. A short resume of his life, his works, and some of his many accomplishments are clearly stated in the New Mexico Historical Review:

> Antonio José Martínez was born in Abiquiu, New Mexico, January 17, 1793, the son of Antonio Severino Martínez and María del Cármel Santistevan. At the age of five, that is October, 1797, he entered the primary school and in two years learned to read, write correctly and a little arithmetic. In March 1804, his family moved to Taos, where the boy brought in wood on his shoulders and kept the cows, although his family had some small means. At the age of fourteen they put him to work in the fields taking care of animals on the hacienda and looking after the mules on some journeys. He always, however, took every opportunity to read, write and extend his knowledge of arithmetic. In May, 1812, he

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[2]John H. Vaughn, History and Government of New Mexico (State College, New Mexico: C. L. Vaughn, 1927), p. 101.

married María de la Luz Martínez who died in childbirth in July of the following year. The child, who was named Maria de la Luz lived until November, 1825.

On the 10th of March, 1817, Martínez entered the college of Durango as a student with the purpose of equiping himself for the priesthood. Here he remained until the beginning of January, 1823, during which time he studied Latin, rhetoric, philosophy, logic, metaphysics, religion, morality, mathematics, general physics, sacred theology, and the rules for the celebration of the holy sacraments. He continued his studies at home until 1839, principally in the civil law as well as the ecclesiastical law. After passing through the customary rites he was ordained presbiterio February 10, 1822, and sang his first mass on the 19th of the same month. Having passed the usual examination he qualified for the confession, preaching, and other services of ministry June 1. He practiced these ceremonies until January 1823, when he returned to his father's house. From November of that year until March 1824 he served as substitute curate of Tome and in May 1826 was placed in charge of the curacy of Santo Tomás de Abiquiu. In July of the same year he was entrusted with the curacy of Taos which he afterwards served, first provisionally, and finally by regular appointment. In September he stopped serving Abiquiu due to the impossibility of serving that place as well as Taos, under which jurisdiction were a number of other places. In 1856 he asked for an assistant at Taos and one was allotted to him.

As early as 1829 Martínez became involved in a dispute regarding tithes, as he protested against the heavy obligations which these brought on the poor. As a result of these, he states, the poor buried their dead without being married because they had no money with which to pay for the wedding. Against these practices he made a protest to the deputation of the Territory at the city of Santa Fe which finally reached the Congress of Mexico, and being aided by other individuals the tithes were removed in 1833. Between 1830 and 1833 he wrote a book on religious toleration which was enlarged, and provided with a prologue and an appendix, but he did not state that it was printed.

From 1826 to 1856 he was engaged in educating young people of both sexes in reading, writing and arithmetic and at times conducted a special school for pupils who

ordained?

wished to enter the holy orders, teaching them Latin, grammar, religion, moral theology, etc. Twenty-seven of these, he said, were obtained by the Bishop Zubiria and three by Bishop Lamy. Others studied only grammar, rhetoric and the principles of logic. During the years 1830 and 1831, 1836, 1845, and 1846 he served as a deputy in the Territorial Assembly at Santa Fe. He also served under the American rule as president of the Convention on organizing a territory in October, 1848, and in 1851 as president of the Council of the first Legislative Assembly and as a member of 1852 and in 1861. In 1843 he prepared an Exposición on the barbarous Indians who surrounded New Mexico, that they be civilized. This he sent to the president of the Republic who recommended it to the consideration of the Assembly of New Mexico. In December 1847 he headed a petition in favor of annexation to the United States. June 20, 1850, a constitution for a state government was adopted by a convention of which Martinez was president.

In October, 1856, Bishop Lamy, who had become bishop in 1850, suspended him from his office on account of some articles that he had published in the Gazette of Santa Fe, criticizing a circular of the bishop of January 14, 1854, in which a rule was laid down that the curas were prohibited from administering the sacraments or giving ecclesiastical burial to the heads of the families who refused to deliver faithfully the tithes which were due them. Martínez took exception to this, basing his action on the ecclesiastical law, and published some articles in which he demonstrated the evil results of following this circular letter. He did not resign his curacy and in 1862 was excommunicated by the Bishop. He answered this by a published manifesto and still continued to officiate as parish priest of Taos until he died July 28, 1867. Before his death he demanded that he be buried in his own chapel and he was so buried by Father Lucero, one of his followers.[3]

Historians give accounts of Padre Antonio José Martínez' cleverness and foresight in realizing the handicaps that the people in Taos County were undergoing. He also knew that conditions would get worse and worse unless some-

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[3]Henry R. Wagner, "New Mexico Spanish Press," New Mexico Historical Review, 12:1., January, 1937.

[illegible]

[illegible] Henry R. Wagner, "New Mexico Spanish Press," [illegible] Mexico Historical Review, Vol. [illegible], [illegible].

thing was done about them. He sensed that the Mexican rule was not there to stay for long and, with the new immigrants coming from the eastern part of the United States, he would have to get some of the members of the younger generation prepared to meet the new element. He realized that the only way would be by means of education through proper schooling. This he set out to do.

Taos, cradle of New Mexico's formal education. It was the pleasure and privilege of the writer to interview one of Padre Martínez' direct descendants, L. Pascual Martínez,[4] concerning the first school opened in this area during the Mexican Occupation. The first students to attend classes in the newly-founded school were Padre Martínez' own nephews and other relatives. Before long, however, he had students attending from throughout the Territory. This school was opened for boys as well as for girls, but only boys attended. The few books that were used were printed on his own printing press which he had brought to Taos from Mexico. His original school was held in one of the rooms of his own house, which is the present Montaner home, and at first wqs solely for the purpose of preparing young men for the priesthood. Later he held a separate class of boys so he could teach them the fundamentals of reading, writing, and numbers.

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[4]Interview, Pascual Martínez, June 8, 1950.

The seed of education was planted in many different places within the Territory, but as time went on, for unavoidable reasons, the growth stopped. This was not the case in Taos. Once Padre Martínez established his first school, it was not discontinued until it finally gave way to the public schools which were founded during the American Occupation. It is true that his schools operated within a rather narrow scope, but they may truly be called the cradle of the present New Mexico educational system.

Many outstanding men received their preliminary schooling under Padre Martínez' tutoring. Some of these students, who later became leaders in their communities, were José Manuel Gallegos, who served as a delegate during the American congress; Diego Archuleta, a prominent figure in the political affairs of New Mexico; Antonio Joseph and Francisco Manzanares, both United States congressmen; and Captain Francisco Gonzáles, of the American army. It is said that an entire generation in the northern part of the Territory was influenced by Padre Martínez' teachings.

Attempts toward public schools. When Mexico won her independence from Spain on September 28, 1821, educational conditions in Taos County were at a low ebb. The Mexican Congress had directed the town councils throughout the Territory to organize primary schools in each settlement.

The efforts made by the local authorities to establish public schools were not successful on account of the poverty of the people and the government. Voluntary subscriptions were asked by Governor Baca in July, 1825, for the purpose of establishing schools which were to be open to all.[5] Only four schools were established on this basis of contributions, but Taos was not among them.

Regarding the schools in the Territory about this time Coan says:

> In June, 1832, there were schools at Santa Fe, Pad, Cañada, Taos, Albuquerque, and Belen. The salaries of the teachers were as follows: Santa Fe, 500 pesos; Cañada, 300; Albuquerque, 300; San Miguel, 250; Taos 250; and Belen, 250. Antonio Barrerio stated that nothing was better supported than the schools, and that nothing was in worse shape. He accounted for this condition by stating that there were no capable teachers in the territory. The public schools were closed in October, 1834, due to the lack of funds. The school fund had 200 pesos in the treasury and a credit of 500 pesos due from Bartolome Baca to whom the tithes had been farmed. On account of action taken by the Mexican government the use of part of the tithes for school purposes came to an end in July, 1833. It was hoped that the visit of the Bishop of Durango in 1833 would result in fostering schools, but that dignatary was not able to render any assistance. When the public schools were closed the opening of private schools was authorized. [This was in 1834.] [6]

Conditions in Taos County changed very little during the next ten years, which saw the coming of the American

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[5]Charles F. Coan, A History of New Mexico Vol. I (Chicago: The American Historical Society, Inc., 1925), p. 325.

[6]Loc. cit.

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[6] Loc. cit.

Occupation. Outside of the little one-room school sponsored by Padre Martínez, history has nothing to offer regarding education in this area.

III. PROGRESS MADE BY EARLY EDUCATIONAL PIONEERS

Education in the county of Taos remained in a very backward condition during the Spanish and the Mexican Occupations. What little formal education was available at that time emphasized mostly religion and ancient languages and was totally lacking in modern history and geography. The missions established had always been primarily for the instruction of the Indians. All efforts at public education during these periods failed completely, due, in part, to the poverty of the people and to the lack of interest in schools for the masses. Education was still at a low ebb when New Mexico became a territory of the United States. Most of the missionaries, with the exception of Padre Martínez and a few others, had been driven out. The private teachers were poorly prepared; the population was sparse, and distances were great. The people, with very few exceptions, were uneducated themselves and did not see any practical value in education.

CHAPTER IV

EDUCATION DURING THE TERRITORIAL DAYS UNDER THE AMERICAN OCCUPATION

General Stephen W. Kearny, commanding the army of the West, entered New Mexico *via* Raton Pass, reaching Las Vegas August 15, 1846. There he absolved the people from allegiance to Mexico and proclaimed himself governor. On August 18 General Kearney occupied Santa Fe without a shot being fired in his bloodless conquest and again declared the end of the Mexican period and the beginning of the American. This was officially announced by the firing of thirteen guns.

Before General Kearny left Arkansas for New Mexico two advance parties were sent, one to Taos and the other to Santa Fe. "Lieutenant De Courcey and twenty men went to Taos to determine the attitude of the people toward occupation of the country by the United States."[1] Apparently Lieutenant De Courcey and his men found the citizens of Taos in a peaceful mood, because no report concerning his brief visit seems to be on record.

General Kearny hastened to organize a new government

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[1]Charles F. Coan, *A History of New Mexico* (Chicago: The American Historical Society, Inc., Vol. I, 1925), p. 335.

for New Mexico as a Territory of the United States and appointed Charles Bent as civil governor and Donaciano Vigil as secretary. This new government found educational conditions in Taos County almost at rock-bottom level.

I. FIRST EDUCATIONAL ATTEMPTS

But for Padre Martínez' little one-room, private school, educational facilities for the masses were completely unavailable. Even this little school was an advantage which the rest of the Territory could not boast of. Conditions were just as bad every where else in the Territory, according to the report made by the acting governor, Donaciano Vigil, in 1847. All schools except one in Santa Fe had been discontinued. The urgent appeal of the governor's message was "to give all an equal chance of being educated. The appeal had no effect, and New Mexico went without schools, except an insignificant private school here and there."[2]

To try to make a thorough study of the development that took place in the educational field in Taos County during this period is almost an impossibility. Truly, these must have been the dark ages in the county's fascinating history! Even though a few parochial and mission

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[2]Benjamin M. Read, Popular Elementary History of New Mexico (Cedar Rapids, Iowa: The Torch Press, 1914), p. 125.

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[2]Benjamin M. Read, Popular Elementary History of New Mexico (Cedar Rapids, Iowa: The Torch Press, 1917), p. 172.

schools were being founded during these years, the coming generation was still growing up in ignorance. The American Congress proved to be as neglectful of education in New Mexico as Spain and Mexico had been.[3] (this thesis lacks the developments that begin in 1856 — see territorial statutes.

It was not until the legislative session of 1891 that what may be called a comprehensive, modern, public school system was inaugurated. Governor Prince made that subject the salient point of his biennial message to the legislature, with a powerful appeal for immediate action. It was under this law that the present educational system in Taos County was organized.

The law created the office of Superintendent of Public Instruction, which was to be filled by the governor's appointment, and a Territorial Board of Education comprised of the Governor, Superintendent of Public Instruction, the presidents of the University of New Mexico, the Agricultural College, and St. Michaels College. The act gave the Superintendent of Public Instruction powers of actual oversight of all the public schools in the territory.

At this same legislature the office of superintendent of schools for each county was created. This was to be an elective office for a period of two years. Amado Chavez

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[3]John H. Vaughn, The History and Government of New Mexico (State College, New Mexico: John H. Vaughn, 1927), p. 216.

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[3]John H. Vaughn, The History and Government of New Mexico (State College, New Mexico: John H. Vaughn, 1927), p. 215.

held the first office of Superintendent of Public Instruction for the Territory of New Mexico and Ramon Sanchez was the first county superintendent for Taos. The powers exercised by the county superintendent were very extensive. Since there was no county board of education at this time, it was the superintendent who alloted the county school funds to the county schools, supervised the course of study, and approved all expenditures of the funds of the school districts. Each of the county districts had a school board of directors composed of three members. This board, with the approval of the county superintendent, hired the teachers and issued warrants for school expenditures. The district board of directors had much more authority in local school affairs than they do now. A great deal of the progress of the school depended on how actively they would work at their responsibilities.

Since the establishing of the first schools in Taos County, under the law of 1891, there have been only a few minor changes. The Territorial Board of Education became the State Department of Education and in 1912 the office of Superintendent of Public Instruction became elective instead of appointive as it had been since its creation.

II. DESCRIPTION OF THE FIRST SCHOOLS

It was the writer's greatest endeavor to secure information regarding written records by historians giving a complete description of the type of schools found in Taos County during the period of 1846 to about 1875. This was an impossibility, as there seem to be no available sources of this nature. The information which follows is from interviews which the writer had with old-timers throughout the County concerning the first schools in this area.

The descriptions of the schools were highly uniform from all sources. The typical school room was usually one of the rooms of a house which was temporarily vacated for this particular purpose. Sometimes the community would build a one-room structure made of adobe. The windows were very small and the lighting was very poor. Mr. Solomon Ortega[4] from Peñasco made some very interesting and unique remarks concerning these windows. In the school he attended at Llano as a young lad, the light coming through the tiny window in the school would cast a streak across the floor, whereby the teacher could tell what time of day it was, as he did not have a clockmor own a watch.

The dirt of the floor often became loose. When it was swept, this loose dirt was used to fill the holes that

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[4]Interview, Solomon Ortega, June 8, 1950.

some mischievous scholar had managed to dig during the course of the day. The ceiling was flat and covered with latillas. These were pieces of round wood about three inches in diameter which extended from one beam to another, thus forming the support to the roof. The roof was also flat and covered with dirt. During rainy days the roof would leak and the students had quite a time trying to get away from the goteras (places where the roof was leaking). First, water would start coming down in one place, them in another, and still in another until the students felt as though it was more like a game instead of a classroom. Frequently schol would be dismissed for the day on this account.

The conventional adobe fire-place was a feature of great concern to those attending these schools. During the cold maths, when the fires had to be kept going all day, these fire-places played havoc with the entire student body. Those next to it would have to sit and bear the uncomfortable direct heat while those at the far end of the room nearly froze to death. To keep the necessary fire going each student was required to bring one piece of wood to school everyday. In a few cases the students were required to brig two pieces, one in the morning and one at noon. Sometimes this arrangement was profitable for the profesor

in charge. Mr. Antonio Pacheco[5] from Arroyo Seco recalls how the teacher would take all the extra leños (pieces of wood) to his home at the end of each school day.

Every student was requested to bring his own seat from home. The seats varied from a crude piece of two boards nailed together to a sturdy, well-built stool which most of the scholars managed to obtain. Some of the schools, however, had nothing but a row of benches along the walls. Sometimes these benches were nothing but boards set on blocks of wood. None of these early schools had individual desks. Some of the more energetic teachers tried to overcome this inconvenience by buillding a long wooden table and placing it in the middle of the room. Different groups took turns using the table as occasion demanded.

III.. CLASSROOM SUPPLIES

Apparently books were not used for instruction in most of the early schools of this period. Later, however, a few texts began to be more of a common sight in the schol rooms, but even then they were very limited. All the texts used during these earrly days in Taos County were written in Spanish. The mostt popular books which came into use

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[5] Interview, Antonio Pacheco, June 2, 1950.

were Las Cartillas. These were a series of books which began with the alphabet, a few numbers, then worked up to words to be spelled, and finally advanced to reading and poems. Another series was referred to by the people interviewed as Mantilla's, deriving their name from the author whose name was Mantilla. The title pages of some of the early books used in the schools in the county of Taos are shown on the page immediately following.

Other schools which were not fortunate enough to have books would manage with whatever they could obtain. The Bible, the Testaments, letters from home, and all similar literature helped the instructor get along as well as he could.

Most of the students brought with them their pizarra (slate) and their pizarrin (slate chalk) with which they did their writing. Others brought only a piece of cardboard.

IV. METHODS OF INSTRUCTION

The methods of conducting classes during this period were very different from those of today. Enrollments of from forty to fifty and sometimes more students between the ages of about twelve to twenty-one years, created problems which would be a match for any found in schools today.

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AND
BRAINERD KELLOGG, LL.D.,
PROFESSOR OF THE ENGLISH LANGUAGE AND LITERATURE IN THE POLYTECHNIC INSTITUTE, BROOKLYN.

REVISED EDITION, 1901.

NEW YORK:
CHARLES E. MERRILL CO., PUBLISHERS.
1908.

FIGURE 5 TEXT-BOOKS USED IN EARLY TAOS COUNTY SCHOOLS

In the first place the teachers were very poorly prepared. It was not until they began to attend institutes that matters began to improve somewhat. Mr. Dionicio Martínez[6] from Ranchos de Taos recalls how his first days of school were under a man by the name of José Miguel Vigil. Since no books were available, the teacher would write whatever lesson he had prepared on the blackboard and the entire student body would recite in unison. This, needless to say, would create such confusion that very little, if anything was accomplished.

In some of the schools where the enrollment reached as many as seventy-five to a hundred, the teacher tried to solve his problem by using the monitorial system. That is, he would have older student leaders in charge of a number of pupils to relay the instruction to them as the monitors had received it from the instructor. This plan helped matters somewhat, but having that number of students, especially boys, crowded in one room was a big problem in itself.

V. PUNISHMENT

As has been stated before, many of these teachers (all were men) were poorly prepared to instruct the students, having very limited knowledge of reading, writing, arithmetic, and spelling themselves. To cover up for their lack of aca-

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[6]Interview, Dionicio Martínez, June 6, 1950.

demic knowledge many of them tried to be strict disciplinarians to the point of administering corporal punishment for the slightest provocation.

Mr. Teodoro Romero[7] from Ranchos de Taos relates how in his early days as a teacher in Taos one morning he caught one of his pupils, Emilio Martinez, throwing spit balls at the clock. For this Emilio received a terrific whipping and immediately left for home. At noon his father came to school to inquire of Mr. Romero the reason for the punishment. Upon hearing what had happened Mr. Martinez advised the teacher not to expect Emilio at school that afternoon as he was going to give him a second whipping, apparently for the same offense. Another incident was related by Mr. Felix García,[8] who remembers an unfortunate happening with a teacher by the name of Don Simón Gonzáles. It seems that Mr. García offended some ruling, because of which Don Simón was very much perturbed. The teacher grabbed the terrified boy by the collar and after some well-placed blows threw him on the floor and placed his foot on his neck. As if this were not enough, the vigorous professor got hold of Webster's unabridged dictionary and hit the half-conscious boy on the head with it.

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[7]Interview, Teodoro Romero, June 8, 1950.

[8]Interview, Felix García, June 9, 1950.

La cuarta. Whether he was "nice" or "mean" it seemed almost always customary for the teacher to have at hand la cuarta (the quirt). This was made of strips of hide woven together tightly, with the grip about an inch in diameter and tapering down to the stinging point. Such teachers as "el maestro bravo" (the mean teacher), who claimed to have come to Taos from Canada, used this means of punishment quite regularly.

La gloria. Some teachers were very original in administering their method of punishment. One of these was La gloria (the glory). Two ropes, about two or three feet apart, would be hung half way from the ceiling with loops or rings at the end. The student, standing on tip-toe, was required to place an arm in each ring from the outside with his fingers barely touching. The gesture with the arms extended towards heaven gave it the name of La gloria.

El leño. Another, but less grueling, method of punishment was that of placing a piece of wood, covered with a number of tiny pointed nuts in one of the corners of the room or in front of the window. The pupil was told to kneel on this piece of wood for a certain length of time, depending upon how serious the offense had been. Needless to say, kneeling on this rough surface would create terrible discomfort to the child.

La cuarta. Neither he was "mine" or "mine" it rested almost always customary for the talons to have or need la cuarta (the quart). This was made of strips of hide sewn together tightly, with the grip about as thick as diameter and tapering down to the striking point. Most teachers of "el maestro bravo" (the mean teacher), who claimed to have come to Taos from Canada, used this means of punishment quite regularly.

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El lento. Another, but less cruel, method of punishment was that of placing a piece of wood, covered with a number of tacks pointed side up, on the corner of the room or in front of the window. The pupil was left to kneel on this piece of wood for a certain length of time, depending upon how serious the offense had been. Kneeling on this rough surface would create considerable discomfort to the child.

Other types of punishment. Less severe types of punishment were methods which are still fairly common today. Standing in the corner to study the lesson, detention during recreational periods, placing a small circle on the blackboard and having student stand about two feet away with hands behind his back and with the tip of his nose in the circle, and the conventional use of the ruler on the hand were some of the most popular ones.

VI. RECREATION

As can be expected, the recreational periods were not properly organized or supervised. Even as late as 1912 the school terms in each community in Taos County averaged from three to seven months, depending upon the amount of money available in each district. With school convening at about 9:00 o'clock in the morning and dismissing at around 4:00 o'clock in the afternoon, the students had little time for recreation except during these recess periods in the morning and in the afternoon. Most of the children went home to eat during the noon hour. The games played during this time were usually games which were popular in the community where the school was located. These games were classified into three groups: singing games, gesture games, and games of skill and competition.

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Juan Perulero. In playing Juan Perulero the players would sit in a circle. The leader then assigned names of musical instruments to each one and the idea of the game was that each one was supposed to imitate the instrument he was assigned, in tempo with the song the leader was singing:

Este es el juego de Juan Perulero
(This is the game of Juan Perulero)
Cada quien entiende su juego.
(Each one understands his game.)

The leader had the privilege of changing from his own musical instrument and playing one that belonged to another person in the ring. When the leader did this, the person whose instrument he had picked was required to take over the leader's part. If the player failed to do this then he had to give a forfeit. The fun of the game was in shifting the instrument rapidly.

Ron Chi Parrón. This running game derived its name from the English "Run Sheep Run." The players were divided into two groups with a captain in charge of each. One of the captains took the members of his team and after hiding them came back and told the other group that they were ready. The second group set out to look for them, with the captain of the hidden team shouting the names of fruits, places, or other objects which indicated which direction the searchers were taking. Upon a given signal of "Ron Chi Parrón" the

Juan Peinador. In playing Juan Peinador the players would sit in a circle. The leader then assigns some of the musical instruments to each one and the keep of his guitar that each one was supposed to imitate the instrument he was assigned, in tempo with the song the leader was singing.

Este es el juego de Juan Peinador
(This is the game of Juan Peinador)
Cada quien entiende su juego.
(Each one understands his game.)

The leader had the privilege of choosing a certain musical instrument and playing one that belonged to another person in the ring. When the leader did this, the person whose instrument he had picked was required to imitate the leader's part. If the player failed to do this then he had to give a forfeit. The fun of the game was to distinguish instrument replay.

Don Gat Perdon. This rhyming game derived its name from the English "Run Sheep Run." The players were divided into two groups with a captain in charge of each. The captains took the members of his team and after hiding them came back and told the other group that they were ready. The second group set out to look for them, with the captain of the hidden team shouting the names of trees, fruits, or other objects which indicated which direction the searchers were taking. Upon a given signal of the [illegible]

hidden group made a dash to the designated place where they were supposed to meet. The team that arrived there first got the chance to hide again.

La navajita. Perhaps no other game of skill was so simple yet so thoroughly enjoyed as La Navajita (the little knife). This game was played by a group of children, especially the boys. They opened a knife and started to stick it on a selected piece of soft ground. In sticking the knife into the ground the players employed the palm, the back of the hand, the wrists, the elbows, the shoulders, the head, the forehead, the nose, the mouth, the ears, the chin, the fingers, the fingernails, the knees, the heels, and the toes and finally the knife was thrown over the back. The knife must stick, otherwise the player could not advance through the designated steps. The player who finished first won the game.

La Teja. This game resembles the pitching of horse shoes, but instead of horse shoes round flat rocks about two or three inches in diameter were used. Two small holes were dug in the ground, with the distance varying according to the ability of the players. The object was to see who could score twelve points first. A teja (one of the rocks) tossed into the hole counted four points, and the others counted according to their nearness to the hole. Two or four students

could play this game, with each team, comprised of either one or two players, using three tejas each.

VII. FINANCING OF THE SCHOOLS

The first step towards establishing a public school supported by direct public taxation was taken in 1856. This was done by taxing at the rate of one dollar per thousand and exempting property owned in excess of fifty thousand dollars. This proposal met with tremendous opposition and the entire act was repealed and the Territory continued to drift in the dark.

Four years later, in 1860, the first public school law was passed by the legislature.

> It provided for a school in each settlement, to be supported by a tax of fifty cents a month for each child who attended, -- and attendance was compulsory. These were public schools, but they were not free schools . . . In February, 1872, the legislature levied the first poll tax of one dollar a year for each able-bodied man twenty-one years old and assigned it to "school purposes exclusively." The liquor tax and fines for the violation of Sunday laws, added in 1876, completed the public revenue provided for schools until after 1890.[9]

This series of laws providing sources of revenue for schools came very timely for the people in Taos County. Padre Martínez died in 1867 and with his passing all educational opportunities for the few interested were gone too.

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[9] Vaughn, op. cit., pp. 218-219.

could play this game, with each team, composed of either one or two players, using three tetae each.

VII. FINANCING OF THE SCHOOLS

The first step towards establishing a public school supported by direct public taxation was taken in 1853. This was done by taxing at the rate of one dollar per thousand and exempting property owned in excess of fifty thousand dollars. This proposal met with tremendous opposition and the entire act was repealed and the Territory continued to drift in the dark.

Four years later, in 1860, the first public school law was passed by the legislature.

It provided for a school in each district, to be supported by a tax of fifty cents a month for each child who attended. -- and attendance was voluntary. These were public schools, but they were not free schools . . . In February, 1872, the legislature levied the first poll tax of one dollar a year for each able-bodied man twenty-one years of age and set it to "school purposes exclusively." The Civil War and Times for the violation of Sunday laws, added in 1876, completed the public revenue provided for schools until after 1880.

This series of laws providing sources of revenue for schools came very timely for the people in Taos County.

Padre Martines died in 1867 and with his passing all educational opportunities for the few increased very considerably.

Vaughn, op. cit., pp. 218-219.

Thus the progress that the public schools were making gladdened the hearts of those who had thought that the day of reckoning had come to the county of Taos as far as educational developments were concerned.

Things did not stop with the passage of the acts listed above. In 1891 a law was enacted which provided for a tax levy for support of public schools on the taxable property in each district, not to exceed five mills on the dollar of assessed valuation. It also provided for a tax levy, not to exceed three mills on the dollar of assessed valuation of all property in each county, for school purposes which should be apportioned among the school districts. Other sources of revenue were designated as follows by the Legislature of 1891:

> Sec. 35. That the following are hereby declared to be and remain temporary funds for common school purposes:
>
> First. The proceeds of all sales of intestate estates which escheat to the territory.
>
> Second. All forfeitures or recoveries on bonds of county, precinct or territorial school officers.
>
> Third. The proceeds of all fines collected for violation of the penal laws.
>
> Fourth. The proceeds of sales of lost goods or estrays.[10]

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[10] Compilation of School Laws in New Mexico, 1891 (Santa Fe, New Mexico, 1891), p. 16.

[10] Compilation of School Laws in New Mexico, 1909 (Santa Fe, New Mexico, 1909), p. 12.

These sources of revenue for the purpose of financing the schools were definitely the solution to the backward status of the schools. In the report of the Superintendent of Public Instruction the County of Taos showed a balance of $5,680.25 as of June 1, 1906. Receipts for that year were: from the two mill levy, $7,055.57, from the poll tax, $479.57, from fines, $502.00, from licenses, $3,311.66, and from the Institute fund $104.00, making a total of $17,132.95. These figures showed the amount accumulated only five years after the revenue laws were passed. Financial conditions were becoming better and better and by the year 1912 needed educational facilities were pretty well provided.

VIII. TEACHERS' REQUIREMENTS AND QUALIFICATIONS

The days were gone when any one who could read or write was allowed to teach school in Taos County. The state set up certain qualifications which had to be met by all the teaching personnel.

In his first report made for the period March 1, 1891, to December 31, 1891, Amado Chavez, the Superintendent of Instruction, made this statement concerning the competency of teachers:

> Under the provisions of the present law no person can teach in this territory without being in lawful possession of a proper certificate. Such certificate is issued only to persons who have passed a satisfactory

> examination before a board of examiners composed of the county superintendent and two leading citizens of each county, selected and appointed by the district judge. The result of this provision has been that every one of the common schools of the Territory is now taught by a competent teacher well versed in English language and in many cases in both English and Spanish.[11]

How strict the county superintendents of Taos were in following the requirements of this law is a question no one will ever know. Whatever the case might be, it is fair to state that conditions were much better after the founding of the office of Superintendent of Public Instruction than they had ever been before, and they kept getting better as time went on.

After the beginning of the Institutes in 1899, a definite policy as to the qualification of teachers was established. In 1906 State Superintendent of Public Instruction, Hiram Hadley, in Circular Letter Number 6, included the following information regarding the qualification of teachers:

> A teacher may become legally qualified to teach in the following ways:
>
> (1) By passing a satisfactory examination before the county board of examiners. Examinations are held at the "close of the annual teachers' institute."
>
> (2) By obtaining from the Territorial Board of Education Territorial Certificates good for five years or for life. In addition to the above, it is necessary to present a certificate of attendance upon the annual institute or an approved summer school, or show an approved

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[11] First Annual Report of the Superintendent of Public Instruction, 1891 (Santa Fe, New Mexico, 1892), p. 7.

excuse for non attendance.

(3) To meet certain emergencies, both the county superintendent and the territorial superintendent may grant "permits" good until the next regular examination of teachers.

(4) Provisions are being made by the Territorial Board for holding examinations of those applicants for territorial certificates whose diplomas and other evidences are not sufficient to justify the board in granting such certificates.[12]

Teachers were given different kinds of examinations for different kinds of certificates granted. For example, candidates for a second-grade certificate were examined on the following branches: reading, penmanship, orthography, English grammar and composition, geography, arithmetic, United States History, and an elementary course in teaching and school management. To be entitled to this certificate, the applicant must have obtained a general average as high as 70 per cent with no grade in any one branch lower than 50 per cent. Candidates for a first-grade certificate were examined in reading, orthography, English grammar and composition, penmanship, geography, United States history, physiology, civil government, arithmetic, the elements of pedagogy, comprising a knowledge of school management and theory and practice of teaching, elementary applied psychology, and one of the following branches: elementary physics or elementary book-keeping. The applicant for this

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[12]Hiram Hadley, Circular Letter Number Six (From a scrap book in files of office of Research and Statistics, Santa Fe, New Mexico), May 15, 1906.

first-grade certificate had to receive a general average as high as 90 per cent, with no grade in any one branch lower than 70 per cent. These certificates were good for three years throughout the Territory and, at the discretion of the Territorial Board of Education, could be renewed once if presented before the date of expiration.

In the administration of the law concerning the granting of territorial certificates, the Board could make its own rules. It granted two grades, -- one for five years and one for life. Graduates of New Mexico and other high grade normal schools were granted five year certificates; graduates of colleges without teachers' professional courses were granted the five year certificate only after three years of successful experience. No life certificate would be granted to any person who had not had at least five years' experience in the schools of New Mexico.

With such high standards set up for the qualifications of teachers, it is no wonder that better results began to show. These were manifested not only in the teaching personnel but also in the number of schools that were founded during this period. According to the statistics given in Table II, figures varied from year to year, sometimes going way up and sometimes coming way down, but as a whole there was noticeable progress shown in all phases of the educational field.

TABLE II

PERIODIC STATISTICS SHOWING PROGRESS OF TAOS COUNTY SCHOOLS FROM 1891 TO 1912

Year	No. of school dists.	No. of teachers	Enrollment	A.D.A.	No. of schools	Mos. taught	No. of scholars between ages of 5 to 21 years		
							Male	Female	Total
1891	21	28	979	940	28	3	1507	1323	2830
1892	27	27	1999	1926	27	3½	1531	1365	2896
1893	28	32	1318	1028	31	6	1601	1262	2863
1894	32	29	1149	730	27	4	1525	1077	2602
1896	33	19	604	495	18	3	1566	625	2191
1898	33	13	601	399	12	4	925	846	1771
1903	25	33	1391	1138	32	5½	1948	1773	3701
1904		28	1612	965	28	6	955	657	1612
1905	27	31	1746	1247	32	6½	1655	1921	3576
1906		34	1779	1225	33	6½	1951	1711	3662
1908		34	1261	802	34	6½	1897	1563	3460
1912	45	43	2133		45	7			4019

Year	No. of school dists.	No. of teach- ers	A.D.A.	No. of volumes	Pages
1891	21	26	976	38	
1892	27	29	1256	34	
1893	28	32	1318	31	
1894	32	29	1150	21	
1895	33	29	1230	24	
1896	35	33	1388	34	
1903	25	33	1361	34	
1904		28	1405	23	
1905	27	31	1264	32	
1906		34	1279	33	
1906		34	1250	42	
1912	45	43			

Communities which had schools in Taos County by 1912 were: Taos, Ranchos de Taos, Costilla, Questa, Cerro, Amalia, Arroyo Hondo, Arroyo Seco, Ojo Caliente, Llano, Llano Quemado, Penasco, Chamisal, Trampas, Rodarte, Vadito, El Prado, Talpa, El Valle, Rio Lucio, and Red River.

Some of the early teachers who made their debuts in the teaching profession about this time were: Dionicio Martínez from Ranchos, Fidel Cordova from Taos, Solomon Ortega from Peñasco, Jesús José Vigil from Cerro, Felix García from García, Colorado, Lauriano Mares from El Prado, Benito Córdova from Questa, Melaquías Peralta from Taos, Onecimo Martínez from Arroyo Hondo, and Antonio Pacheco from Arroyo Seco.

IX. INSTITUTES FOR TEACHER PREPARATION

The public in general felt the urgent need of well oriented people in the teaching profession and as early as 1897 the legislature passed a law authorizing the holding of normal institutes for their benefit. The law was very explicit in the requirements to be met:

> Sec. 1612. The county superintendents of public schools shall hold annually in their respective counties, for a term of not less than two weeks, a normal institute for instruction of teachers and those desiring to teach. The county superintendent of public schools, with the advice and consent of the territorial superintendent of public instruction, shall determine the time and place of holding such normal institutes and shall

Communities which had schools in June County by 1912 were: Taos, Ranchos de Taos, Costilla, Questa, Cerro, Amalia, Arroyo Hondo, Arroyo Seco, Ojo Caliente, Llano, Llano Quemado, Penasco, Chamisal, Trampas, Rodarte, Vadito, El Prado, Talpa, El Valle, Rio Lucio, and Red River.

Some of the early teachers who made their contribution to the teaching profession about this time were: Dionicia Martinez from Ranchos, Fidel Cordova from Taos, Solomon Trujillo from Penasco, Jesus Jose Valdez from Cerro, Delfin Garcia from Garcia, Colorado, Bautista Mares from El Prado, Benito Cordova from Questa, Refugio Esquibel from Taos, Cresilao Martinez from Arroyo Hondo, and Antonio Penasco from Arroyo Seco.

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Sec. 1812. The county superintendents of public schools shall hold annually in their respective counties, for a term of not less than two weeks, a normal institute for instruction of teachers and those desiring to teach. The county superintendent of public schools, with the advice and consent of the territorial normal superintendent of public instruction, shall determine the time and place of holding such normal institutes and

> select a conductor and instructor for the same: Provided, no person shall be selected as conductor or instructor who is not a graduate of some state or territorial normal school, or other state or territorial educational institution.[13]

To defray the expenses of these institutes, the county superintendent was required to charge a reasonable fee usually not to exceed the sum of five dollars per session. The money collected from the teachers attending was to create a fund which was thereafter referred to as the Normal Institute Fund, and the county treasurer was to take care of it.

At the close of each session of the institute the county superintendent was to take this money, together with the name of the teacher who paid his tuition, to the treasurer's office where the money was kept until there was need for it. The money was to be spent only for services rendered in connection with the normal institutes.

The popularity with which these institutes was received was certainly an omen of encouragement. Not only were the new institutions cordially welcomed as a necessity by those who felt the benefit that would come from them but they also aroused public sentiment in the aid to education.

The institutes were incentives that helped to increase the number of efficient, professional educators. The

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[13] Compilation of School Laws in New Mexico, 1900 (Las Vegas, New Mexico: Salazar & Baca, 1900), p. 36.

two-week session was usually under the direction of one of the outstanding educators in the state. Mrs. Dwire was in charge of the first institute held in Taos and was followed by many other outstanding persons of her profession.

By 1912 the Taos County Institute had grown to fair proportions. When it opened that year it started with a balance of $52.45. It received $175.00 from the general county school fund and $78.00 from tuition fees. The salary of the person in charge was $102.00 and that of the instructor was $60.00.

These institutes became very popular with the people in the teaching profession, but as the colleges and universities of the state began to expand their teaching program during the summer months the institutes finally went out of existence.

X. PROGRESS MADE DURING THIS ERA

From the time that General Kearny crossed the Raton Pass and entered New Mexico to the day when President Taft signed the historic enabling act of 1912, developments in the territorial educational world had made tremendous strides. In spite of the obstacles which arose during the constant fight for the education for the masses, pioneers in this important field forged ahead to a well fought and well earned victory.

Statistics show that by this time there was a total enumeration of children of school age of 4,019 in Taos County, with 2,133 actually enrolled in school. Of this number 2,068 were Spanish-Americans, sixty-three were Anglo-Americans, and two were colored. There were forty-three teachers in the thirty-four schools of the county who averaged a salary from $40 to $60 per month. Of these teachers one had a first-grade certificate, four had second-grade certificates, thirty-four had third-grade certificates, two had special permits, and two had professional certificates.

Who was responsible for all these improvements? Perhaps as individuals some did more than others, but as a whole it was the people of the entire Territory who should receive the laurels if any are to be given. The creating of the office of Superintendent of Public Instruction and the Territorial Board of Education, the passing of the different taxes for school revenue purposes, the raising of the qualifications of the teachers, the founding of the normal institutes, -- all these were institutions which made no little contribution to the progress made thus far. Most important of all, however, was the fact that the general public had accepted the newly-introduced ideas and gradually assumed the full responsibility of paying for these educational facilities through taxation.

CHAPTER V

EDUCATIONAL DEVELOPMENTS SINCE STATEHOOD

The White House clock stood at 1:40 P. M. January 6, 1912, when the stroke of a pen ended the drama of sixty years of efforts for the "struggle for statehood" by the Territory of New Mexico.

> The President [William Taft] said a few words of congratulation, and then proposed to affix his official signature. The postmaster general presented a gold pen with the request that it should be used, and Delegate Andrews produced the unique gold-banded quill taken from the great American eagle captured in Taos, and furnished for the occasion . . . The President wrote half of the signature with the former and the remainder with the latter, returning the pens to the donors as momentos of this great historic occasion.[1]

The educational foundations laid by the laws of 1891 were substantially established and ready to withstand any further developments which the future might have in store for them. The newly created state accepted and continued to improve its schools to the best of its capacity. The educational advancements which have taken place in Taos County have been so great since that memorable day in 1912 that today in talking to the old-timers about this contemporary progress they only nod their grey heads and say, "Yo nunca lo creía," (I would never have believed it.).

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[1]L. Bradford Prince, A Concise History of New Mexico (Cedar Rapids, Iowa: The Torch Press, 1912), p. 242.

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I. PROGRESSIVE ADMINISTRATORS

At the helm of the newly created state was Governor W. C. McDonald from the county of Lincoln. Heading the state department of education was Alvan N. White as Superintendent of Public Instruction, with his assistant Filadelfio Baca. Besides Governor McDonald, the State Board of Education was comprised of Dr. C. M. Light, Silver City; Dr. F. H. H. Roberts, Las Vegas; Superintendent C. C. Hill, Roswell; Superintendent Bonificio Montoya, Bernalillo; and Superintendent J. G. L. Swinney, Aztec. The county school superintendent for Taos was José Montaner.

There is no doubt that these men were progressive individuals who had the foresight to advance the course of New Mexico's education so that in a few years it would compare favorably with the other states in the Union.

In Chapter IV of this study statistics were given regarding the status of the educational conditions in Taos County down to 1912. This does not mean, however, that the peak of perfection had been reached in the educational development. In his report for 1911-1912 to the Superintendent of Public Instruction, José Montaner made this statement:

> . . . I find great difficulty in enforcing the fact that the teachers were unable to teach such a great number of children in a one-room school. Funds are

I. PROBLEMS AND PROCEDURES

At the head of the newly created state department of education was placed Miss Alvan N. Wells as Superintendent of Public Instruction, with his assistance Miss Bess. Besides Governor McDonald, the state board of education was comprised of Dr. C. H. Light, Silver City; Dr. F. H. Roberts, Las Vegas; Superintendent Bernalillo County; and Superintendent J. C. D. Swinney, Aztec. The county superintendent for Taos was [illegible]

There is no doubt that [illegible] individuals who had the interest [illegible] New Mexico's education no short [illegible] pare favorably with the city [illegible] in the Union.

In Chapter IV of this study attention was given regarding the status of the educational problems in the county down to 1912. This does not imply however, that the peak of perfection had been reached in the educational development. In his report for 1911-1912 the Superintendent of Public Instruction, Jose Espinosa made this statement:

> . . . I find great difficulty in enforcing the law that the teachers were unable to keep such a [illegible] number of children in a non-city school. Many are

> lacking to open another school in practically all of these districts. This is a problem that our coming Legislature should consider well, and if possible, some provision and appropriation should be made to bear the expenses of having better school buildings and ample room for all the children of school age.[2]

II. INFLUENCE OF PRIVATE AND GOVERNMENT SCHOOLS

The history of public education in Taos County cannot be thoroughly understood and appreciated unless something is said regarding the influence that the private schools have had during its progress. These include the missions and the parochial and the government Indian schools. To try to enumerate all the happenings and accomplishments of these schools during their existence would take entirely too long; however, in all due respect to the others, the author wishes to give recognition only to those institutions which have had such tremendous influence and are still doing such wonderful work for the children of the county today.

Alice Hyson School. Perhaps no other of the private schools has had such a struggling and interesting history as Alice Hyson at Ranchos de Taos. In 1878 the Board of Home Missions of the Presbyterian Church sent Dr. Roberts to Taos, presumably to work among the Indians at Taos Pueblo, but he found a much more eager response on the part of the

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[2]Biennial Report of the Superintendent of Public Instruction, 1912 (Santa Fe, New Mexico, 1913), p. 62.

Spanish-speaking people and so began to work among them. He started a boarding school in Taos in the building now occupied by St. Joseph's Parochial School. However, before he left the community he exchanged that site for the one where the Presbyterian Church now stands. After establishing the church and the school Dr. Roberts began to visit other communities nearby, among them Ranchos de Taos. There was such an urgent need for a school in this community that soon Mrs. Roberts started a small school and rode back and forth on horseback each day from Taos.

From the beginning the people in Ranchos de Taos showed great interest in education for their children, or rather for the young men of the community, as at that time the school was made up of young men twenty to twenty-five years of age and older.

There were several teachers who rode back and forth from the Taos school, possibly conducting school for a few months each year, until June, 1884, when Miss Alice Hyson came to work. From that time until the present the work has been carried on continuously with from one to three teachers on the field each year.

Miss Hyson, a girl of twenty-three, came to Ranchos de Taos from her home in York, Pennsylvania, under the auspices of the Board of Home Missions. She began her work in a small adobe building and at first found things tremen-

Spanish-speaking people and so began to work among them.

He started a boarding school in Taos in the building now occupied by St. Joseph's Parochial School. However, before he left the community he exchanged that site for the one where the Presbyterian Church now stands. After establishing the church and the school Dr. Roberts began to visit other communities nearby, among them Ranchos de Taos. There was such an urgent need for a school in this community that soon Mrs. Roberts started a small school and rode back and forth on horseback each day from Taos.

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There were several teachers who rode back and forth from the Taos school, possibly conducting school for a few months each year, until June, 1884, when Miss Alice Tyson came to work. From that time until the present the work has been carried on continuously with from one to three teachers on the field each year.

Miss Tyson, a girl of twenty-three, came to Ranchos de Taos from her home in York, Pennsylvania, under the auspices of the Board of Home Missions. She began her work in a small adobe building and at first found future trouble-

dously difficult. Undaunted by all these hardships she continued her good work with her restricted finances until in 1887 some friends contributed $1,300 with which a much-needed building was acquired. The property then consisted of a chapel-schoolhouse with two rooms and the teachers' rooms attached. This building is still in use, but the teachers' rooms have been given over to school use since 1931.

A few years after Miss Hyson finally had her own building in Ranchos her father died and she gave most of a legacy that came to her to erect the first building at the Mission School at Chimayo, which is called the John Hyson Memorial. In 1894 she reported that she had the largest day school in the Territory at that time, the enrollment having reached 135 students that year.

In February of 1915, after several years of suffering from an incurable disease, Miss Hyson died in the Johns Hopkins Hospital in Baltimore. She is buried at her home in Pennsylvania but her memory is revered in many homes today, and her work is held in high esteem by many outside of the little community where she lived and worked for thirty-one years among the people of Spanish descent whom she learned to love so sincerely. After her death the mission was named the Alice Hyson School to perpetuate the memory of one who had devoted so many years to this village.

Miss Grace Russell was placed in charge of the mission

after Miss Hyson died but after two years she was recalled East and for the next ten years several different persons were at the head of the industrious school. Miss Maud Hartt, Miss Ora Speer, Miss Sarah Rolofson, and Miss Ethel Tompson followed each other until 1928, when Miss Russell came back again. She was succeeded by Miss Esther Walter and at present the school is under Miss Brown.

Today, the school takes care of grades from the first through the eighth of regular classroom work as outlined in the state course of study.

Sisters of Loretto. The work which the Sisters of Loretto had been doing in Santa Fe led other sections of the Territory to request the privilege of having similar schools established in their communities. In 1863 Reverend Gabriel Ussol, who was in charge of Our Lady of Guadalupe Church, made such a request from Taos. Sister Euphrosyne Thompson, with two companions, came to Taos, where Reverend Ussol presented them with a lot which he had purchased in exchange for his horse and buggy, giving besides $600 toward the erection of a new building.

The school was first called The Academy of Our Lady of Guadalupe but later it was changed to St. Joseph School. It was conducted as a private school for girls until 1891 when, under the newly created New Mexico educational system,

the Sisters were offered the public school which they conducted until 1929. Since then the school has continued to operate as a parochial school, taking care of the first eight grades. It has been co-educational since 1891 to the present.

Taos Day School. This school was started as a Catholic mission school in 1886 with Inoscencio Valdez as the first teacher in charge. It was sponsored by Bishop Salpoint and Father Antonio of Santa Fe. Its first location was in the old community building now used as a jailhouse. Some of the first teachers were Donaciano Quesnel, Lena Scheurich, Fidel A. Valdez, and Maggie Simpson. In 1892 the school was moved to one of the present community houses now used as a granary. The government took over the school in 1893 while it was at this location. Mr. Neal was the first teacher in charge under the auspices of the United States Government. He was followed by Mrs. Dwire, who was in charge of the school for fifteen years.

In 1910 the school was built at its present site. It first began with two buildings--the present principal's house and the teachers' quarters. The land was bought from the Taos Pueblo after it was condemned and appraised. The school site comprises a little over eight acres. Mrs. Dwire was followed successively by Mr. Bolander, Miss Howard, Mr.

Marks, Mr. Franklin, Mr. Whiteman, Mr. Jackson, Mr. Kramer, Mr. Reyna, and Mr. Doyle, who is its present head.

In 1924 an addition to the old school building was made to include more classrooms, a gymnasium, and the home economics cottage. This school takes care of the Taos Pueblo pupils from the first grade through the tenth.

III. ERA OF PROGRESS REGARDING THE SCHOOL TERM

Down to 1912 the length of the school term for the county varied for the different schools from less than three months to seven months out of each calendar year. The reason for the variation was because there was no law setting the minimum number of months schools should be opened; however, on January 6th of the same year the state constitution raised the minimum requirements to five months. At this time there were in Taos County sixteen schools conducting less than three months of school, nine with three months, eight with five months, six with six months, and three with seven months.

The legislature of 1915 took another forward step by advancing the minimum term to seven months. The law then passed reads as follows, in part:

> Sec. 5. Whenever the income of a school district as hereinbefore set forth is not sufficient for the maintaining of a school for the full term of seven months the county superintendent of schools of the county, in

> which such district is situated, shall furnish the state superintendent with evidence satisfactory to him of the existence of such fact. Upon being satisfied thereof the state superintendent shall make requisition upon said reserve fund money apportioned to the county by state treasurer through the state auditor in favor of the treasurer of said county, to be by him credited to the proper school district, for such amount as will be sufficient together with such income for the maintaining of a school for the full term of seven months in said district . . . .[3]

The seven-month minimum school-term was met by most of the schools in the county and finally in the early thirties it gave way to the present nine-month term which the schools have enjoyed for over a quarter of a century.

IV. CERTIFICATION OF TEACHERS

In Chapter IV of this study a great deal of discussion was presented concerning the requirements for teachers in Taos County since the beginning of teacher certification, adopted in 1891, to 1912.

On April 30, 1912, the first bulletins on certification regulations were issued by the State Department of Education. They provided for three grades of certificates on examination--first, second, and third. In addition, professionals on credentials and emergency certificates and permits were issued.

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[3] Session Laws of the State of New Mexico, 1915 (Denver, Colorado: The W. H. Courtright Publishing Company, 1915), p. 19.

By the end of the school year, 1911-1912, Taos County had forty-three teachers employed. Of these one had a first-grade certificate, four had second-grade certificates, thirty-four had third-grade certificates, three had permits, and two had professional certificates.

Certification conditions comtinued on the same level for a number of years without many major changes. However, in 1931 radical changes took place showing definite advancement in qualifications for teachers. The examination which every teacher had to take to obtain his certificate was eliminated, thus making possible the standards of certification that New Mexico has today. This change was adopted in 1935 and supplemented in 1937 by the State Board of Education. The law passed by the legislature in 1935 regarding teachers' certificates read as follows:

> Hereafter no certificate shall be issued by the State Board of Education, to teach in the public schools in this state, to any applicant unless such applicant shall, in addition to meeting all other requirements now or hereafter prescribed by law or by regulation of the State Board of Education, have had at least six semester hours of nine term hours of satisfactory work in any institution of higher learning in the state of New Mexico, of college or university rank. Provided, however, that any requirements now or hereafter prescribed by law or by regulatiom of the State Board of Education except the requirememts of six semester hours or nine term hours of satisfactory work in an institution of higher learning in the state of New Mexico of college or university rank, shall be granted a one-year temporary teaching certificate. Only one such

temporary certificate shall be granted to any one applicant.[4]

During the school year 1935-36 the qualifications of Taos County and the two municipal school systems were as follows: fifty-eight had elementary certificates, thirteen had first grade elementary certificates, fourteen had professional elementary certificates, three had elementary life certificates, one had a three-year high school certificate, nine had five-year high school certificates, and six had high school life certificates. This did not include the superintendents, principals, and supervisors.

A marked improvement in the qualifications of the teachers of the county is noticeable as shown in the table on page 74. These figures are based on statistics required for salary schedule purposes. It shows that a tremendous improvement has taken place in the past thirteen years.

During the school year 1939-40 the following figures regarding the administrators of Taos County were released by the Superintendent of Public Instruction: there was one superintendent with a professional elementary certificate, and one with an administrative certificate. Nineteen principals had first-grade elementary certificates, seven had professional elementary certificates, four had elementary life certificates,

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[4]H. R. Rogers, "Progress in Certification," New Mexico School Review, 17:7, January, 1938.

temporary certificate shall be granted to any one applicant.[4]

During the school year 1937-38 the qualifications of Taos County and the two municipal school systems were as follows: fifty-eight had elementary certificates, thirteen had first grade elementary certificates, fourteen had professional elementary certificates, three had elementary life certificates, one had a three-year high school certificate, nine had five-year high school certificates, and six had high school life certificates. This did not include the superintendents, principals, and supervisors.

A marked improvement in the qualifications of the teachers of the county is noticeable as shown in the table on page 74. These figures are based on statistics required for salary schedule purposes. It shows that a tremendous improvement has taken place in the past thirteen years.

During the school year 1939-40 the following figures regarding the administrators of Taos County were released by the Superintendent of Public Instruction: there was one superintendent with a professional elementary certificate, and one with an administrative certificate. Fifteen principals had first-grade elementary certificates, seven had professional elementary certificates, four had elementary life certificates,

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[4] H. R. Rogers, "Progress in Certification," New Mexico School Review, XVII, January, 1938.

TABLE III

PREPARATION AND EXPERIENCE OF TAOS COUNTY TEACHERS
1949-1950

System	No. of teachers	Experience (total yrs.)			QUALIFICATIONS								
		Out of state	New Mexico	In this system	M.A.	A.B.	$3^{2/3}$	$3^{1/3}$	3	$2^{2/3}$	$2^{1/3}$	2	Less than two
County rural schools	103	17	825	084		20	10	13	9	16	8	12	13
Taos municipal schools	61	117	576	298	10	43	3	3	1				1
Penasco independent schools	22	6	127	58	2	14	1	1	2			2	
Total	186	142	1528	1160	12	77	14	17	12	16	8	14	16

TABLE III

PREPARATION AND EXPERIENCE OF LAOS COUNTRY TEACHERS

1964-1970

| STATION | No. of Teachers | Experience (Post Ist Yr.) | | |

three had administrative certificates, and two had five-year high school certificates.

By the end of the school year 1947-48 two superintendents with an M. A. degree and one with a professional certificate were reported. The principals of the county had the following qualifications: three had M. A. degrees, one had a B. A. degree, two had master teachers' certificates, eleven had professional certificates, one had an elementary life certificate, three had five-years certificates, and three had emergency certificates.

The gradual increase shown in teachers' qualifications in the county has been the result of long years of hard work on the part of those administrators who have set up the standards as time went on and those individual teachers who have done everything in their power to remain in the profession by meeting these standards.

Certification of teachers has served a two-fold purpose in the progress of education. First it has protected the county and its pupils against incompetent teachers and second it has protected those qualified teachers from the competition of others not so well qualified.

At present all teaching certificates are issued by the State Department of Education. An administrative certificate is required for superintendents and principals of

a four-year high school where they have a minimum of four teachers. Teachers who are employed in high schools must have a bachelor's degree and those teaching in elementary schools must meet the minimum requirement of two years of college work. The State Department of Education has tried to be very strict regarding these qualifications. However, in times of emergency such as World War II when there was such a shortage of qualified teachers, quite a few special certificates have been issued in order to meet the emergency. By the end of the school year 1945-1946 there were thirty-six teachers in the county holding emergency certificates. In spite of the fact that by the end of the school year 1947-1948 there were still thirty teachers with emergency certificates, every effort is being made to replace them as fast as possible.

V. TEACHERS' SALARIES

A glance at the report of the Superintendent of Public Instruction for the school year 1911-1912 shows that Taos County spent $11,054.85 for teachers' wages. At the other extreme the Superintendent's report ending the school year 1947-1948 shows a grand total of $410,829 spent for teachers', supervisors', and administrators' salaries. What has taken place between these two periods is a long story of events that have eventually rewarded the struggle which educators

have fought for what they have felt were the just rights of the teachers.

Dr. George I. Sanchez in his report about education in Taos County in 1940 said that the average salary for teachers in the rural schools of Taos County was less than $600 a year. Teachers in the independent schools received slightly more.[5]

Perhaps one of the best boosts which salary increases have received was the raising of standards of the qualifications of teachers. Both, the salary increase and raising of qualification standards, are two phases of education which have progressed hand-in-hand and have contributed immensely to the advancement of education in the county.

Another great incentive regarding this matter is the adoption of salary schedules in the county. Down to 1942 the county rural school teachers and the municipal schools teachers had been working under separate schedules. Beginning with the school year 1942-1943 a uniform salary schedule was adopted by all the schools in the county and at present each individual teacher is paid for his work according to his qualifications and number of years of service.

The present salary schedule for the county has a base

---

[5]George I. Sanchez, Forgotten People (Albuquerque, New Mexico: The University of New Mexico Press, 1940), p. 75.

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[5] George I. Sanchez, Forgotten People (Albuquerque, New Mexico: The University of New Mexico Press, 1940), p. 75.

salary of $1500 for teachers with no experience and one year of college preparation. It goes up to $2600 for a master's degree and no teaching experience. Teachers with no experience receive an increment of $100 for every eight semester hours of college work. This increment is effective up to one and two-thirds years. From that point the increment for eight semester hours of college work is $75. Teachers with two years and over of college preparation receive $100 yearly increment for experience up to ten years and $75 for five years thereafter. Besides these increments teachers began receiving an increase of $240 for the school year 1949-50 to cover the higher cost of living.

During the school year 1947-1948 the aggregate salary for the county rural teachers was $182,025, an average of $2,022.25 per teacher. The Taos Municipal school had an aggregate salary of $141,592 for an average of $2,889.50 and Penasco Independent Schools had $44,187.10 for an average of $2,599.23.

VI. CONSOLIDATION OF SCHOOLS

A general survey of the organization and structure of local school management in New Mexico will lead inevitably to the conclusion that for the most effective offering and best economy there have been too many local units inadequate to perform the services required of them. Fortunately the

general trend today is to get away from such a set-up and unite forces so as to be able to meet the educational obstacles with more vigor and effectiveness.

Consolidation has been going on in New Mexico in a sort of haphazard way until as late as 1923. During that year the formal provision for the consolidation of school districts in New Mexico was explained by a legislative act as follows:

> Sec. 805. Rural school districts may be changed or consolidated after a petition, filed with the County Board of Education prior to the first day of April in any year, containing the signatures of qualified electors of the respective districts affected, to the number of 15% of all the electors in each district. The County Board of Education shall, within ten days after the filing of such petition, call an election in each district affected upon the question, to be held under the supervision of school directors . . . If a majority of the qualified electors in each district shall vote in favor of consolidation or change, it shall be made upon order of the County Board of Education, but an election on the question of consolidation or change shall not take place in any district oftener than once in two years, nor shall the order of consolidation or change be effective until July 2nd, next following the making of such order. . . .[6]

In 1931 Dr. George I. Sanchez made a survey on the status of consolidation in New Mexico and made the following report about Taos County: there are fifty-six schools in the county; thirty of them are one-room schools, two are consolidated schools, one's consolidation is under construction, and eleven are impossible to consolidate.[7] Dr. Sanchez

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[6]Laws of the State of New Mexico, 1923 (Albuquerque, New Mexico: Valiant Printing Company, 1923), p. 309.

[7]George I. Sanchez, "Status of Consolidation in New Mexico," ~~New Mexico School Review~~, 11:25, November, 1931.

did not list the eleven schools which were impossible to consolidate nor did the report comment on why they could not be consolidated, but it is logical to assume that the main cause was due to geographical conditions. According to this report the two consolidated schools were Canon and Taos.

Consolidation in Taos County was very slow in getting under way but when it finally came it was on a large scale. Prior to 1938 there were forty-four dispersed districts in the county. A tremendous reorganization of the districts took place that year and the whole county was divided into ten school districts, including one municipal and one independent district.

District 1 was composed of the Taos Public Schools, with El Prado and Canon included. District 2 included Talpa, Ranchos de Taos, Llano Quemado, Los Cordovas, and Cordillera. District 3 was the largest, with the following schools: Llano San Juan, Cuchilla, Chamisal, Ojito, Vadito, Rodarte, El Valle, Llano Los Vigiles, Trampas, Río Lucio, Llano Largo, and Sanchez. The Peñasco Public Schools comprised District 4 and District 5 was made up of Pilar only. Ojo Caliente, Tres Piedras, and Carson belonged to District 6, and in District 7 there were Arroyo Hondo and San Cristobal. In District 8 there were Arroyo Seco, Valdez, and

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Talpa, Ranchos de Taos, Llano Quemado, Los Cordovas,
Cordillera. District 2 was the largest with thirteen
schools: Llano San Juan, Cunicia, Upper and Lower Colo,
Rodarte, El Valle, Llano Los Triples, Arroyo Hondo,
Llano Largo, and Lucero. The Ranchos Valley school com-
prised District 3 and District 5 was made up of Pilar and
Ojo Caliente, Tres Piedras, and Cerro School belonged to District
6, and in District 7 there were Arroyo Hondo and Los Cordo-
tobal. In District 8 there were Arroyo Seco, Valdez,

Des Montes, while Questa, Cerro, Moly Mine, and La Lama made up District 9. In the northern part of the county was District 10, comprising Costilla, Amalia, and Ventero. The map on page 82 shows the present division of the school districts and the location of each school in the county.

Since 1938 there have been few changes made. Pot Creek school was added to District 2 in 1949 and the Fish Hatchery school was added to District 9 in 1948. Los Córdovas, Upper Ranchito, and Lower Ranchito were consolidated with the Taos Public Schools in 1948.

The largest and most recent change took place July 1, 1950, in Districts 3 and 4. The Peñasco Public Schools have completely absorbed all of the schools formerly in District 3 and the system is hereafter to be known as the Peñasco Rural Independent Consolidated District Number 4. This means that the reorganized district will be made up of the Peñasco Public Schools, Sánchez, Llano Largo, Río Lucio, Trampas, Llano Los Vigiles, El Valle, Rodarte, Vadito, Ojito, Chamisal, Cuchilla, and Llano San Juan.

According to Mr. Alfredo Romero, superintendent of the newly reorganized district, at present there will be no changes made regarding the transportation of students, but as soon as the much needed buildings are obtained the children from the outlying areas from about the seventh grade up will be transported by motor vehicles to Peñasco.

SCHOOL DISTRICTS AND SCHOOLS IN TAOS COUNTY

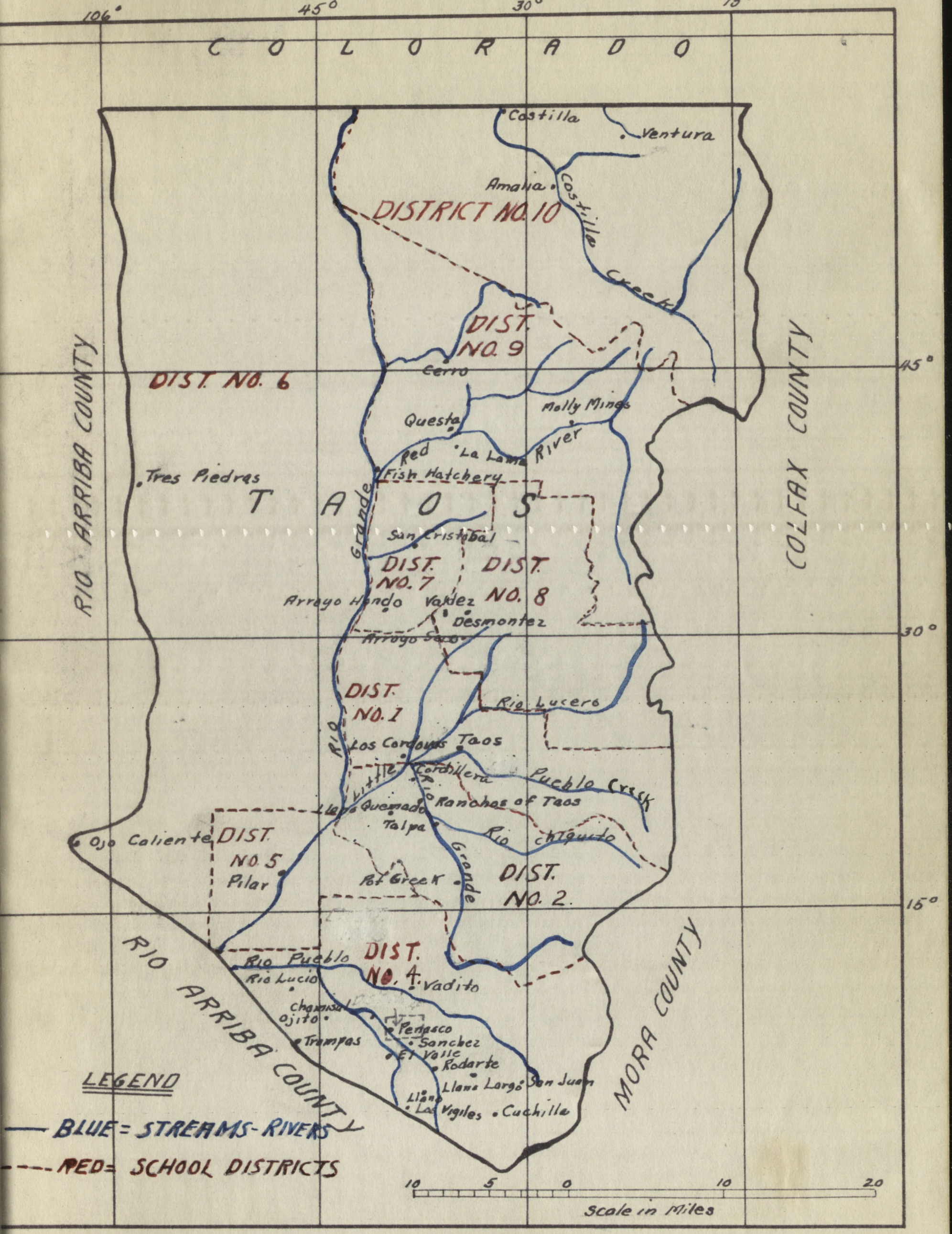

FIGURE 6

There is no doubt that consolidation of schools is the magic phrase in the school system in Taos County today. This can be reflected in the lifting power of education that is being demonstrated in the life of the people. A rather small but concrete example of the effectiveness of pooling their resources was demonstrated in District 2 when Talpa, Llano Quemado, and Cordillera cooperated to secure wells for their respective districts. In 1947 the money collected from direct taxes was used to build a well costing $2,000 at Talpa. The following year the same plan was used for building another well at Llano Quemado and in 1949 another one was built at Cordillera. Had these three districts been working individually they could never have built these urgently needed sources of water supply for their schools. The people of Taos County have come to realize the many advantages that consolidation offers their children. Even though it is not near perfection, it has shown definite tendency toward continuous advancement.

VII. TRANSPORTATION

As soon as the important program of consolidation took form in the county in 1938, most of the districts were faces with the problem of transportation for their students. Prior to this consolidation movement the different districts

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VII. TRANSPORTATION

As soon as the important program of consolidation took form in the county in 1938, most of the districts were faces with the problem of transportation for their students. Prior to this consolidation movement the different districts

which found it necessary to transport their children to a distant school had met this problem the best way they could, sub-standard vehicles being used on many routes. Luckily, on March 15, 1937, the state legislature approved the following bill which created a transportation fund to be used for school purposes:

> Section 1. Hereafter during the month of July of each year the State Treasurer shall deduct from the State Public School Equalization Fund in proportion to each county, an amount equal to one per cent (1%) of the total spent by the county for transportation of pupils of the previous year, such amounts to be determined by a certificate showing same made by the State Educational Budget Auditor and submitted by said State Educational Budget Auditor to the State Treasurer. The State Treasurer shall cover said amounts so deducted to the credit of a separate fund hereby designated as the State Transportation Fund. Said State Transportation Fund shall be used by the State Board of Education for investigating, supervising and controlling the transportation of pupils throughout the state in the interest of economy, efficiency and safety. . . .[8]

As a result of this law a survey of all transportation routes and the types and condition of buses being used for the transportation of pupils was made for the school year 1937-1938. At that time Taos County had only seven buses and 224 students were being transported. Following the completion of the survey, the State Board of Education set up certain requirements and specifications which called for

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[8] Laws of the State of New Mexico, 1937 (Santa Fe, New Mexico: The Quality Press, 1937), pp. 439-440.

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[8] Laws of the State of New Mexico, 1937 (Santa Fe, New Mexico: The Quality Press, 1937), pp. 435-440.

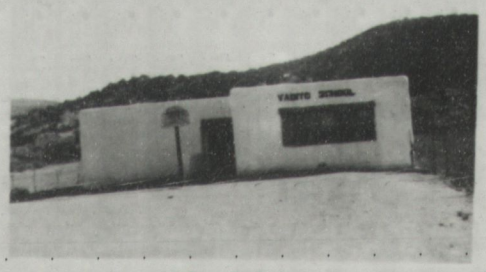
the best type of driver obtainable, for all steel equipment to replace the unsatisfactory type of buses found, and for a uniform bus driver's contract. To be eligible for this contract each driver of a school bus was required to take at least twenty-five clock hours of Driver Education and Training. This training covered all types of highway hazards, traffic rules, sound driving practices, rules and regulations governing transportation, discipline in the bus, harmony among patrons of the community, and first aid.

A reorganization of transportation was made in Taos County with the thought in mind of eliminating illegal routes, combining routeswhere it was practical, and rerouting other routes where it meant more safety and comfort to the pupils being transported. Such careful consideration was given this matter of transportation that by 1948 the report of the Superintendent of Public Instruction gave the following figures for the county: Sixteen motor vehicles were in use that year transporting 910 students at a cost of $35.53 per capita for a total of $32,328.62. The picture immediately following shows the sixteen modern steel buses which are used at present and which meet every requirement as prescribed by the State Board of Education. These buses are privately owned by individuals who operate them under the county. The State Budget Auditor approved the sum of $46,265 for the county's transportation for the school year

FIGURE 7

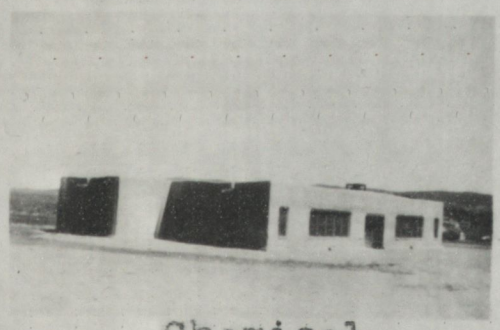
TAOS COUNTY BUSES AND ELEMENTARY SCHOOLS

Tres Piedras



Vadito

Trampas



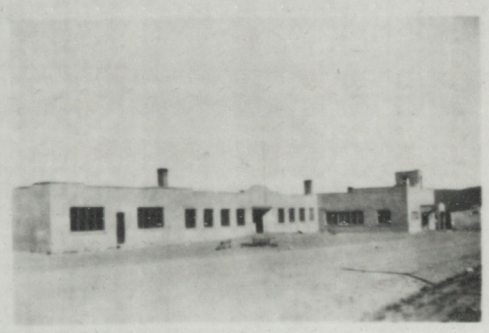
Chamisal

Arroyo Hondo

Llano de San Juan

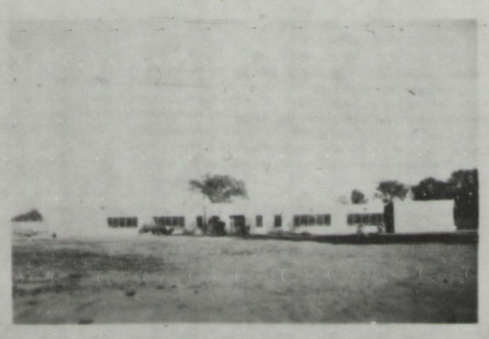
Los Vigiles

Sanchez



Penasco

Cerro



Taos

Fish Hatchery

1949-1950.

The importance of pupil transportation in the County of Taos can be best summarized in the words of Mrs. T. L. Brandon in her opening paragraph of "A Parent Discusses Pupil Transportation":

> School Bus Transportation is a definite part of the school program in New Mexico. At the present time approximately twenty-eight per cent of the total enrollment in the schools of the state is being transported each day of the school year. No other part of the school program carries with it more responsibility than that of transportation; consequently, no effort is too great to insure the safe and economical operation of this phase of the school system.[9]

VIII. HIGH SCHOOLS

At the time that New Mexico was admitted into the Union there was not a single high school in existence in Taos County. In 1912 the first school law under which any county might, by special election, establish one or more high schools supported by a general county tax and free to all children of high school grade in the county was enacted. The law read as follows, in part:

> Section 1. That county high schools may be established as hereinafter provided in each county of this state having a population of five thousand or more inhabitants as shown by the last federal census.
>
> Sec. 2. When petitioners to the number of one-fifth of the electors of the county, including women qualified

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[9]Mrs. T. L. Brandon, "A Parent Discusses Pupil Transportation," New Mexico School Review, 22:13, April, 1943.

1949-1950.

The importance of pupil transportation in the County of Taos can be best illustrated by the words of Mrs. E. L. Brandon in her opening paragraph of "A Report Concerning Pupil Transportation":

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---

[2] Mrs. E. L. Brandon, "A Report Concerning Pupil Transportation," New Mexico School Review, 22:12, April, 1943.

> as provided in section 1, Article VII of the State Constitution, shall petition to the board of county commissioners of any county of the class provided for in section one requesting that an election be called to determine the question of establishing a county high school in such county at a place named in said petition, it shall be the duty of said board of county commissioners to call an election for said purpose not less than thirty days following the meeting of said board at which such petition is received . . . If a majority of votes cast at said election shall be in favor of establishing such high school at the place named in said petition by executing a certificate under the seal of said board of which certificate duplicates shall be delivered to the county clerk and the assessor of said county.[10]

Taos High School. In spite of the fact that this law was passed in 1912 and later amended in 1913, Taos County continued without a high school until 1917. On July 2nd of that year, the day after the County Board of Education of Taos was created, the new board comprised of Isaac Dwire, Pascual Martínez, Porfirio Abreu, Mel Straub, and Superintendent Pablo Quintana took up the matter of creating a County High School at Taos. The need was so urgently felt by all the members of the board that the motion for the creation of a high school was passed unanimously. The following day all the members of the board went before the County Commissioners to urge the approval of the newly proposed school. The commissioners, Leocadio Martínez, Jacob Posner, and Manuel Barela, approved the proposal and

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[10] Laws of the State of New Mexico, 1912 (Albuquerque, New Mexico: Albright and Anderson Printers, 1912), p. 93.

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---

[1] Laws of the State of New Mexico, 1917 Amendments, New Mexico Albright and Anderson Printers, 1917) p. 93.

immediate arrangements were made to levy a tax of five mills for its support. Arrangements were made at a later date for the opening of the new high school in the village of Taos with Miss Jessie Howard as the first teacher in charge.

The site of this first Taos County High School was where the present Presbyterian Church now stands. There were five rooms in the building but not all of them were put to use at first. Miss Emma McKean took charge of the school after Miss Howard left and remained at its head until 1921. During this year a new high school building was built and the high school students were transferred immediately upon its completion. This building is now being used for the Junior High School including the grades from seven through nine. The high school remained here until 1939 when it moved to the present modern building completed in that year with the aid of the W.P.A.

Following Miss McKean as principal of the school was Mr. Albright, who was later succeeded by Mr. Lyckman. Mr. Palmer took Mr. Lyckman's place as principal and in 1933 Mr. Wesley Freeburg became head of the school. During this year under County School Superintendent Cristobal Quintana, the Taos County High School became an independent district, and Mr. Freeburg automatically became superintendent of the newly-created district. Mr. Fred Jones served as the first

TABLE IV

TAOS MUNICIPAL SCHOOL STATISTICS
1935 TO 1950

School year	A.D.A. H.S.	A.D.A. Elem.	Graduates H.S.	Graduates Elem.	Total number students	Total current expense	Value of school property
1935-36	137	260	20	18	397	$3,182.25	$42,100
1936-37	157	239	15	27	296	3,400.34	42,300
1937-38	180	287	29	28	468	8,840.31	42,600
1938-39	217	331	34	45	547	13,945.00	43,900
1939-40	277	399	49	49	676	15,415.00	129,150
1940-41	264	404	34	57	668	41,117.00	147,750
1941-42	292	374	56	39	666	46,143.00	147,750
1942-43	234	567	38	57	801	65,744.00	223,650
1943-44	213	575	33	56	789	83,420.00	223,650
1944-45	205	628	32	62	834	107,859.00	227,197
1945-46	259	763	33	60	1022	131,720.00	295,400
1946-47	298	875	52	68	1173	173,962.00	299,200
1947-48	324	906	45	56	1230	214,130.00	302,950
1948-49	343	938	57	90	1281	238,346.00	315,380
1949-50	357	924	70	91	1282		318,280

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1939-40	277	399	40	40	696	15,415.00	129,150
1940-41	264	404	34	37	668	11,117.00	142,750
1941-42	282	374	36	39	666	16,183.00	147,750
1942-43	234	362	38	32	601	15,240.00	223,650
1943-44	213	375	33	36	789	83,420.00	223,650
1944-45	203	628	32	42	834	102,859.00	227,147
1945-46	259	263	33	60	1022	131,236.00	232,400
1946-47	288	875	32	68	1173	173,962.00	238,200
1947-48	324	906	42	56	1230	214,130.00	305,950
1948-49	343	938	32	80	1281	239,346.00	312,380
1949-50	357	924	20	91	1282		318,280

the people of Penasco. A compromise was made between these two parties. Father Cooper agreed to supply the site and the necessary building if the county would agree to pay the teachers' salaries. The teachers were to be Catholic Sisters.

Father Cooper spearheaded the movement and persuaded the people to furnish all the necessary labor. The material used was either supplied by the people or purchased with money donated by local charity and through individuals and organizations which Father Cooper knew in the East.

As soon as the building was completed in 1931 Father Cooper sent for the Dominican Sisters from Grand Rapids, Michigan. Sister Theodoria was placed in charge of the new high school in the new building. Later she was succeeded as head of the school by Sister Adorine. Sister Mercedes took Sister Adorine's place and was followed by Sister Maura, who remained as principal until the results of the Dixion case went into effect in 1949. This was a decision made by the New Mexico State Supreme Court banning Catholic nuns and brothers from receiving pay for teaching in public schools and also banning the use of school buses for transportation of parochial school pupils.

Mr. Alfredo Romero was placed in charge of the school and at present he has nine lay teachers under his jurisdiction in the high school.

When the sisters first came to Peñasco in 1931 only one lay teacher was employed. Pablo Sanchez was the woodwork instructor and was later replaced by Don Quintana. Later Amarante Romero took Mr. Quintana's place.

The first lay teacher to give classroom instruction with the sisters was Vidal Trujillo. He began as an instructor of Spanish in 1937. Later Mr. Alfredo Romero, the present superintendent of the newly created Peñasco Independent Rural District, joined the faculty. Thus the addition of lay teachers was gradually increased until by 1949 about half of the faculty was composed of lay teachers.

The first graduating class was in 1928, when one senior graduated. This is a big contrast to the Class of 1950 which comprised twenty-six seniors. Peñasco has been an independent district for eighteen years and at present has a valuation of $65,635 with no outstanding bonded indebtedness.

Costilla High School. In 1920 the first two-year high school was established at Costilla under the influence and initiative of Father Barrat. The school remained open for three years but in 1923 it did not open. Two reasons were given for its being unable to go ahead, -- the county did not have sufficient funds to support the school and not enough qualified teachers could be found.

The school remained closed until 1928, when Father Oelman was successful in getting three Sisters of Mercy from Grand Rapids, Michigan, to come to Costilla and reopen the much-needed high school. The new teachers were Sister M. Joanna, Sister M. Basil, and Sister M. Bertrand. These sisters carried on the work of the high school until the spring of 1930 when they were asked to leave due to the fact that the Sisters of Mercy had recently been amalgamated and this territory had been assigned to the Sisters of Mercy in Denver, Colorado.

The following autumn of the same year a four-year high school was opened with the Sisters of Mercy from Denver in charge. The first class to graduate was in 1932, with all graduates being from the town of Questa. Costilla High School serves the communities of Garcia, Colorado, and Amalia in addition to its own locality. Down to 1949 students in the eleventh and twelfth grades had been transported by motor vehicles from Questa to Costilla, but this practice was discontinued upon the establishing of a four-year high school in Questa in the fall of that year.

Costilla High School has, since its creation, been a county high school and has been under the jurisdiction of the Taos County School Board of Education and the County School Superintendent. Even though its teachers have been predominantly of Catholic orders down to 1949, they have been

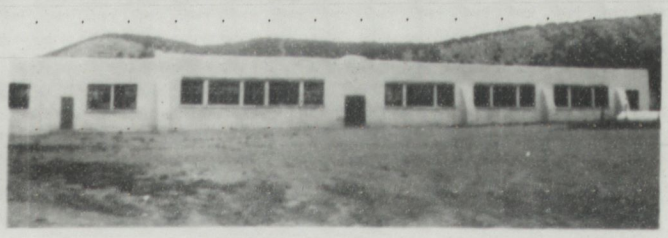
receiving their salaries from the county. The different persons who have acted as principals of this school are: Sister Aloysius, Sister Pancratia, and at present Mr. Eddie Cordova.

In 1940 a $10,000 bond issue was approved for the erection of a new school building about half a mile from where the old convent high school building used to be. The new building, shown on Figure 8, was built under the W.P.A. labor and has been in use since 1941. In 1949 another bond issue for $27,000 for the erection of another badly needed high school building was voted. At present Costilla has a valuation of $658,384 with a bonded indebtedness of $39,400.

Questa High School. The first high school in Questa was located at the present residence of the village priest. Between 1930 and 1940 this school was discontinued and the students were transported to Costilla to attend the school there. In 1940 a second attempt to open a two-year high school was more successful, as this time they had a well-built building of their own. This was a five-room structure which was the result of a $5,000 bond issue passed in 1940, with labor furnished by the W.P.A. This building is still being used at present for high school instruction. Mr.

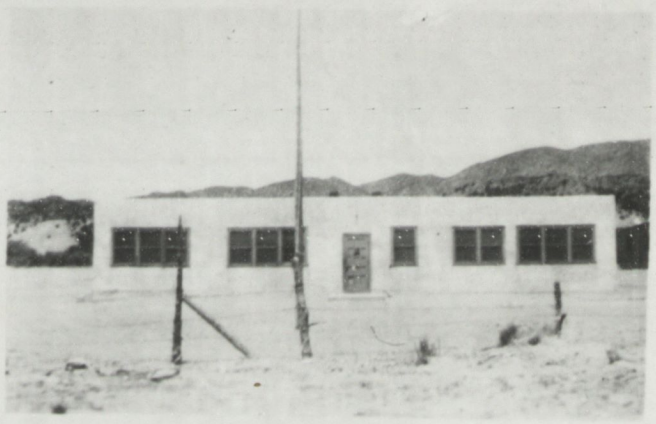
Questa

Taos



Penasco

Costilla



Ojo Caliente

FIGURE 8

Abran Fernandez was the first principal of this school, with Perfecto Jaramillo and Miss Waggner as the other teachers.

Efforts to make it into a four-year high school seemed to be properly rewarded when suddenly World War II broke out, thus prolonging the task until as late as 1949 when it was finally accredited by the State Education Department as a regular high school offering four years of secondary work. Down to this time the eleventh and twelfth grade pupils had been transported to Costilla to attend school there.

Mr. Bialquin Rodriguez followed Mr. Fernandez as principal and in 1949 he was followed by Mr. Manuel Berg. Besides Questa, this school serves the communities of Cerro, La Lama, and Moly Mines.

In 1949 Questa voted on and passed a bond issue of $40,000 for the erection of a gymnasium. At present Questa has a valuation of $732,162, with a bonded indebtedness of $42,000.

Ojo Caliente High School. The secondary school at Ojo Caliente was founded in 1936. It was the result of a bond issue for the amount of $2,250 which was passed that year. Unlike Costilla and Peñasco high schools, Ojo Caliente has never had teachers of any religious order. From its beginning its faculty has been comprised of lay teachers only. Its first principal was Mr. Robert Vialpando, with

Mr. Abran Fernandez and Mr. Eluid Vásquez as teachers. Its first graduating class was in 1938, when five students finished high school.

In 1942 a new bond issue was passed (amount not available) and the old building was completely renovated and more rooms added to it. The persons in charge of the school since Mr. Vialpando have been Mr. J. W. Evans, Mr. Abran Fernandez, Mr. Pete Sisneros, Mr. Eddie Medina, Mr. Perfecto Jaramillo, and Mr. Ralph Trujillo. The school serves the communities of Tres Piedras, Carson, Vallecitos, La Madera, and Lower Ojo Caliente. The last three are located in Rio Arriba County. At present Ojo Caliente does not have any outstanding bonded indebtedness, and its total valuation is $270,800.

IX. PROGRESS MADE DURING THIS PERIOD

The steady progress of education in Taos County has followed the forward trend shown in most of the New Mexico schools since statehood in 1912.

The few obstacles which have caused retardations have not swerved the will and desire of the progressive educators who have had such an important part in the molding of the present educational system.

There have also been present the influence and help

that mission, parochial, and government schools have given public education. Their contribution cannot be denied in the overall picture of the history of education in the county.

Then, too, there were other important contributing factors such as the progress in extending the school term from less than three months to the standard nine-month school it is today. The steady raising of the qualifications of teachers also has been a great influence in the improvement of teachers' salaries. These two elements have had considerable influence in attracting persons from the higher strata of intelligence to a profession which has such tremendous power in moulding the characters of the boys and girls of today.

The centralization of school plants, thus offering better facilities such as buildings, equipment, playgrounds, books, qualified instructors, working materials, and adequate transportation facilities, are also progressive contributions greatly developed during the past forty-three years. A study of the figures in Table V shows the increase of school property and equipment valuation which has taken place between the years 1939 and 1949. The increase is certainly a good sign of progress made during this era.

Perhaps a good way to summarize the progress that

TABLE V

VALUE OF SCHOOL PROPERTY AND EQUIPMENT
1939-1940

School system	Buildings and grounds		Equipment	
	Elementary	Senior High	Elementary	Senior High
Rural schools	$137,818	$ 27,125	$11,830	$ 5,700
Taos Municipal Schools	19,250	92,950	2,400	14,550
Penasco Independent	20,800	24,500	2,700	5,225
Totals	$177,868	$144,575	$16,930	$25,475

1948-1949

Rural schools	$147,800	$ 36,870	$29,285	$14,080
Taos Municipal Schools	72,000	122,000	6,700	12,300
Penasco Independent	22,800	38,200	9,270	13,770
Totals	$242,600	$197,070	$45,255	$40,150

School system				
Rural schools				
Taos Municipal Schools				
Pueblo Indian pueblos				
Totals				

has taken and is still taking place in the county is to quote, in part, the opening paragraph of George I. Sanchez' report on education in his book Forgotten People:

> One of the heartening features of the situation in Taos is the amount of progress that has been made in public education within the last ten or fifteen years. In the face of all sorts of difficulties, this county has made remarkable advances in its system of public schools. It is doubtful that any other county in the state has achieved as much, dollar for dollar. Taos County has demonstrated an extraordinary determination to forge ahead in education in spite of conditions beyond its control. . . .[11]

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[11]Sanchez, op. cit., p. 71.

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1) Simonds, op. cit., p. 71.

CHAPTER VI

SUMMARY AND RECOMMENDATIONS

I. SUMMARY

The Spanish Conquistadores came and went periodically in Taos County for a period of over two hundred years. After many turbulent experiences the present boundaries of the county were defined and today it occupies 2,256 square miles of territory between the 105th and 106th degrees of west longitude and 36th and 37th degrees of north latitude. Although located in the heart of the Sangre de Cristo Range, it has many fertile valleys bordering picturesque rivers and streams where most of the thirty settlements have been founded. For over two centuries many of these settlements have existed and have undergone glorious experiences in the course of the development of the history of education.

Crude attempts towards education during the Spanish and Mexican Occupations were sorrowfully rewarded. Now and then an outstanding figure like Padre Antonio José Martínez stood out in the lime-light and became immortalized for his untiring efforts in promoting education in this area for people who were in such desperate need for it. But even then, one individual against all those obstacles proved to be no match. An enterprise like education needs the help

of all the members of society if it is to become a worthwhile endeavor.

The first public school law was enacted as early as 1860, providing for a school in each settlement to be supported by a tax of fifty cents a month for each child who attended. These were public schools but they were not free schools. This plan met the objection of the rich to paying for the education of the poor, but in spite of that it remained in force, with some modifications, for the next thirty years. Other futile attempts were made in 1872 when the first poll tax of one dollar a year for each able-bodied man twenty-one years old was levied. Four years later the liquor tax and fines for violations of Sunday laws were added as sources of revenues for the upkeep of education.

It was not until 1891 that a comprehensive, modern public school system was instituted. Governor Prince was a great believer in education and when the twenty-ninth Legislative Assembly met he urged upon it the creation of a modern school system as its most important duty. The old hit-and-miss system was completely outlawed and an entirely new system was adopted. With the appointment of Amado Chaves as the first Superintendent of Public Instruction educational conditions began slowly but steadily to improve

in Taos County. The course education was to follow was a definite one, and, best of all, it had the assistance of the much needed financial support to carry on its work. It is true that during this continuous progress the schools have met with many problems, but as time went on conditions began to ease somewhat so that by 1912, when New Mexico became the forty-seventh state, there was marked improvement shown in every phase of education in the county.

The education laws of New Mexico were such that responsibility for the failure or success of schools rested almost wholly with the local communities. At first this concept was difficult for the masses to grasp, but through the efforts of the educators this sense of responsibility has gradually found its way to the majority of the people as an every-day duty. Consequently, vast improvements have been accomplished. A good example is the consolidation movement that has taken place in the county. Even though the state passed the law providing for consolidation of school districts in 1923, the people in Taos County, with few exceptions, waited until 1938 when a complete reorganization of the county broke the forty-four existing districts and redivided them into ten. The change was slow in coming but, when it finally did come, it was done in a big way.

Other changes which have resulted in vast improvements

have been the lengthening of the school term to nine months, the standardization of the qualifications of teachers, the betterment of transportation facilities for school children, the standardization of the course of study, the establishment of high schools, and the voting of bonds by the districts for the erection of more nearly adequate buildings.

All these factors have contributed greatly to the development of the Taos County school system, and even though conditions are being taken care of rather satisfactorily, there is still much room for further improvement.

II. RECOMMENDATIONS

A brief review of the summary of this study shows that, since the common school law was passed in 1891, a trend of progress in the different phases of education has been present throughout the years. It will be noted, however, that the requirements for administrators of the county school system have not been altered for a long time. If the improvement of administration is to keep pace with the improvement of instruction, it is logical to assume that all standards concerned should be raised on even terms.

It is urgently recommended that the minimum qualifications for the county superintendent should be a master's degree with a major in school administration. Besides this

collegiate preparation the superintendent should have at least a minimum of five years of teaching experience. This would eliminate the so-called "immature minds" from getting into administrative positions too soon after completing their college work. Furthermore, the county superintendency should be an appointive office by the Board of Education instead of elective as it is at present. This would eliminate the ever-constant problem of applying political pressure on an individual who does not stand well with the party, regardless of his competency as an administrator. Under the present set-up there is always the possibility that a change of administrators may take place every two years. Educators know that long-range programs in the field of education cannot be consummated in this length of time, or even within the time limit of four years that a superintendent is allowed in office; consequently, the school children are the losers in the long run.

The county supervisor should also meet certain requirements before he is employed. A bachelor's degree should be set as a minimum requirement, with a master's degree recommended. In addition, he should have at least some semester hours of work in supervision and a minimum of five years of teaching experience.

All principals of high schools should have the same

requirements as those recommended for county school superintendents.

There is little doubt that today the most important movements in the county have been those of consolidation of school districts. Since 1938, when the county's forty-four school districts were reduced to ten, few minor changes have taken place in consolidation until recently. On July 1, 1950, the twelve schools of District 3 were consolidated with District 4.

A few more consolidations should be undertaken, especially in the central part of the county so that, instead of having nine school districts, there would only be five. The following mergers are recommended: District 1 should be expanded so as to include what are now Districts 7 and 8 or the schools of San Cristobal, Arroyo Hondo, Valdez, Desmontes, and Arroyo Seco. District 5, with Pilar the only school, should also join District 1 and have transportation for its students to Taos. A study of this particular school shows that, since it is only twenty miles from Taos and the route is on an excellent paved road, it would cost less to transport the children to Taos than it is now costing the county for the upkeep of the school for nine months with its two teachers. District 2, with Ranchos de Taos, Cordillera, Llano Quemado, Talpa, and Pot Creek, should also be made a part of District 1.

Figure V shows the map of Taos County with the schools and school districts as they are at present: however, a close study will show how practical the above recommendations are. The proposed five-district plan would be as follows: District 1 would include Taos, Cañon, El Prado, Ranchito, Los Córdovas, Ranchos de Taos, Cordillera, Llano Quemado, Talpa, and Pot Creek. District 2 would include Peñasco, Sánchez, El Valle, Rodarte, Llano Largo, San Juan, Llano Los Vigiles, Cuchilla, Trampas, Ojito, Chamisal, Río Lucío, and Vadito. In District 3 there would be Questa, La Lama, Moly Mines, Fish Hatchery, and Cerro. District 4 would include Costilla, Amalia, and Ventero, and in District 5 there would be Ojo Caliente and Tres Piedras.

Once these five school districts were divided the next step would be to provide adequate transportation facilities for the hundreds of school children who would be included in the program. Not only would efficient school buses be demanded, but due to the geographical and climatic conditions it would be imperative to insist upon and, if necessary, demand, through proper legislative authority, the improvement and maintenance of all roads along which school children were being transported. The deplorable conditions which now exist in the building of adequate highways and their maintenance is of serious concern to the program of

education in the county.

The recommendations in this study have been made with the hope that in the not-too-distant future they may become realities for a county that has struggled so hard to bring educational facilities such as are commonly found throughout the United States today to its own children.

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Cordova, Fidel,: was interviewed June 5, 1950, at Taos, New Mexico, and gave information regarding early schools in Taos and first county institutes.

Cordova, Benito,: from Questa, New Mexico, gave information about early schools in Questa. He was interviewed June 8, 1950.

Fernandez, Abran,: was interviewed about history of first high school at Questa on June 6, 1950.

Garcia, Felix,: from Garcia, Colorado, gave information regarding early history of schools at Costilla and games played at that time. The interview took place July 1, 1950.

Herrera, Antonio,: was interviewed at Ojo Caliente regarding first schools established at that area. He also gave information about history of Ojo Caliente high school. This information was obtained June 25, 1950.

Martinez, Dionicio,: gave important information about early schools and instruction methods at Ranchos de Taos and vicinity, June 7, 1950.

Martinez, J. B.,: interviewed June 6, 1950, gave information about history of Taos high school.

Martinez, Pascual,: from Taos, New Mexico, gave information about life and work of Padre Antonio Jose Martinez. Mr. Martinez was interviewed June 8 and 10, 1950.

Otero, Joe L.: interviewed July 1, 1950, at Taos, New Mexico. Gave statistics about the present Taos High School.

Ortega, Solomon,: from Penasco, New Mexico, gave information about the early schools at Penasco and vicinity. He was interviewed June 8, 1950.

Pacheco, Antonio,: was interviewed at Arroyo Seco, New Mexico, concerning the early schools in that area on June 2, 1950.

Quintana, C. J.: from Taos, New Mexico, gave information on July 2, 1950, about history of Taos High School.

Romero, Alfredo,: was interviewed at Penasco, New Mexico, concerning the history of Penasco High School on July 3, 1950.

Santistevan, Floyd,: gave important statistics concerning bond issues of Taos County's school districts. He was interviewed at Santa Fe, New Mexico, July 5, 1950.

Trujillo, Alfredo,: gave interesting and important material concerning first text books used in early Taos schools. The interview took place July 3, 1950.

Vigil, J. J.: was interviewed at Cerro, New Mexico, concerning the early schools in that area. The interview was held at Cerro June 8, 1950.

APPENDIX

SCHOOL SUPERINTENDENTS OF TAOS COUNTY

SINCE 1891 TO 1950

1891-92 Ramon Sánchez

1893-95 Melaquías Martínez

1895-96 Santiago Abreu

1897 Escolastico Martínez

1898-1901 Francisco M. Martínez

1902-04 Antonio B. Trujillo

1905-06 Daniel Sisneros

1907-10 Isaac Dwire

1911-16 Jose Montaner

1917-18 Pablo Quintana

1919 Jose Montaner

1920 Alfredo Miramón

1921-22 Cristobal Quintana

1923-24 J.P. Rael

1925-26 Joe B. Martínez

1927-30 Floyd Santistevan

1931-32 Cristobal Quintana

1933-36 Floyd Santistevan

1937-38 Lionides Pacheco

1939-40 Floyd Santistevan

1941-42 Abiquel Maes

1943-46 E. E. Ortiz

1947-48 Abiquel Maes

1949-50 Felipe Trujillo

SCHOOL SUPERVISORS OF TAOS COUNTY

FROM 1931 TO 1950

1931-32 Ruth Miller

1933-34 Vidal Trujillo

1943-47 Joe L. Otero

1947-48 Bernabe Chávez

1948-50 Gregorio Vigil

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YEAR	NAME	LANGUAGE	PUBLISHER
1835	El Crepúsculo	Spanish	Padre Martínez
1884-87	El Heraldo de Taos	Spanish	Inocencio Valdez, Jr.
1887-88	The Taosonian	English	Loren Brown & Ino Valdez
1890-91	El Monitor	Spanish	Loren Brown & Ino Valdez
1892-94	El Faro Popular	Spanish	Loren Brown & Ino Valdez
1893-95	Taos Valley News & Río Hondo Miner	English	Loren Brown
1895-96	Taos Monitor	Spanish	Ino Valdez
1898-99	Advertiser	English	Loren Brown
1898-1902	The Taos Cresset	English	Frank Staplin
1902-22	La Revista de Taos	Spanish	Jose Montaner
1904-19	Taos County Republican	Spanish, English	Fidel Córdova
1912-15	Taos Recorder	English, Spanish	George Tinker
1915-17	El Bien Público	Spanish	Vincent Thomas
1919	Buletín Popular	English, Spanish	
1919-21	Taos Valley News & El Crepúsculo	English, Spanish	Jose Montaner
1921-23	Taos Valley News	English	Jose Montaner
1922-23	Revista de Taos	Spanish	Jose Montaner
1933-36	Taos Valley News	English	Lindsey Newton
1933-36	La Revista de Taos	Spahish	Lindsey Newton

YEAR	NAME	LOCATION	DISPOSITION
1835	El Cristobalito	Ostrich	Shorty Dunlivy
1884-87	El Portal de Taos	The Gap	To Santa Fe Ring, Jr.
1887-88	The Tycoon	Eagle	Lorin Brown & Jim Waldo
1890-91	El Monitor	Pyramid	Lyman Brown & Jim Waldo
1892-94	El Real Rosario	Spanish	Herman Brown & Jim Waldo
1893-95	Taos Valley News & El Pueblo Miner	Pueblo	Lloyd Brown
1895-96	Taos Bulletin	Bruted	Inc. Ogden
1896-99	Advertiser	Ski Tub	Lorin Brown
1898-1902	The Taos Crescent	Pueblo	Frank Nesbit
1902-22	La Revista de Taos	Spanish	Jose Montoya
1904-19	Taos County Republican	Spanish, Pueblo	Adrian Trujeque y Lovato
1912-15	Taos Progress	Anglo	Dennis Slater
1915-17	El Mesa Critic	Spanish	Vincente Chavez
1919	Duluth Echoler	Pueblo, Spanish	
1919-21	Taos Valley News & El Crepusculo	English, Spanish	Jose Montoya
1921-23	Taos Valley News	Pueblo	Jose Montoya
1922-23	Revistita Taos	Spanish	Jose Montoya
1933-36	Taos Valley News	English	Dwayne Peyton
1933-36	La Revista de Taos	Spanish	Ilwine Martin

YEAR	NAME	LANGUAGE	PUBLISHER
1936-40	The Taos Review & The Taos Valley News	English	Charles Frye
1936-40	La Revista de Taos	Spanish	Charles Frye
1939-41	El Taoseño	Spanish	Everett Wheeler
1941-47	The Taoseño & The Taos Review	Spanish, English	Everett Wheeler
1947-48	The Taoseño & The Taos Review	Spanish, English	Bob Petteys
1948-49	El Crepúsculo	Spanish, English	Edward Cabot
1948-50	The Taos Star (Bought by El Crepúsculo in 1950)	English	Peavy Wells, Charles DuTant

YEAR	TITLE	DIRECTOR	STARRING
1935-40	The Love Parade (Remade in 1940 as The Chocolate Soldier)	Ernst Lubitsch	Maurice Chevalier Jeanette MacDonald
1936-40	Naughty Marietta	Robert Z. Leonard	Jeanette MacDonald Nelson Eddy
1939-41	New Moon	Robert Z. Leonard	Jeanette MacDonald Nelson Eddy
1941-47	The Harvey Girls	George Sidney	Judy Garland John Hodiak
1947-49	The Pirate	Vincente Minnelli	Judy Garland Gene Kelly
1948-49	Easter Parade	Charles Walters	Judy Garland Fred Astaire
1949-50	The Barkleys of Broadway (Remade by Ed Wynn as Curtain Call in 1950)	Charles Walters	Fred Astaire Ginger Rogers

IMPORTANT!

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