

University of New Mexico

UNM Digital Repository

Teacher Education, Educational Leadership &
Policy ETDs

Education ETDs

Summer 6-2-1939

A Study of the Spanish-American Normal School at El Rito

Carl Robert Jensen

Follow this and additional works at: https://digitalrepository.unm.edu/educ_teelp_etds



Part of the [Bilingual, Multilingual, and Multicultural Education Commons](#), [Educational Assessment, Evaluation, and Research Commons](#), and the [Educational Leadership Commons](#)

Recommended Citation

Jensen, Carl Robert. "A Study of the Spanish-American Normal School at El Rito." (1939).
https://digitalrepository.unm.edu/educ_teelp_etds/159

This Thesis is brought to you for free and open access by the Education ETDs at UNM Digital Repository. It has been accepted for inclusion in Teacher Education, Educational Leadership & Policy ETDs by an authorized administrator of UNM Digital Repository. For more information, please contact disc@unm.edu.

UNIVERSITY OF NEW MEXICO-GENERAL LIBRARY



A14423 996590

SPANISH AMERICAN NORMAL

JENSEN

378.789
U_n 30j
1939



M
SWR
n/Ds
378
789
n30
939

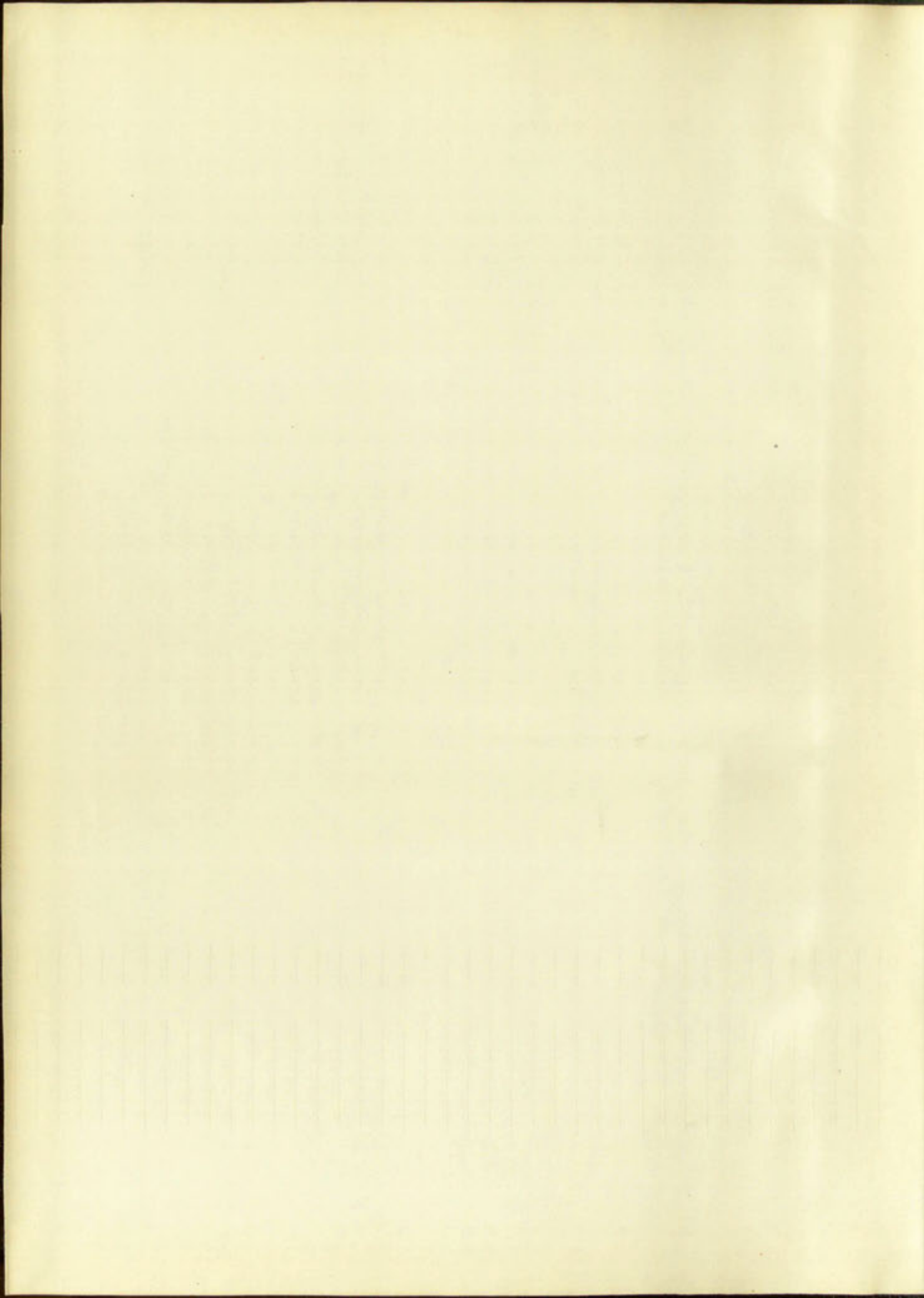
LIBRARY
of
THE UNIVERSITY OF
NEW MEXICO



60605

XX
CLASS
378.789

BOOK
Un30j
1939



A STUDY OF THE SPANISH-AMERICAN
NORMAL SCHOOL AT EL RITO

By
Carl Robert Jensen

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

University of New Mexico
1939

THE STATE OF TEXAS

COUNTY OF DALLAS

Know all men by these presents

that

JOHN A. SMITH

of the County of Dallas

do hereby certify that

JOHN A. SMITH

is the owner of the land described in

the following certificate of title

to wit:

JOHN A. SMITH

1900

XX
378.789
Un 30j
1939

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

Leo P. Hammond
DEAN

June 2, 1939
DATE

Thesis committee

S. P. Manning
CHAIRMAN

E. H. Furey

Leon C. Kiech

This form shall be filled out and returned to the author as soon as possible. The form shall be filled out by the author or the author's representative. The form shall be filled out by the author or the author's representative. The form shall be filled out by the author or the author's representative.

NAME OF AUTHOR

John Doe
1234

John Doe
1234

THE AUTHOR'S SIGNATURE

John Doe
1234

John Doe
1234

John Doe
1234

TABLE OF CONTENTS

CHAPTER	PAGE
I. INTRODUCTION	1
The problem	1
Statement of the problem	1
Importance of the problem	1
Delimitation of the problem	2
Definitions of the terms used	2
State institution.	2
Board of regents	2
Fiscal year	2
Spanish-American.	2
Anglo	3
Sources of data	3
External factors.	3
Internal features	3
Organization of the remainder of the study	3
II. EXTERNAL FACTORS	5
Geographic factors	5
Industrial factors	6
Aesthetic features	7
Recreational advantages	7
Social advantages	8
Professional services	8

TABLE OF CONTENTS

CHAPTER

I.	INTRODUCTION	1
	The problem	1
	Statement of the problem	1
	Importance of the problem	1
	Definition of the problem	1
	Definition of the terms used	1
	Scope of the study	1
	Review of literature	1
	Methodology	1
	Summary of findings	1
	Conclusions	1
	Recommendations	1
	References	1
	Appendix	1
	Index	1
II.	EXTERNAL FACTORS	2
	Geographic factors	2
	Industrial factors	2
	Political factors	2
	Economic factors	2
	Social factors	2
	Professional factors	2

Educational factors other than schools	8
Census	9
Schools in Rio Arriba County other than the	
Spanish-American Normal School	13
The Town of El Rito	13
III. INTERNAL FEATURES	15
Organization	16
Board of regents.	16
Administration	20
Budget	22
The Faculty.	28
Appointment.	28
Salary and tenure.	30
Teacher load.	30
Grade school	33
Administrative division, length of	
term	33
Curriculum and promotion	33
Library, guidance, special rooms, and	
extra-curriculum	35
Grade school plant	35
Age-grade distribution	38
High school	38
Administrative division, length of term,	
and promotion	38

.....	11
.....	12
.....	13
.....	14
.....	15
.....	16
.....	17
.....	18
.....	19
.....	20
.....	21
.....	22
.....	23
.....	24
.....	25
.....	26
.....	27
.....	28
.....	29
.....	30
.....	31
.....	32
.....	33
.....	34
.....	35
.....	36
.....	37
.....	38
.....	39
.....	40
.....	41
.....	42
.....	43
.....	44
.....	45
.....	46
.....	47
.....	48
.....	49
.....	50
.....	51
.....	52
.....	53
.....	54
.....	55
.....	56
.....	57
.....	58
.....	59
.....	60
.....	61
.....	62
.....	63
.....	64
.....	65
.....	66
.....	67
.....	68
.....	69
.....	70
.....	71
.....	72
.....	73
.....	74
.....	75
.....	76
.....	77
.....	78
.....	79
.....	80
.....	81
.....	82
.....	83
.....	84
.....	85
.....	86
.....	87
.....	88
.....	89
.....	90
.....	91
.....	92
.....	93
.....	94
.....	95
.....	96
.....	97
.....	98
.....	99
.....	100

	111
Curriculum	40
Library.	40
Guidance and special rooms	44
Extra-curricular activities	44
High school plant.	45
Vocational department.	45
Woodworking.	47
Weaving.	47
Agriculture.	47
Beauty culture	50
Home economics	50
Auto-mechanics	50
College department	50
Student body.	52
Ancestry, sex, and residence	52
Results of tests.	55
Health program	55
IV. RECOMMENDATIONS.	57
Organization	57
Board of regents	57
Administrative officer	57
Budget	61
Faculty	63
Appointments	63
Qualifications	63

Curriculum	40
Library	40
Guidance and special rooms	41
Extra-curricular activities	44
High school plant	46
Vocational department	47
Woodworking	48
Wrestling	48
Agriculture	47
Beauty culture	50
Home economics	50
Auto-mechanics	50
College department	53
Student body	53
Activities, sex, and residence	53
Headline of facts	53
Health program	55
IV. RECOMMENDATIONS	57
Organization	57
Board of regents	57
Administrative officer	57
Board	61
Faculty	63
Appointments	63
Qualifications	64

Salary	64
Tenure	65
Grade school	66
Administrative division	66
Curriculum	66
Library and guidance	67
Elementary school plant.	68
High school	69
Curriculum	69
Library and guidance.	70
Vocational department	70
Woodshop	71
Weaving.	71
Agriculture.	71
Beauty culture.	71
Home economics	72
Auto-mechanics	72
College department.	73
Testing program.	73
Health program	74
Summary of recommendations	75
BIBLIOGRAPHY	77

BIBLIOGRAPHY	77
Summary of recommendations	75
Health program	74
Testing program	73
College department	72
Auto-repair	71
Home economics	70
Beauty culture	69
Agriculture	68
Wrestling	67
Woodshop	66
Vocational department	65
Library and guidance	64
Civilian	63
High school	62
Elementary school plant	61
Library and guidance	60
Government	59
Administrative division	58
Grade school	57
Tennis	56
Safety	55

LIST OF TABLES

TABLE	PAGE
I. Census of the Population of Rio Arriba County	10
II. Number of Persons in New Mexico Ten Years Old or Older Engaged in Gainful Occupations, by Counties	11
III. Percentage Illiteracy in Counties of New Mexico in 1920 and 1930	12
IV. Board of Regents Spanish-American Normal School.	21
V. Budget for the Spanish-American Normal School for the Year Ending June 30, 1937	23-24
VI. Budget for the Spanish-American Normal School for the Biennium Ending June 30, 1939	25-26
VII. Analysis of Salaries and Wages--1937 and 1939	27
VIII. Comparision of the Median Percentages of School Budgets with the Budget of the Spanish-American Normal School	29
IX. Faculty of the Spanish-American Normal School	31-32
X. Age-grade-Table grade school	39
XI. Age-grade-Table High school	45

LIST OF TABLES

TABLE	
I.	General of the Population of the United States
II.	Number of Persons in New Mexico for Years Old or Older Entered in Federal Census,
III.	Percentage of Persons in Census of New Mexico in 1900 and 1920
IV.	Report of the Spanish-American War School, El Bosque for the Spanish-American War School
V.	Report for the Spanish-American War School for the Year Ending June 30, 1921
VI.	Report for the Spanish-American War School for the Year Ending June 30, 1922
VII.	Analysis of Statistics and Census-1920 and 1930
VIII.	Comparison of the Mexican Population of Schools with the Census of the Spanish-American War School
IX.	Faculty of the Spanish-American War School School
X.	Age-Grade-Table of the School
XI.	Age-Grade-Table of the School

LIST OF FIGURES

FIGURE	PAGE
1. Organization of the Spanish-American Normal School	19
2. Loads of the Academic Teachers in the Spanish-American Normal School	34
3. Senior Boys' Dormitory	36-37
4. Continuity of Curriculum	41
5. Small Boys' Dormitory	42-43
6. Plan of New Girls' Dormitory	48
6. New Girls' Dormitory	49
7. Sex and Ancestry of the Pupils of the Spanish-American Normal	51
8. Places of Residence Represented in the Enrollment of the Spanish-American Normal	53
9. Distribution of the Intelligence Quotients of 193 High School Pupils	54

LIST OF FIGURES

FIGURE	PAGE
1. Organization of the Spanish-American Normal School	1
2. Leads of the Academic Teachers in the Spanish-American Normal School	2
3. Senior Boys' Dormitory	3
4. Continuity of Continents	4
5. Small Boys' Dormitory	5
6. View of New Africa, Dormitory	6
7. New Africa, Dormitory	7
8. Sex and Ancestry of the Pupils of the Spanish-American Normal	8
9. Places of Residence Represented in the Enrollment of the Spanish-American Normal	9
10. Distribution of the Intelligence Quotients of 100 High School Pupils	10

CHAPTER I

INTRODUCTION

The Spanish-American Normal School, a state institution located in Rio Arriba County, is a school in which the population of the state should be greatly interested, but aside from the meager information available in the yearly budget there is very little to be learned, except by personal contact, about the school.

I. THE PROBLEM

Statement of the problem. It is the purpose of this survey (1) to study those factors which surround the school, affecting it and even to some extent determining the purposes of the school; (2) to examine the internal structure of the school; and (3) to recommend such changes in the internal structure as may seem necessary to make the school more able to fulfill its purposes.

Importance of the problem. It is hoped that by this study a better perspective and a clearer understanding of the problems and purposes of the Spanish-American Normal School will be developed; that it will help the board of regents, the president, and the faculty in their attack upon these problems; and that it will stimulate in the public and in the educators of the state an interest in this institution which will be extremely beneficial to it.

The Special Agent in Charge, New York, is advised that the investigation conducted in the New York County, is a confidential source of information of the same type as the information which the Special Agent in Charge, New York, is interested, and also that the source is very reliable and able in the field. It is very likely that the source is a confidential source of information of the same type as the information which the Special Agent in Charge, New York, is interested, and also that the source is very reliable and able in the field.

Statement of the Source. The source is a confidential source of information of the same type as the information which the Special Agent in Charge, New York, is interested, and also that the source is very reliable and able in the field. The source is a confidential source of information of the same type as the information which the Special Agent in Charge, New York, is interested, and also that the source is very reliable and able in the field. The source is a confidential source of information of the same type as the information which the Special Agent in Charge, New York, is interested, and also that the source is very reliable and able in the field.

Statement of the Source. The source is a confidential source of information of the same type as the information which the Special Agent in Charge, New York, is interested, and also that the source is very reliable and able in the field. The source is a confidential source of information of the same type as the information which the Special Agent in Charge, New York, is interested, and also that the source is very reliable and able in the field. The source is a confidential source of information of the same type as the information which the Special Agent in Charge, New York, is interested, and also that the source is very reliable and able in the field.

Delimitation of the problem. This survey will be confined to an analysis of Rio Arriba County, because seventy-six per cent of the pupils in the Spanish-American Normal School come from homes in this county and because Rio Arriba is somewhat typical of the other north-central New Mexico counties; to an analysis of the organization and function of the school proper; and to make recommendations for improvements which will make the school a more important influence to the people of the state which it serves.

II. DEFINITIONS OF TERMS USED

State institution. The term state institution shall refer to an institution established by the legislature, supported by the state, and controlled by a board of regents appointed by the governor.

Board of regents. The term board of regents shall refer to the governing body appointed by the governor to supervise the administration of the Spanish-American Normal School.

Fiscal year. The term fiscal year shall refer to that period of twelve months beginning July first and ending June thirtieth.

Spanish-American. The term Spanish-American shall be used in this study to mean that large group of the population of New Mexico who trace their ancestry back to the early Spanish settlers.

Department of the Interior

confined to an area of about 100 square miles, but
seventy-five percent of the water in the area is
used for irrigation. The water is used for
the growth of cotton, alfalfa, and other crops.
The water is also used for the raising of
livestock. The water is also used for the
production of electricity. The water is also
used for the production of other products.
The water is also used for the production of
other products. The water is also used for the
production of other products. The water is also
used for the production of other products.

State of California. The water is used for
the production of other products. The water is
also used for the production of other products.
The water is also used for the production of
other products. The water is also used for the
production of other products. The water is also
used for the production of other products.

State of California. The water is used for
the production of other products. The water is
also used for the production of other products.
The water is also used for the production of
other products. The water is also used for the
production of other products. The water is also
used for the production of other products.

State of California. The water is used for
the production of other products. The water is
also used for the production of other products.
The water is also used for the production of
other products. The water is also used for the
production of other products. The water is also
used for the production of other products.

State of California. The water is used for
the production of other products. The water is
also used for the production of other products.
The water is also used for the production of
other products. The water is also used for the
production of other products. The water is also
used for the production of other products.

Anglo. The term Anglo, a word peculiar to the South-west, shall herein be used in contrast with the term Spanish-American.

III. SOURCES OF DATA

External factors. The data used in the analysis of Rio Arriba County was obtained in large part from a first-hand knowledge of the county through many visits and trips through it; from the census reports, and references to the county found in "A History of New Mexico" by Coan.¹

Internal features. The data on the internal structure and functions of the school were obtained by a personal association with the school of two and a half years, from records in the principal's office, from the school budget in the State Auditor's Office, and through the kind co-operation of the president, the principal, and the members of the faculty of the Spanish American Normal School.

IV. ORGANIZATION OF THE REMAINDER OF THE SURVEY

Chapter I² is concerned primarily with those physical, social, and economic factors outside of the school, but having an important bearing thereon. This chapter consists of eleven topics each dealing with some element important in the description of Rio Arriba County.

¹Charles F. Coan, A History of New Mexico (New York: The American Historical Society Inc., 1925).

Chapter III is a study of the internal structure and functions of the school. This chapter is divided into eight main parts, organization, faculty, grade school, high school, vocational department, college, pupils, and health program. Each of these in turn is divided, for analysis, into more specific headings, and these are studied separately.

Chapter IV consists of recommendations based on the findings of the two preceding chapters. This chapter, for clarity, will be divided into the same general topics found in Chapter III.

Chapter III is a study of the internal structure and functions of the school. This chapter is divided into eight main parts: (1) school organization, (2) school administration, (3) school curriculum, (4) school personnel, (5) school facilities, (6) school finance, (7) school evaluation, and (8) school improvement. Each of these parts is treated in a separate section, and the information is presented in a clear and concise manner.

Chapter IV is a study of the external structure and functions of the school. This chapter is divided into three main parts: (1) the relationship of the school to the community, (2) the relationship of the school to the state, and (3) the relationship of the school to the federal government. Each of these parts is treated in a separate section, and the information is presented in a clear and concise manner.

CHAPTER II

EXTERNAL FACTORS

No survey of an educational institution would be complete without a preliminary study of those factors surrounding the institution and have a direct influence thereon; therefore it is the purpose of this chapter to describe briefly these elements which should be so very important because of their effect upon the pupils, faculty, and purpose of the Spanish-American Normal School. Because the great majority of the pupils come from homes in Rio Arriba County, this study has been limited to that county and the town of El Rito. (See Figure 8, page 53,)

Geographic factors. Rio Arriba County, located in north-central New Mexico, embraces an area of 5,871 square miles. One-half of this region is within the boundaries of Indian reservations and national forests.¹ The whole surface is cut by deep canyons separated by high flat-topped mountains heavily covered with timber. The Chama River, the largest tributary of the Rio Grande, forms the principal valley. The climate, typically that found in a mountainous country, varies from temperate to arctic. Aside from the main highway, extending from Espanola to Cumbers Pass, the roads are as a whole very poor, many, if not the majority, being impassable during much of the winter. The Denver and

¹ Charles F. Coan, A History of New Mexico (New York: The American Historical Society Inc., 1925), p. 543.

Rio Grande Railroad skirts the eastern and northern boundary, leaving the bulk of the county without railroad service. Daily a bus travels along the main highway from Espanola as far north as Chama and back.

Industrial factors. Before the advent of the Works Progress Administration the people of Rio Arriba County were on the whole self-supporting. Each family raised its own garden of beans, chili, corn, and wheat; and had its own chickens, goats, and burros. The need for cash was very slight, and could be satisfied by temporary employment herding sheep, working on the roads, mining, lumbering, gathering potatoes in Colorado, or by selling the surplus farm products. Since the inauguration of the Works Progress Administration there has been a noticeable decrease of small farms and an increased dependency upon the relief agencies. The desire for cash is much greater, and employment herding sheep at twenty-five to thirty dollars per month and food is not nearly so attractive as forty-five dollars per month in the form of government check.

As suggested by the preceding paragraph, the population is mainly rural. The industries are limited chiefly to small farms and sheep ranches; however there is considerable lumbering, and some mining, but neither is on a large scale. It is possible, however, that vast mineral deposits remain as yet undisturbed by man, and that some day in the

His friends helped him to get up and
leaving the ship at the same time
Duffy a day or two later. Duffy
far north in the country.

James M. L. L.
Protestant Administration
on the whole was successful in
garden of course, and the
children, and the
allied, and the
handing about, and the
garden in the garden in the garden
from the garden. The garden
and the garden. The garden
The garden is one of the garden
garden of the garden. The garden
is not really one of the garden
in the garden of the garden.

As a result of the garden
garden is one of the garden
to small garden of the garden
and the garden. The garden
garden. The garden is one of the garden
garden. The garden is one of the garden
garden. The garden is one of the garden

future mining may become an extremely important factor in the development of the county.

Aesthetic features. Rio Arriba County presents on every hand mountains covered with forest, beautifully colored canyons, and flower-covered mountain meadows. These natural beauties have not as yet been commercialized to any great extent. Man, has, however, not created a single edifice worthy of consideration. True, many of the villages have a certain artistic beauty, dependent chiefly upon the natural setting, and on the ability of adobe to blend with the surrounding country. A closer and more analytical examination, especially, from a sanitarian's point of view, is commonly disappointing, and much of the charm of the little villages is lost.

Recreational advantages. The country is a sportsman's paradise, furnishing excellent hunting and fishing. Bear and deer are plentiful, but the region is best known for its great numbers of wild turkey. The mountain streams, and especially El Vado Dam, are rapidly becoming famous throughout the Southwest for their prime trout fishing. The region is ideal for picnicking and camping, as it is always easy to find spots furnished with a bountiful supply of clear mountain water and an ample amount of wood.

The entertainment aside from that offered by nature is very limited. Play grounds (aside from the usually inadequate

ones connected with the schools) are non-existent. The country has only one regular motion picture; this is located in Espanola. On rare occasions a third-rate carnival wanders from town to town selling its inferior form of amusement. Public dances, although quite numerous, are best shunned. Bars far out-number even the filling stations.

Social advantages. The Catholic religion is predominant. In the most of the villages it is the only church. The luncheon clubs so typical of American communities do not exist in Rio Arriba County. The Penitentes, an excommunicated medieval offshoot from the Catholic church, is powerful. This organization, well known for the practice of self-falgellation among its members, certainly has no advantageous influence on education; and its presence gives some indication of the difficult problems which face the educator in Rio Arriba County.

Professional services. Rio Arriba County has only six resident physicians, and four of the six are located in Espanola. There is no resident dentist, so that persons desiring dental work must either travel to Santa Fe or arrange to meet the dentist who visits in Espanola one every week. The nearest hospital is in Santa Fe.

Educational factors other than schools. Besides the schools there are few educational agencies in Rio Arriba

open connected with the school, the school, the
country has only one school and a library; this is located
in Hagamos. The school is a two-story building, with
from town to town, the school is the only one of its kind.
Public dances, the school is the only one of its kind.
There are no other schools in the area.

Social organization The school is the only one of its kind.
and, in the case of the school, it is the only one of its kind.
The school is the only one of its kind, and the school is the only one of its kind.
exists in the school, and the school is the only one of its kind.
school is the only one of its kind, and the school is the only one of its kind.
organization, and the school is the only one of its kind.
plan among the school, and the school is the only one of its kind.
school is the only one of its kind, and the school is the only one of its kind.
of the school is the only one of its kind, and the school is the only one of its kind.
And the school is the only one of its kind.

Industrial organization The school is the only one of its kind.
the school is the only one of its kind, and the school is the only one of its kind.
school is the only one of its kind, and the school is the only one of its kind.
school is the only one of its kind, and the school is the only one of its kind.
school is the only one of its kind, and the school is the only one of its kind.
school is the only one of its kind, and the school is the only one of its kind.
The school is the only one of its kind, and the school is the only one of its kind.

Industrial organization The school is the only one of its kind.
school is the only one of its kind, and the school is the only one of its kind.

County. The New Mexico Public Health Department through its health officers, nurses, and sanitarians does much in impressing the people with certain fundamental health practices. The forest rangers, by their work in protecting the National Forests and the wild life therein, perform an important educative function.

Census. Rio Arriba County has a population, according to the 1930 census, of 21,281, placing it fourth from the top in the state. (See Table I, page 10.) Of its population 6,371 are gainfully employed; thus in this respect it ranks seventh. (See Table II, page 11). Of the 6,371 persons gainfully employed 4,248 are in agriculture, and of this number 2,289 are farm owners or tenants. The 1930 census shows Rio Arriba County with an illiteracy of 18.9 per cent, an improvement over the 1920 showing, but still ranking fifth. (See Table III, page 12.) If only the native whites are compared, thus eliminating the Indian population which is generally considered a Federal problem, Rio Arriba County still has an illiteracy of 17.5 per cent, or a ranking of second from the highest. (See Table III, page 12.) A study of the census returns shows that Rio Arriba County's population has increased gradually and naturally. (See Table I, page 10.) There are only seventy-eight foreign-born white and only ten negroes in the whole county; therefore it becomes obvious that the high illiteracy

TABLE I
CENSUS OF THE POPULATION OF RIO
ARRIBA COUNTY, 1930

	Male	Female	Total
Population 1930	10,845	10,536	21,381
1920			19,552
1910			16,624
Native white	9,974	9,696	19,670
Foreign-born white	45	33	78
Negroes	9	1	10
Indians	--	--	1,623
Under 5	--	--	3,041
5-9	--	--	3,135
10-14	--	--	2,437
15-19	--	--	2,200
20-24	--	--	1,809
25-29	--	--	1,424
30-34	--	--	1,194
35-44	--	--	2,424
45-54	--	--	1,569
55-64	--	--	1,190
65-74	--	--	653
75 and over	--	--	287
Unknown	--	--	18

Population		
1950		
1955		
1960		
1965		
1970		
1975		
1980		
1985		
1990		
1995		
2000		
2005		
2010		
2015		
2020		
2025		
2030		
2035		
2040		
2045		
2050		
2055		
2060		
2065		
2070		
2075		
2080		
2085		
2090		
2095		
2100		
2105		
2110		
2115		
2120		
2125		
2130		
2135		
2140		
2145		
2150		
2155		
2160		
2165		
2170		
2175		
2180		
2185		
2190		
2195		
2200		
2205		
2210		
2215		
2220		
2225		
2230		
2235		
2240		
2245		
2250		
2255		
2260		
2265		
2270		
2275		
2280		
2285		
2290		
2295		
2300		
2305		
2310		
2315		
2320		
2325		
2330		
2335		
2340		
2345		
2350		
2355		
2360		
2365		
2370		
2375		
2380		
2385		
2390		
2395		
2400		
2405		
2410		
2415		
2420		
2425		
2430		
2435		
2440		
2445		
2450		
2455		
2460		
2465		
2470		
2475		
2480		
2485		
2490		
2495		
2500		
2505		
2510		
2515		
2520		
2525		
2530		
2535		
2540		
2545		
2550		
2555		
2560		
2565		
2570		
2575		
2580		
2585		
2590		
2595		
2600		
2605		
2610		
2615		
2620		
2625		
2630		
2635		
2640		
2645		
2650		
2655		
2660		
2665		
2670		
2675		
2680		
2685		
2690		
2695		
2700		
2705		
2710		
2715		
2720		
2725		
2730		
2735		
2740		
2745		
2750		
2755		
2760		
2765		
2770		
2775		
2780		
2785		
2790		
2795		
2800		
2805		
2810		
2815		
2820		
2825		
2830		
2835		
2840		
2845		
2850		
2855		
2860		
2865		
2870		
2875		
2880		
2885		
2890		
2895		
2900		
2905		
2910		
2915		
2920		
2925		
2930		
2935		
2940		
2945		
2950		
2955		
2960		
2965		
2970		
2975		
2980		
2985		
2990		
2995		
3000		
3005		
3010		
3015		
3020		
3025		
3030		
3035		
3040		
3045		
3050		
3055		
3060		
3065		
3070		
3075		
3080		
3085		
3090		
3095		
3100		
3105		
3110		
3115		
3120		
3125		
3130		
3135		
3140		
3145		
3150		
3155		
3160		
3165		
3170		
3175		
3180		
3185		
3190		
3195		
3200		
3205		
3210		
3215		
3220		
3225		
3230		
3235		
3240		
3245		
3250		
3255		
3260		
3265		
3270		
3275		
3280		
3285		
3290		
3295		
3300		
3305		
3310		
3315		
3320		
3325		
3330		
3335		
3340		
3345		
3350		
3355		
3360		
3365		
3370		
3375		
3380		
3385		
3390		
3395		
3400		
3405		
3410		
3415		
3420		
3425		
3430		
3435		
3440		
3445		
3450		
3455		
3460		
3465		
3470		
3475		
3480		
3485		
3490		
3495		
3500		
3505		
3510		
3515		
3520		
3525		
3530		
3535		
3540		
3545		
3550		
3555		
3560		
3565		
3570		
3575		
3580		
3585		
3590		
3595		
3600		
3605		
3610		
3615		
3620		
3625		
3630		
3635		
3640		
3645		
3650		
3655		
3660		
3665		
3670		
3675		
3680		
3685		
3690		
3695		
3700		
3705		
3710		
3715		
3720		
3725		
3730		
3735		
3740		
3745		
3750		
3755		
3760		
3765		
3770		
3775		
3780		
3785		
3790		
3795		
3800		
3805		
3810		
3815		
3820		
3825		
3830		
3835		
3840		
3845		
3850		
3855		
3860		
3865		
3870		
3875		
3880		
3885		
3890		
3895		
3900		
3905		
3910		
3915		
3920		
3925		
3930		
3935		
3940		
3945		
3950		
3955		
3960		
3965		
3970		
3975		
3980		
3985		
3990		
3995		
4000		
4005		
4010		
4015		
4020		
4025		
4030		
4035		
4040		
4045		
4050		
4055		
4060		
4065		
4070		
4075		
4080		
4085		
4090		
4095		
4100		
4105		
4110		
4115		
4120		
4125		
4130		
4135		
4140		
4145		
4150		
4155		
4160		
4165		
4170		
4175		
4180		
4185		
4190		
4195		
4200		
4205		
4210		
4215		
4220		
4225		
4230		
4235		
4240		
4245		
4250		
4255		
4260		
4265		
4270		
4275		
4280		
4285		
4290		
4295		
4300		
4305		
4310		
4315		
4320		
4325		
4330		
4335		
4340		
4345		
4350		
4355		
4360		
4365		
4370		
4375		
4380		
4385		
4390		
4395		
4400		
4405		
4410		
4415		
4420		
4425		
4430		
4435		
4440		
4445		
4450		
4455		
4460		
4465		
4470		
4475		
4480		
4485		
4490		
4495		
4500		
4505		
4510		
4515		
4520		
4525		
4530		
4535		
4540		
4545		
4550		
4555		
4560		
4565		
4570		
4575		
4580		
4585		
4590		
4595		
4600		
4605		
4610		
4615		
4620		
4625		
4630		
4635		
4640		
4645		
4650		
4655		
4660		
4665		
4670		
4675		
4680		
4685		
4690		
4695		
4700		
4705		
4710		
4715		
4720		
4725		
4730		
4735		
4740		
4745		
4750		
4755		
4760		
4765		
4770		
4775		
4780		
4785		
4790		
4795		
4800		
4805		
4810		
4815		
4820		
4825		
4830		
4835		
4840		
4845		
4850		
4855		
4860		
4865		
4870		
4875		
4880		
4885		
4890		
4895		
4900		
4905		
4910		
4915		
4920		
4925		
4930		
4935		
4940		
4945		
4950		
4955		
4960		
4965		
4970		
4975		
4980		
4985		
4990		
4995		
5000		
5005		
5010		
5015		
5020		
5025		
5030		
5035		
5040		
5045		
5050		
5055		
5060		
5065		
5070		
5075		
5080		
5085		
5090		
5095		
5100		
5105		
5110		
5115		
5120		
5125		
5130		
5135		
5140		
5145		
5150		
5155		
5160		
5165		
5170		
5175		
5180		
5185		
5190		
5195		
5200		
5205		
5210		
5215		
5220		
5225		
5230		
5235		
5240		
5245		
5250		
5255		
5260		
5265		
5270		
5275		
5280		
5285		
5290		
5295		
5300		
5305		
5310		
5315		
5320		
5325		
5330		
5335		
5340		
5345		
5350		
5355		
5360		
5365		
5370		
5375		
5380		
5385		
5390		
5395		
5400		
5405		
5410		
5415		
5420		
5425		
5430		
5435		
5440		
5445		
5450		
5455		
5460		
5465		
5470		
5475		
5480		
5485		
5490		
5495		
5500		
5505		
5510		
5515		
5520		
5525		
5530		
5535		
5540		
5545		
5550		
5555		
5560		
5565		
5570		
5575		
5580		
5585		
5590		
5595		
5600		
5605		
5610		
5615		
5620		
5625		
5630		
5635		
5640		
5645		
5650		
5655		
5660		
5665		
5670		
5675		
5680		
5685		
5690		
5695		
5700		
5705		
5710		
5715		
5720		
5725		
5730		
5735		
5740		
5745		
5750		
5755		
5760		
5765		
5770		
5775		
5780		
5785		
5790		
5795		
5800		
5805		
5810		

TABLE II
 NUMBER OF PERSONS IN NEW MEXICO
 TEN YEARS OLD OR OLDER
 ENGAGED IN GAINFUL OCCUPATIONS, BY COUNTIES

Counties	Total population	Ten years old or older engaged in gainful occupations	
		Male	Female
Bernalillo	45,430	12,367	3,403
Dona Ana	27,455	7,490	903
San Miguel	23,636	6,606	1,438
RIO ARriba	21,381	5,618	753
McKinley	20,643	5,825	2,390
Santa Fe	19,567	5,544	1,364
Chavez	19,549	5,979	1,197
Colfax	19,157	5,483	922
Grant	19,050	5,191	741
Valencia	16,186	4,535	371
Eddy	15,842	4,671	741
Curry	15,809	4,808	759
San Juan	14,701	3,688	1,709
Taos	14,394	3,774	471
Sandoval	11,144	3,386	338
Roosevelt	11,109	3,129	338
Union	11,036	3,357	390
Quay	10,828	3,161	499
Mora	10,322	2,805	362
Otero	9,779	2,867	324
Socorro	9,611	2,691	350
Torrance	9,269	2,867	290
Lincoln	7,198	2,361	292
Guadalupe	7,027	2,006	255
Luna	6,247	1,843	367
Lea	6,144	2,338	253
Sierra	5,184	1,593	185
Hidalgo	5,023	1,529	231
Harding	4,421	1,207	147
Catron	3,282	1,037	87
De Baca	2,839	925	121

TABLE 12
NUMBER OF INMATES BY SEX AND RACE
IN THE STATE OF CALIFORNIA
PLACED IN JAIL BY COUNTY, BY MONTH

County	Total population	Male	Female
Bernalillo	12,400	12,400	0
Bona Ana	12,400	12,400	0
San Miguel	12,400	12,400	0
Rio Arriba	12,400	12,400	0
McKinley	12,400	12,400	0
Santa Fe	12,400	12,400	0
Chaves	12,400	12,400	0
Colfax	12,400	12,400	0
Grant	12,400	12,400	0
Valencia	12,400	12,400	0
El Paso	12,400	12,400	0
Curry	12,400	12,400	0
San Juan	12,400	12,400	0
Taos	12,400	12,400	0
Sandoval	12,400	12,400	0
Booneville	12,400	12,400	0
Union	12,400	12,400	0
Quay	12,400	12,400	0
Mora	12,400	12,400	0
Otero	12,400	12,400	0
Socorro	12,400	12,400	0
Torrance	12,400	12,400	0
Lincoln	12,400	12,400	0
Guadalupe	12,400	12,400	0
Luna	12,400	12,400	0
Lea	12,400	12,400	0
Alameda	12,400	12,400	0
Hidalgo	12,400	12,400	0
Hartford	12,400	12,400	0
Cotton	12,400	12,400	0
De Rosa	12,400	12,400	0

TABLE III
 PERCENTAGE ILLITERACY IN COUNTIES OF NEW
 MEXICO IN 1920 AND 1930

Counties	Percentage Illiteracy 1930	Percentage Illiteracy 1920	Trend	Percentage Illiteracy Native Whites
San Juan	39.6	31.6	8.0	2.4
McKinley	35.5	39.8	-4.3	.9
Valencia	24.4	25.9	-1.5	18.3
Sandoval	22.6	35.6	-3.0	14.1
RIO ARriba	18.9	27.9	-9.0	17.5
San Miguel	17.3	20.9	-3.6	17.1
Dona Ana	16.5	25.5	-9.0	3.6
Socorro	16.3	18.5	-2.2	14.1
Taos	15.5	19.0	-3.5	14.2
Mora	13.9	10.5	3.4	14.0
Santa Fe	12.8	17.2	-4.4	12.7
Guadalupe	11.5	14.9	-3.4	11.4
Catron	11.2	--	--	5.7
Eddy	10.8	13.2	-2.4	.3
Otero	10.8	10.7	.1	.7
Torrance	10.7	13.2	-2.5	10.4
Lincoln	10.3	12.0	-1.7	1.5
Grant	9.8	11.4	-1.6	.3
Bernalillo	9.4	13.1	-3.7	8.3
Hidalgo	9.2	16.3	-7.1	.1
Sierra	8.2	13.4	-5.2	1.1
Colfax	8.1	8.5	-.4	5.3
De Baca	8.1	7.1	1.0	3.2
Harding	8.1	--	--	8.0
Luna	7.3	7.1	.2	.3
Chavez	4.6	4.2	.4	.8
Quay	3.3	3.4	-.1	2.9
Union	2.9	5.5	-2.6	2.5
Curry	1.1	1.3	-.2	.4
Roosevelt	.9	.9	--	.5
Lea	.6	.8	-.2	.3
ENTIRE STATE	13.3	15.6	-2.3	7.7

TABLE 1

BRANWELL'S LITERATURE, 1900-1901
 BRANWELL'S LITERATURE, 1900-1901

Counties	Percentage Literary	Percentage Literary	Percentage Literary
San Juan	38.5	38.5	38.5
McKinley	35.0	35.0	35.0
Valencia	34.0	34.0	34.0
Sandoval	33.0	33.0	33.0
San Antonio	32.0	32.0	32.0
San Miguel	31.0	31.0	31.0
Donna Ana	30.0	30.0	30.0
Socorro	29.0	29.0	29.0
Texas	28.0	28.0	28.0
Mora	27.0	27.0	27.0
Santa Fe	26.0	26.0	26.0
Guadalupe	25.0	25.0	25.0
Gallup	24.0	24.0	24.0
Salt	23.0	23.0	23.0
Chaco	22.0	22.0	22.0
Torrance	21.0	21.0	21.0
Lincoln	20.0	20.0	20.0
Grant	19.0	19.0	19.0
Bernalillo	18.0	18.0	18.0
Hidalgo	17.0	17.0	17.0
Sierra	16.0	16.0	16.0
Colfax	15.0	15.0	15.0
De Baca	14.0	14.0	14.0
Hartley	13.0	13.0	13.0
Luna	12.0	12.0	12.0
Chavez	11.0	11.0	11.0
Quay	10.0	10.0	10.0
Union	9.0	9.0	9.0
Guy	8.0	8.0	8.0
Roosevelt	7.0	7.0	7.0
Lee	6.0	6.0	6.0
WHITE STATE	5.0	5.0	5.0

of the county cannot be explained by a sudden influx of a foreign element or race. (See Table I, page 10).

Schools in Rio Arriba County other than the Spanish American Normal School. Espanola can boast of having the only municipal school in Rio Arriba County. Of the 109 county schools sixty-four are one-teacher, and twenty-nine are two-teacher schools. The largest county school is located in Chama and has ten teachers. Many of the public schools are staffed in part by Catholic Sisters. A very interesting study could be made analysing the present conditions existing in the Rio Arriba County school system and making recommendations based on the conditions found.

The Town of El Rito. El Rito, a typical Rio Arriba village, is sixty miles from Santa Fe, thirty miles from Espanola, and eighty miles from Tierra Amarillo, the county seat. It is separated from the main highway by twelve miles of rough dirt road which when wet is nearly impassable. The town, which is scattered along the El Rito River, has a population of 921 people, most of whom are of Spanish-American ancestry. There are in the town three general stores, a post office, one hotel, two filling stations, a forest ranger's station, one dairy, a Catholic church, and five cantinas or bars. Approximately one hundred of the village's inhabitants are employed by the Works Progress Administration; a small lumbermill three miles from the

town furnishes employment to another group, and the rest of the population are dependent on small farms and small herds of goats, sheep, and cattle for their livelihood. With the exception of an occasional third-rate carnival, and the showing once or twice during the year of a very inferior motion picture in a vacant building, there is no commercial entertainment in El Rito. During the summer and fall excellent hunting and fishing can be found very near the village; in the winter skating and skiing are possible.

The Spanish-American Normal School, however, has added a great deal to the Town of El Rito in the way of entertainment through the school sports, football, boxing, basketball, and baseball, and the school programs and motion pictures which are shown once every two weeks in the school auditorium. The football and baseball games are free to the public, but a small charge is made to the people who are not connected with the school for the privilege of witnessing the basketball, boxing, school programs, and motion pictures.

CHAPTER III

INTERNAL FEATURES

The Spanish-American Normal School was established March 18, 1909, for the purpose of educating the Spanish-speaking natives of New Mexico for the profession of teachers in the public schools of the districts and counties where the Spanish language was prevalent.¹ The act specified that the management and control of the school be, so far as applicable, the same as provided for the New Mexico Reform School and other state institutions.² The act further required that no student be admitted who had not satisfactorily completed the fourth grade or had passed an examination for entrance into the fifth grade, and furthermore each pupil, before entrance must sign an obligation agreeing, in case he graduate, to teach at least two years in the public schools of the state unless excused for good cause by the State Department of Education.³ Four grades have been added below the fifth to serve as a training school. No grant for the support of the school was made during the territorial period.⁴ During the school year of 1911 to 1912 the school had an enrollment of ninety-nine pupils ranging from the lower grades to high school, and the expenditures for the year amounted

¹William H. Courtright, *New Mexico Statutes, Annotated.* (Denver: The W. H. Courtright Publishing Co., 1929), p. 1514.

²Loc. cit.

³Loc. cit.

⁴Charles F. Coan, *A History of New Mexico*, (New York: The American Historical Society Inc., 1925), p. 431.

The Spanish language was presented in the public schools of the city of New York in the year 1900. It was then that the Department of Education began to take steps to make the study of Spanish a compulsory subject in the schools of the city. This was done in order to give the children of Spanish parents a better understanding of their own language and culture. The Department of Education also wanted to make sure that the children of Spanish parents were able to communicate with their parents and other members of their community. This was especially important in the case of children who had been born in the United States but whose parents had come from Spain. The Department of Education wanted to make sure that these children were able to understand and speak Spanish, so that they could have a better understanding of their own heritage and be able to communicate with their parents and other members of their community. This was done by making Spanish a compulsory subject in the schools of the city. This was the first time that Spanish was taught in the schools of the city of New York. It was a great step forward for the Spanish community in New York, and it was a step that was taken in order to make sure that the children of Spanish parents were able to understand and speak Spanish, so that they could have a better understanding of their own heritage and be able to communicate with their parents and other members of their community.

Witnessed by me, the undersigned, on this day of March, 1900, at New York City, New York.

Notary Public for New York City.

Witnessed by me, the undersigned, on this day of March, 1900, at New York City, New York.

Notary Public for New York City.

to \$5,167.⁵ In 1912 the state appropriation amounted to \$5,000.⁶ In 1918 there were sixty-nine pupils enrolled in the school.⁷ By 1922 the school had an enrollment of over a hundred and consisted of a training school of eight grades and a two-year normal course of high school grade, but as yet was not accredited by the State Board of Education.⁸ In 1925 the school received an appropriation of \$16,000 from the state and \$3,000 from the state lands.⁹

For clearness the analysis which follows has been placed under eight headings, and each of these headings has been divided into subtopics. It must be understood, however, that no such distinct divisions exist, but that all of the instructional departments are supervised by one principal and that all of the elements are actually blended together to form a body, the Spanish-American Normal School, in which one part acts directly or indirectly upon the whole.

I. ORGANIZATION

Board of regents. The boards of regents of all state institutions were established by Act XII, Section 13 of the

⁵ Charles F. Coan, A History of New Mexico. (New York: The American Historical Society Inc., 1925), p. 489.

⁶ Ibid., p. 532.

⁷ Loc. cit.

⁸ Loc. cit.

⁹ Loc. cit.

New Mexico constitution:

The legislature shall provide for the control and management of each of said institutions by a board of regents for each institution, consisting of five members to be appointed by the governor, by and with the advice and consent of the senate, for a term of four years, and not more than three of whom shall belong to the same political party at the time of their appointment. The duties of said boards shall be prescribed by law.¹⁰

However, in the case of the Spanish-American Normal school, it has become more or less of a standard practice for the governor to wait until the adjournment of the senate and then appoint the members of the board of regents. These appointments could be considered temporary in nature, but actually the appointees may continue to hold office as long as the governor sees fit. If the senate should, at the next session, disapprove of the appointments made by the governor it has the right to ask the governor to present a list of candidates for the positions, but if the governor should fail to do this the "temporary" board could continue unmolested. This temporary appointment avoids the necessity of appointing the members of the board for a four year term, as prescribed by the constitution, and allows the governor, by the simple expedient of declaring the office vacant, to remove and appoint members at his pleasure.

The position as member of the board of regents is entirely an honorary one, and the only reimbursement is that

¹⁰
The Constitution of the State of New Mexico. 1912
 to 1936, Act XII, Sec. 13.

made to the members to cover the actual expenditures incurred attending meetings, of which there are required to be at least four during the year.

The duties of the board of regents of the Spanish-American Normal School are not clearly defined by law, the New Mexico Statutes only specifying that:

The management and control of said Spanish-American school, the appointment, qualifications, powers and duties of the regents, shall be the same as provided for the New Mexico reform school and the other institutions so far as applicable.¹¹

Actually the duties of the board of regents of the Spanish-American Normal School are the same as those of a municipal board of education. Its most important duties are: (1) to select and supervise the president; (2) to appoint the members of the faculty and other employees of the school; (3) to check and approve expenditures; and (4) to formulate the rules and regulations which govern the functions of the school.

The present board, much to their credit, has cooperated and acted almost without exception upon the advice and in accord with the recommendations of the president.

The members of the board are chosen from the citizens of the state at large, the only qualification being that not more than three members be of the same political party.¹²

¹¹ William H. Courtright, New Mexico Statutes, Annotated. (Denver: The W. H. Courtright Publishing Co., 1929), p. 1514.

¹² The Constitution of the State of New Mexico. 1912 to 1936, Act XII, Sec. 13.

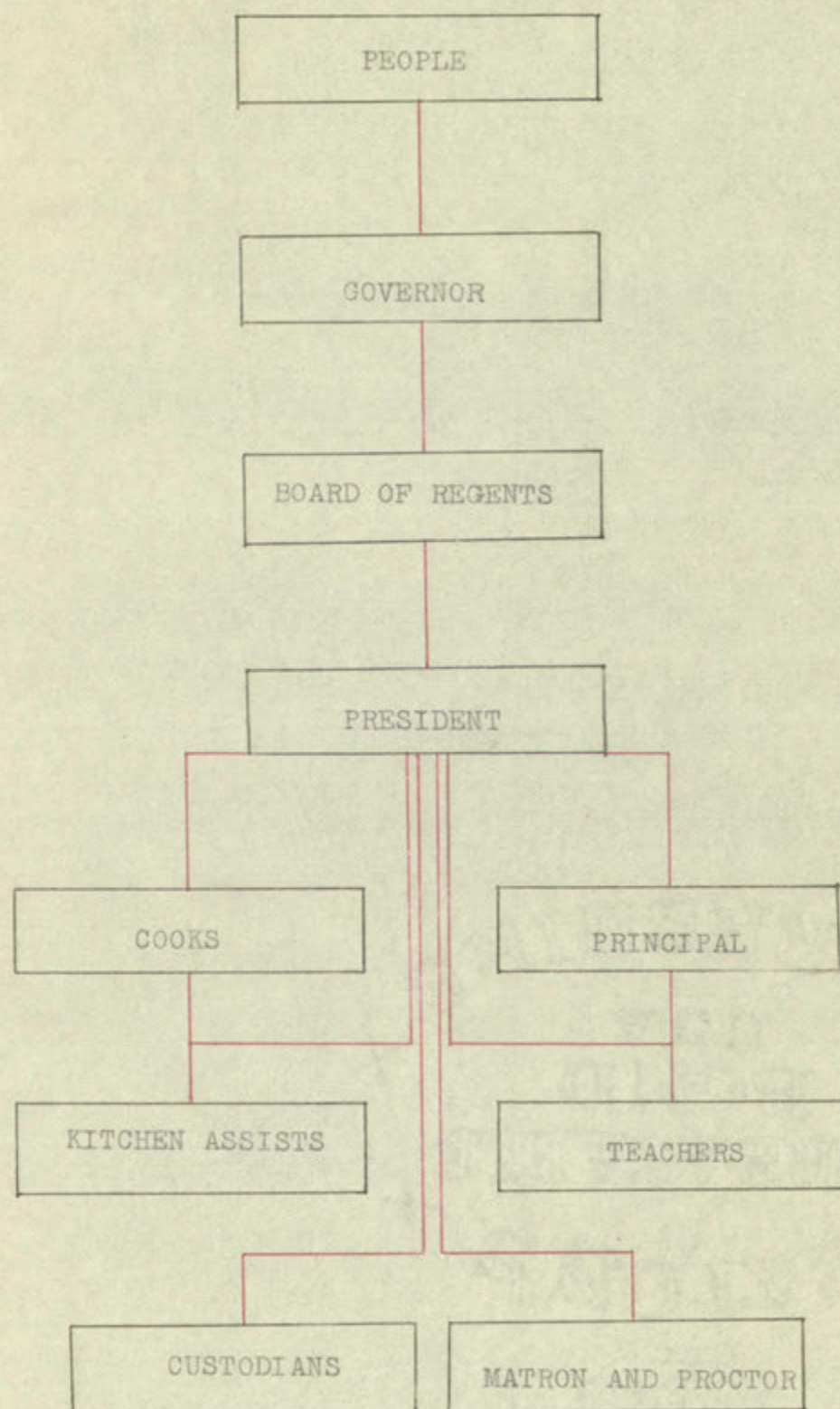


FIGURE 1

ORGANIZATION OF THE SPANISH
AMERICAN NORMAL SCHOOL

1870

1871

1872

1873

1874

1875

1876

1877

As is to be expected, however, the majority of the members are usually residents of Rio Arriba County. In the case of the present board four are from this county and one from Santa Fe County. As is usually the case with such boards the male sex predominates. (See Table IV, page 21)

Administration. The president of the Spanish-American Normal School is appointed each year by the board of regents. Their choice is not limited by any qualifications such as those of training or experience.

The president now holding the position started at a salary of \$3,600, but during his five years of service it has been raised to \$4,200. In addition to the regular salary the president receives, without charge, house, fuel, light, and water for himself and family. When going on school business he has the choice of using his own automobile, receiving a remuneration of six cents per mile, or of using the state automobile supplied with state gasoline.

The president acts as an agent of the board. He with the approval of the board, selects the school employees and teachers; directly supervises the employees, and through the principal supervises the teachers; makes all school purchases; represents the school at meetings in the state; and compiles the budget.

The president of the Spanish-American Normal School has to assist him in the administration of the institution

As is to be expected, however, the majority of the residents are usually residents of the city of New York. The present school term was from September 1st to June 30th. The total enrollment for the year was 1,200. The male sex predominated, being 700 to 500.

Administration. The President of the Board of Education, Normal School is appointed each year by the Board of Education. Their choice is not limited by any party lines, and such as those of training or experience.

The President now holding the position started at a salary of \$2,500, but has been raised to \$3,000. The President has been raised to \$3,000. In addition to the salary, the President receives a number of benefits, including health, dental, and life insurance. The President also receives a number of other benefits, including a pension plan. The President is also responsible for the management of the school, including the selection of the faculty and the supervision of the students. The President is also responsible for the financial management of the school, including the collection of tuition and the payment of salaries.

The President also has the authority to appoint and dismiss the faculty. The President is also responsible for the selection of the students. The President is also responsible for the financial management of the school, including the collection of tuition and the payment of salaries. The President is also responsible for the management of the school, including the selection of the faculty and the supervision of the students. The President is also responsible for the financial management of the school, including the collection of tuition and the payment of salaries.

The President of the Board of Education, Normal School has to assist him in the management of the school. The President is also responsible for the financial management of the school, including the collection of tuition and the payment of salaries.

TABLE IV
BOARD OF REGENTS
SPANISH AMERICAN NORMAL SCHOOL

Member	Age	Sex	Number Children	Children in School	Ancestry	Occupation	Home
A	50	F			Anglo	Housewife	Santa Fe
B	43	M	5	2	Sp.A.	Land owner	Tierra Amarilla
C	65	M	2		Sp.A.	Store Clerk	Espanola
D	45	M	3		Sp.A.	Store Clerk	El Rito
E	65	M	3		Sp.A.	Rancher, Sheep	Dixon

a clerk, titled registrar, and a general assistant, titled assistant registrar. The duties of the registrar are chiefly those concerned with the keeping of the administrative records. The assistant registrar acts as a purchasing and delivering agent for goods bought in Espanola or Santa Fe. He serves as a chauffeur for the president on school business trips and on occasions works in the principal's office on the permanent records.

Budget. The budget of the Spanish-American Normal School is prepared by the president of the school with the approval of the board of regents. It is then put in the hands of the State Budget Committee, and by the committee presented to the legislature for approval. If approved by the legislature, the budget can still be cut by the state whenever for reasons of economy such a step is considered advisable.

In Table V and Table VI on pages 23 to 26 will be found a complete tabulation of the items included in the budget for the twenty-fifth, twenty-sixth, and twenty-seventh fiscal years. In Table VII page 27 is presented an analysis of the salaries and wages for the twenty-fifth and twenty-seventh fiscal years. This table was included because it shows that trend of salaries, and their actual distribution to each of the school's functions.

In order to compare the budget of the Spanish-

TABLE V

BUDGET FOR THE SPANISH AMERICAN NORMAL SCHOOL FOR
THE YEAR ENDING JUNE 30, 1937
ACTUAL DISBURSEMENTS

Purposes	25th Fiscal Year Ending June 30, 1937
Salaries and Wages--Regular	\$30952.90
Labor, Salaries and Wages	2013.37
Travel and Per Diem	544.63
General Office Supplies	159.36
Printing and Publication	302.09
Advertising	37.25
Postage, Tel. and Tel.	596.37
Insurance and Surety Bonds	761.13
Board Meeting Expense	185.08
Water, Light, Fuel, Power	4146.76
Hospital, Drugs, etc.	238.77
Library	131.29
Infirmary	57.01
Entertainment	203.84
Laundry	11.46
Lab. and Scientific Sups.	172.95
Class Room Supplies	970.28
Weaving	394.89
Vocational Arts	88.12
Athletics	654.52
Repairs--Replacements, Bldgs.	483.77
Grounds and Roadways	65.44
Machinery and Tools	97.68
Miscellaneous Repairs--Auto Mechanics	1030.00
Auto, Truck, Parts and Tires	1160.37
Enlarge Water System	478.39
Debt. Service--Interest, 4 per cent 1961	2400.00
Furniture, Fixtures, Equipment	3592.68
Student Labor Fees	702.50
Dining Hall	13936.55
Grand Total	\$68953.56

TABLE V
SUPPORT FOR THE SPANISH AMERICAN HIGHER SCHOOL FOR
THE YEAR ENDING JUNE 30, 1937
ACTUAL DISBURSEMENTS

Purpose	Amount
Salaries and Wages--Faculty	1,800.00
Salaries and Wages--Labor	1,100.00
Travel and Per Diem	100.00
General Office Supplies	100.00
Printing and Publication	100.00
Advertising	100.00
Postage, Tel. and Cables	100.00
Insurance and Surety Bonds	100.00
Board Meeting Expenses	100.00
Water, Light, Fuel, Power	100.00
Hospital, Drugs, etc.	100.00
Library	100.00
Infirmary	100.00
Entertainment	100.00
Laundry	100.00
Lab. and Scientific Equip.	100.00
Glass Room Supplies	100.00
Weaving	100.00
Vocational Arts	100.00
Artists	100.00
Repairs--Replacements, Misc.	100.00
Grounds and Roadways	100.00
Machinery and Tools	100.00
Miscellaneous Repairs--Auto Mechanic	100.00
Auto, Truck, Parts and Misc.	100.00
Exhaust Water System	100.00
Dist. Service--Interest, & per cent 1931	100.00
Furniture, Fixtures, Equipment	100.00
Student Labor Fees	100.00
Dining Hall	100.00
Grand Total	10,000.00

TABLE V (Continued)

BUDGET FOR THE SPANISH AMERICAN NORMAL SCHOOL FOR
THE YEAR ENDING JUNE 30, 1937
ACTUAL RECEIPTS

Source	25th Fiscal Year Ending June 30, 1937
State General Fund	\$37977.50
Income from State Lands and Permanent Funds	7492.16
County Funds	6460.31
Federal Reimbursement	3389.28
Interest on Deposits	14.27
Tuition and Fees	204.75
Sale of Products	102.64
Refunds--Gas, Tel., Etc.	281.68
Entertainment	32.75
Rentals	299.50
Auto-Mechanics	65.40
Dining Hall	11969.32
Student Activities	644.00
Grand Total	\$68933.56

RECAPITULATION OF RECEIPTS AND DISBURSEMENTS

Fiscal Year	Balance First of Year	Receipts	Total Available	Disbursements
Twenty Fifth	\$486.00	\$ 68933.56	\$69419.56	\$66571.59
Balance End of Year				\$2847.97

STATE OF TEXAS

REPORT FOR THE YEAR ENDING DECEMBER 31, 1907
 THE TEXAS STATE BOARD OF EDUCATION
 AT THE ANNUAL MEETING

EXPENDITURES	
State General Fund	100.00
Income from State Lands and Investment	100.00
County Funds	100.00
Federal Reimbursement	100.00
Interest on Bonds	100.00
Tuition and Fees	100.00
Sale of Products	100.00
Refunds--Gas, Tel., Rent	100.00
Interest on Bonds	100.00
Repairs	100.00
Auto-Mechanics	100.00
Dining Hall	100.00
Student Activities	100.00
Grand Total	1000.00
RECAPITULATION OF INCOME AND EXPENDITURES	
Balance Year	100.00
Income from State Lands and Investment	100.00
County Funds	100.00
Federal Reimbursement	100.00
Interest on Bonds	100.00
Tuition and Fees	100.00
Sale of Products	100.00
Refunds--Gas, Tel., Rent	100.00
Interest on Bonds	100.00
Repairs	100.00
Auto-Mechanics	100.00
Dining Hall	100.00
Student Activities	100.00
Balance End of Year	100.00

TABLE VI

BUDGET FOR THE SPANISH AMERICAN NORMAL SCHOOL FOR
THE BIENNIUM ENDING JUNE 30, 1939
ESTIMATED DISBURSEMENTS

Purposes	26th Fiscal Year Ending June 30, 1938	27th Fiscal Year Ending June 30, 1939
Salaries and Wages--Regular	\$37220.00	\$43985.00
Labor, Salaries, Wages	3800.00	4500.00
Travel and Per Diem	550.00	750.00
General Office Supplies	300.00	300.00
Printing and Publication	200.00	250.00
Advertising	150.00	250.00
Postage, Tel. and Tel.	850.00	850.00
Insurance and Surety Bonds	1415.00	1415.00
Board Meeting Expense	400.00	350.00
Audit	75.00	100.00
Freight, Express, Drayage		100.00
Water, Light, Fuel, Power	7425.00	9800.00
Hospital, Drugs, Etc.	400.00	400.00
Library	150.00	300.00
Infirmery		400.00
Wearing Apparel	50.00	100.00
Entertainment	450.00	450.00
Laundry	400.00	600.00
Lab. and Scientific Supplies	100.00	100.00
Class Room Supplies	1400.00	2000.00
Correspondence Dept.	25.00	25.00
Pres. Teach. Maint.	1000.00	1000.00
Refunds	100.00	100.00
Scholarships	30.00	
Weaving		600.00
Vocational Arts	450.00	500.00
Athletics	1000.00	750.00
Repairs--Replacements, Bldgs.	2350.00	1000.00
Furniture, Fixts., Equip.		3000.00
Grounds and Roadways	200.00	200.00
Machinery and Tools	200.00	200.00
Auto, Truck, Parts, Tires	1000.00	1000.00
Special Assessments	1200.00	
Enlarge Water System		3000.00
Debt Service--Principal	1000.00	1000.00
Debt Service--Interest 4 per cent 1961	2400.00	2360.00
Capital Outlays--Bldgs.	250.00	
Real Estate	75.00	200.00
Furniture Equipment	3400.00	
Machinery and Tools	50.00	150.00
Autos and Trucks	1325.00	
Student Labor	1200.00	1200.00
Dining Hall	14000.00	14000.00
Grand Total	\$86665.00	\$97485.00

BUDGET FOR THE FISCAL YEAR 1960

Department		Funds	
		General	Special
Salaries and Wages	1,000,000	1,000,000	
Travel and Transportation	50,000	50,000	
General Office Expenses	100,000	100,000	
Printing and Stationery	20,000	20,000	
Advertising	10,000	10,000	
Postage, Mail, and Freight	10,000	10,000	
Insurance and Bonding	10,000	10,000	
Food and Beverage	10,000	10,000	
Utilities	10,000	10,000	
Telephone	10,000	10,000	
Water, Light, Heat, and Power	10,000	10,000	
Hospitality, Amusements, and Recreation	10,000	10,000	
Library	10,000	10,000	
Postage	10,000	10,000	
Seating (Auditorium)	10,000	10,000	
Entertainment	10,000	10,000	
Landscaping	10,000	10,000	
Lab. and Scientific Supplies	10,000	10,000	
Class Room Supplies	10,000	10,000	
Transportation Expenses	10,000	10,000	
Post, Telegraph, and Telephone	10,000	10,000	
Religious	10,000	10,000	
Scholarships	10,000	10,000	
Medical	10,000	10,000	
Vocational Aids	10,000	10,000	
Athletics	10,000	10,000	
Regalia--Religious, Athletic, etc.	10,000	10,000	
Furniture, Fixtures, and Equipment	10,000	10,000	
Grounds and Buildings	10,000	10,000	
Machinery and Tools	10,000	10,000	
Auto, Truck, and Van	10,000	10,000	
Special Assistance	10,000	10,000	
Electric and Gas	10,000	10,000	
Debt Service--Principal and Interest	10,000	10,000	
Debt Service--Interest Only	10,000	10,000	
Capital Outlays--Buildings	10,000	10,000	
Real Estate	10,000	10,000	
Public Relations	10,000	10,000	
Machinery and Tools	10,000	10,000	
Auto and Truck	10,000	10,000	
Student Labor	10,000	10,000	
Dining Hall	10,000	10,000	
Grand Total	1,000,000	1,000,000	

TABLE VI (Continued)

BUDGET FOR THE SPANISH AMERICAN NORMAL SCHOOL FOR
THE BIENNIUM ENDING JUNE 30, 1939
ESTIMATED RECEIPTS

Source	26th Fiscal Year Ending June 30, 1939	27th Fiscal Year Ending June 30, 1939
State General Fund	\$44950.00	\$44950.00
Income from State Lands and Permanent Funds	9000.00	12000.00
County Funds	8200.00	9000.00
Federal Reimbursement	5500.00	7500.00
Interest on Deposits	15.00	
Tuition and Fees	250.00	350.00
Sale of Products	300.00	500.00
Refunds--Gas. Tel. etc.	218.74	500.00
Borrowed Money	2380.00	2360.00
Proceeds from Bonds	282.45	
Entertainment	50.37	400.00
Rentals	555.75	1000.00
Athletics	73.51	300.00
Auto-Mechanics	16.68	100.00
Correspondence Department	100.00	50.00
Dining Hall	14000.00	15000.00
Student Activities	1002.50	1800.00
Grand Total	\$86895.00	\$95810.00

RECAPITULATION OF RECEIPTS AND DISBURSEMENTS

Fiscal Year	Balance First of Year	Receipts	Total Available	Disbursements
Twenty-Sixth	\$2847.97	\$86895.00	\$89742.97	\$86665.00
Twenty-Seventh	3077.97	95810.00	98887.97	97485.00
Balance at End of 27th Fiscal Year				1402.97

BUDGET FOR THE YEAR
THE BOARD OF TRUSTEES

Income		Expenses	
State General Fund	1,000.00	Salaries	1,000.00
Income from State Lands	500.00	Interest on Bonds	500.00
County Bonds	200.00	Interest on Bonds	200.00
Federal Reimbursement	1,000.00	Interest on Bonds	1,000.00
Interest on Bonds	1,000.00	Interest on Bonds	1,000.00
Tuition and Fees	1,000.00	Interest on Bonds	1,000.00
Sale of Products	1,000.00	Interest on Bonds	1,000.00
Reimbursable--Gen. Tel. etc.	1,000.00	Interest on Bonds	1,000.00
Borrowed Money	1,000.00	Interest on Bonds	1,000.00
Proceeds from Sales	1,000.00	Interest on Bonds	1,000.00
Reimbursement	1,000.00	Interest on Bonds	1,000.00
Hospital	1,000.00	Interest on Bonds	1,000.00
Asbestos	1,000.00	Interest on Bonds	1,000.00
Auto-Mechanics	1,000.00	Interest on Bonds	1,000.00
Correspondence Department	1,000.00	Interest on Bonds	1,000.00
Printing Hall	1,000.00	Interest on Bonds	1,000.00
Student Activities	1,000.00	Interest on Bonds	1,000.00
Grand Total		Grand Total	
RECAPITULATION OF BUDGET FOR THE YEAR		RECAPITULATION OF BUDGET FOR THE YEAR	
Fiscal Year		Fiscal Year	
Twenty-Sixth		Twenty-Sixth	
Twenty-Seventh		Twenty-Seventh	
Balance at End of Fiscal Year		Balance at End of Fiscal Year	

TABLE VII

BUDGET FOR THE SPANISH AMERICAN NORMAL SCHOOL FOR
THE YEAR ENDING JUNE 30, 1939
ANALYSIS OF SALARIES AND WAGES--1937 AND 1939

Title of Position	Actual	Estimate
	25th Fiscal Year Ending June 30, 1937	27th Fiscal Year Ending June 30, 1939
Superintendent (President)	\$3800.00	\$4200.00
Principal	1800.00	2000.00
Registrar and Bookkeeper	1200.00	1600.00
Assistant Registrar		1080.00
College and H.S. Instructor	1680.00	1500.00
H.S. Instructor--Science		1260.00
H.S. Inst. Spanish and Math.	1350.00	1350.00
" " " Science and English	1375.00	1350.00
*" " " Home Economics	1260.00	1320.00
" " " Commercial	1260.00	1320.00
*" " " Agriculture	1500.00	1600.00
" " " Physical Education	1210.00	1360.00
*" " " Auto-Mechanics	1180.00	1260.00
*" " " Trades and Ind. Sup.	1500.00	1860.00
*" " " Beauty Culture	1200.00	1500.00
*" " " Weaving	1200.00	1200.00
" " " Social Science		1350.00
Junior H. S. Principal	1400.00	1590.00
Grade Teacher and Music	1002.00	1200.00
Grade Teacher	990.00	1200.00
Grade Teacher	545.00	1200.00
Grade Teacher-Demonstration	180.00	1200.00
Librarian	475.00	675.00
Librarian	475.00	
Boys' Adviser	760.00	1125.00
Boys' Adviser		630.00
Nurse and Matron or Doctor	540.00	1800.00
Matron	405.00	675.00
Matron and Laundry Super.		540.00
Electrician and Fire man		900.00
Dining Hall Matron	360.00	
Custodian		540.00
Cook 1st	1085.00	990.00
Cook 2nd	345.00	450.00
Kitchen Assistant	332.50	360.00
Kitchen Assistant	251.70	360.00
Kitchen Assistant	125.85	360.00
Kitchen Assistant	125.85	360.00
Kitchen Assistant		360.00
Watchman	160.00	360.00

*Smith Hughes

American Normal with the median percentages given by Reeder¹³ it was though best to leave out of the total expenditures the item of \$14,000 used for the dining hall, as this item is more than covered by the charges made to the pupils. Debt service and capital outlay expenditures were also taken away from the total, as these two items are liable to much justifiable variation from year to year.

The percentages given, of course, are not entirely adaptable to a boarding school and allowances certainly must be made. Also it is admitted that the modal practise is not always the best, but even though the percentages are not absolute the comparison should still be of interest. (See Table VIII, page 29.) Neither do the modes for college expenditures provide entirely satisfactory bases for comparison, and they are also offered as mere approximations of a recommended distribution of funds. Perhaps the real truth lies somewhere between the public school and the college modes.

II. THE FACULTY

Appointment. The members of the Spanish-American Normal School faculty are appointed by the board of regents with the advice and recommendation of the president.

13

Ward G. Reeder, The Fundamentals of Public School Administration. (New York: The MacMillan Company, 1932), page 171.

American Normal with the median percentages given by Reeder. It was thought best to leave out of the total expenditures the item of \$14,000 used for the dining hall, as it is more than covered by the charges made to the pupils. Debt service and capital outlay expenditures were also taken away from the total, as these two items are liable to much possible variation from year to year. The percentages given, of course, are not entirely adaptable to a boarding school and allowances certainly must be made. Also it is admitted that the model presented is not always the best, but even though the percentages are not absolute the comparison should still be of interest. (See Table VIII, page 29.) Whether the model for college expenditures provide an equally satisfactory basis for comparison, and they are also offered as mere approximations of a recommended distribution of funds. Perhaps the real truth lies somewhere between the public school and the college model.

VI. THE FACULTY

Appointment. The members of the Spanish-American Normal School faculty are appointed by the board of regents with the advice and recommendation of the president.

TABLE VIII

COMPARISON OF THE MEDIAN PERCENTAGES OF SCHOOL BUDGETS
WITH THE BUDGET OF THE SPANISH
AMERICAN NORMAL SCHOOL

Function	Spanish-American Normal Total outlay (1939)	Cities between 8,000 and 20,000 population ¹⁴	Analysis of expenditures College and Normal, 1937
General Control	\$ 9,930	4.9	10.9
Instructional Service	30,845	72.8	68.9
Operation of Plant	11,000	13.5	(17.1
Maintenance of Plant	8,540	3.8	
Fixed Charges	1,415	1.2	
Auxiliary Agencies	12,045	1.6	

¹⁴Ward G. Reeder, The Fundamentals of Public School Administration (New York: The MacMillan Company, 1937) p. 171

The date at which the appointments are to be made is not regulated, but, although the appointments and reappointments have usually been made just prior to the close of the school year, on one occasion, at least, they were not made until just two weeks before the beginning of the new school term. All teachers in the school are required to possess at least the New Mexico certificate required by the state for the position to be filled. No other definite qualifications have been set up.

Salary and tenure. On Studying Table IX, on pages 31 and 32, it will be seen that the school attempts no salary schedule, at least non related to experience, tenure, or training. The modal salary for high school teachers was \$1,350 and for grade teachers \$1,209, regardless of tenure or training. The salaries of the vocational teachers were on the whole determined by the Smith-Hughes minimum.

It has not been the practice, at least not during recent years, to give contracts to the members of the faculty of the Spanish-American Normal School. The appointments are, however, generally understood to be for the whole of the ensuing school year.

Teacher load. The Smith-Hughes teachers, woodshop, agriculture, auto-mechanics, weaving, home-economics, and beauty culture, all have small pupil periods, but all except one of the high school academic teachers have more than the recommended 125, and two have even more than

TABLE IX
FACULTY OF THE SPANISH-AMERICAN
NORMAL SCHOOL

Tch.	Title or Grade taught	Previous Teaching Experience	Tenure	Certificate	Periods Taught Per Day	Pupils Per Day	Salary	Birth place
A	President	0	5	None	None	None	\$4,200	N. M.
B	Principal	3	1	Five Year Adm.	None	None	2,000	N. M.
C	College teacher	7	1	Five Year H.S.	4	22	1,500	Ind.
D	7th and 8th	5	7	Professional	7	28	1,590	N. M.
E	6th and 7th	1	1	Five Year H.S.	7	36	1,200	N. M.
F	4th and 5th	5	1	Spec. Kindergarten	7	29	1,200	Ky.
G	1st to 3rd	0	4	Spec. Kindergarten	7	41	1,200	N. M.
H	1st to 3rd	0	1	Spec. Kindergarten	7	Asst.	1,200	N. M.
I	Music	6	1	Life H. S.	7	--	1,200	Texas
J	Physical Ed.	0	4	None	7	--	1,200	N. M.
K	Social Science	17	3	Five Year H. S.	6	183	1,350	N. M.
L	English	6	2	Five Year H. S.	4	156	1,350	Mo.
M	Spanish and Math.	4	4	Life H. S.	4	134	1,350	N. M.
N	Commercial	0	1	Special	7	103	1,200	Wis.
O	Science	0	3	Five Year H. S.	5	126	1,350	Mass.
P	Woodwork	0	8	Vocational	3	17	1,860	N. M.
Q	Agriculture	0	3	Five Year H. S.	6	20	1,600	N. M.
R	Auto--Mec.	0	3	Vocational	6	9	1,350	Mich.
S	Weaving	0	4	Vocational	6	34	1,350	N. M.
T	Home Ec.	2	2	Vocational	6	30	1,320	W. V.
U	Beauty Culture	0	8	Vocational	7	16	1,500	N. M.

TABLE IX (Continued)

FACULTY OF THE SPANISH-AMERICAN
NORMAL SCHOOL

Tch. Age*	Married or Single	Dependents	Foreign or Local	Ancestry	Sex	Institution	Degree	Church Preference
A	45	3	Foreign	Anglo	M	Columbia	None	Jewish
B	30	0	Foreign	Anglo	M	N. M. N.	B. A.	Episcopal
C	35	0	Foreign	Anglo	M	N. M. A. N. M. U.	B. A.	Episcopal
D	45	3	Foreign	Sp. A.	F	N. M. N.	None	Catholic
E	30	0	Foreign	Sp. A.	M	U. of Ohio	B. S.	Presbyterian
F	35	0	Foreign	Anglo	F	Louisville, Ky.	B. S.	Presbyterian
G	30	0	Foreign	Anglo	F	N. M. N.	None	Catholic
H	25	0	Foreign	Sp. A.	F	N. M. N.	None	Catholic
I	30	0	Foreign	Anglo	F	Texas, Tech.	B. S.	Methodist
J	25	3	Foreign	Mixed	F	N. M. U.	None	Catholic
K	40	5	Foreign	Anglo	M	N. M. N.	B. A.	Presbyterian
L	35	2	Foreign	Anglo	F	N. M. N.	B. A.	Congregational
M	35	3	Local	Sp. A.	M	N. M. U., U. of M.	M. A.	Catholic
N	30	0	Foreign	Anglo	F	U. of Wis.	B. A.	Episcopal
O	30	0	Foreign	Anglo	M	N. M. U.	B. S.	Lutheran
P	30	2	Foreign	Sp. A.	M	Loyola, Cal.	None	Catholic
Q	30	1	Local	Sp. A.	M	N. M. A.	B. S.	Catholic
R	30	0	Foreign	Anglo	M	Detroit Tec.	None	Presbyterian
S	35	3	Local	Sp. A.	M	N. M. N.	None	Catholic
T	35	0	Foreign	Anglo	F	N. M. U.	B. S.	Methodist
U	35	1	Foreign	Sp. A.	F	Beau. Cul.	None	Catholic
						Sch. in Los Angeles		

N. M. U. University of New Mexico in Albuquerque.

N. M. N. New Mexico Normal in Las Vegas.

N. M. A. New Mexico Agricultural College in Las Cruces

U. of M. University of Mexico in Mexico City

*Ages to nearest five years

the maximum 150 pupil periods per day set up as a standard by the North Central Association.¹⁵ (See Figure 2, page 34)

The grade teachers, with the exception of the primary teacher, first, second, third grades, are not greatly overloaded.

III. GRADE SCHOOL

Administrative division, length of term. The grade school of the Spanish-American Normal School consists of eight grades, taught by five teachers for a term of 180 days. The first, second, and third grades are in one room under the supervision of two teachers. It was planned to have the eighth grade in a room by itself, but because the sixth and seventh grade room became over-crowded a part of the seventh grade was placed with the eighth grade teacher.

Curriculum and promotion. The curriculum is typically that to be found in most of the older-type grade schools, consisting of arithmetic, English, reading, spelling, geography, history, health, music, and penmanship. (See Figure 4, page 41) The grade school children have no opportunity to enroll in any vocational work, and because many do not attend high school they are denied an opportunity to obtain this training. The arrangement of the periods and the methods used are left to the judgment of the

¹⁵"Policies, Regulations and Standards for Accrediting Secondary Schools," The North Central Association Quarterly (June, 1927), 2: 57-58.

the maximum 180 pupil periods per day set up as a standard by the North Central Association.¹⁵ (See Figure 3, page 24) The grade teachers, with the exception of the primary teacher, first, second, third grades, are not greatly over-loaded.

III. GRADE SCHOOL

Administrative division, length of term. The grade school of the Spanish-American Normal School consists of eight grades, taught by five teachers for a term of 180 days. The first, second, and third grades are in one room under the supervision of two teachers. It was planned to have the eighth grade in a room by itself, but because the sixth and seventh grade room became over-crowded a part of the seventh grade was placed with the eighth grade teacher.

Curriculum and promotion. The curriculum is typically that to be found in most of the other-type grade schools, consisting of arithmetic, English, reading, spelling, geography, history, health, music, and penmanship. (See Figure 4, page 41) The grade school children have no opportunity to enroll in any vocational work, and because many do not attend high school they are denied an opportunity to obtain this training. The arrangement of the periods and the methods used are left to the judgment of the

¹⁵ "Policies, Regulations and Standards for Secondary Schools," The North Central Association, Quarterly (June, 1927), 2: 37-38.

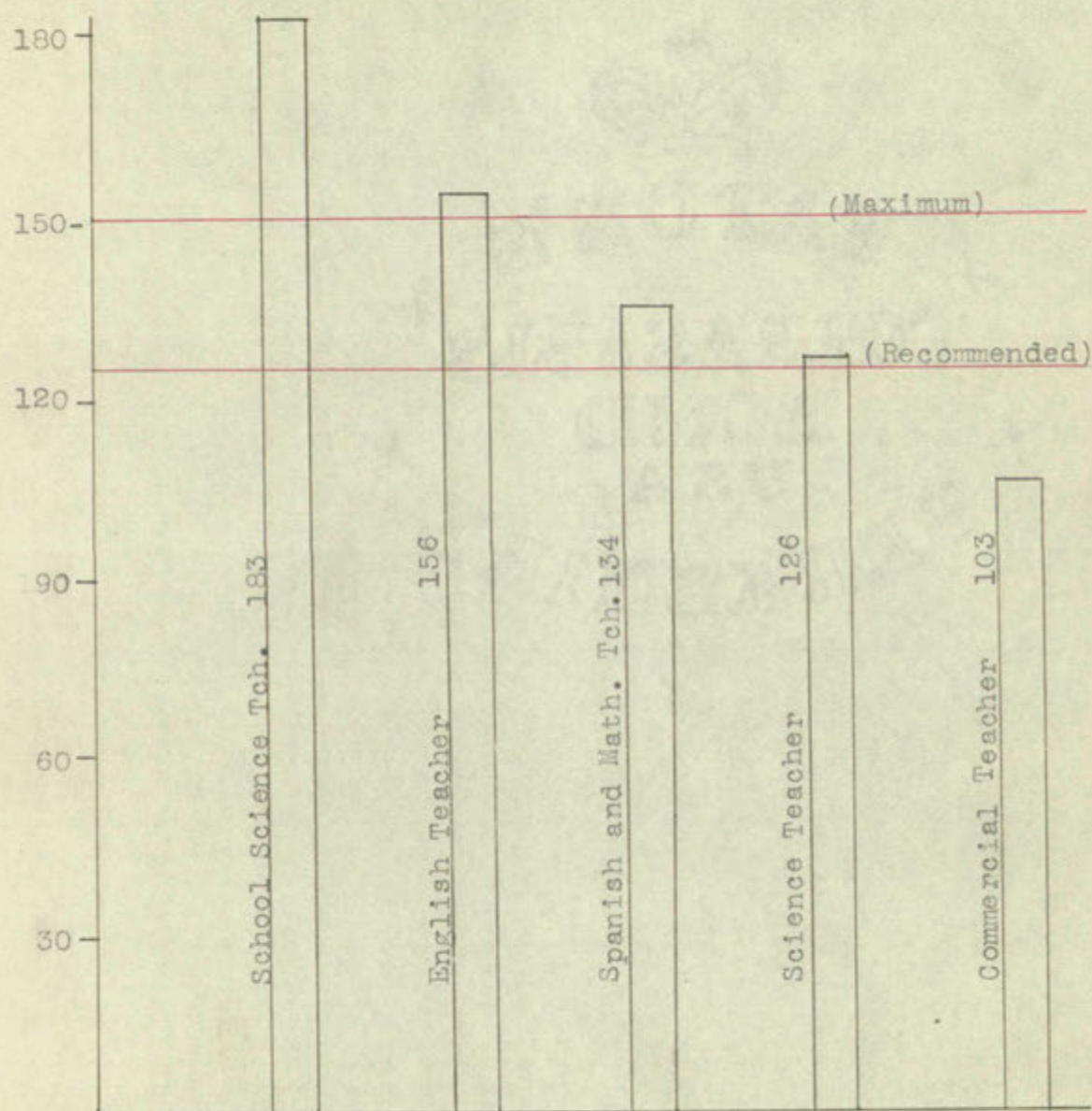


FIGURE 2

LOADS OF THE ACADEMIC TEACHERS IN THE SPANISH
AMERICAN NORMAL HIGH SCHOOL, SHOWING THE
RECOMMENDED AND MAXIMUM PERIOD LOADS

individual teachers. Because of the lack of adaptability of the rooms and equipment, and the lack of proper facilities the flexibility of the instruction is greatly handicapped. Promotions are, with few exceptions, only made once a year at the end of the school term.

Library, guidance, special rooms, and extra curriculum.

The grade school does not have a library or any substitute for one. Guidance is left entirely to the initiative of the classroom teacher. No special rooms are provided, but a few of the over-age children were transferred to the vocational high school classes in order to place them with their own age-group. The campus is entirely without the swings, slides, sand piles, and other play ground equipment that is usually so typical of school grounds. The responsibility for extra-curricular activities is placed on the teachers in charge of the classes. These activities are limited to one or two parties per class and to taking part in the Christmas and May Day programs. The money necessary for the parties must either be furnished by the teacher or collected from the class.

Grade school plant. All the grades, with the exception of the first, second, and third, are located on the first floor of the Senior Boys' Dormitory. (See Figure 3, page 36) This building, the oldest on the campus, is very much the worse for wear. Its floors are worn, its plastered walls

individual teachers. Because of the lack of space of the rooms and equipment, and the lack of proper facilities the flexibility of the curriculum is greatly handicapped. Promotions are, with few exceptions, made once a year at the end of the school term.

Library, Guidance, Special Cases, and Remedial Instruction.

The grade school does not have a library and no guidance for one. Guidance is left entirely to the individual classroom teacher. No special rooms are provided, and a few of the over-age children were transferred to the vocational high school classes in order to clear the grade school age-group. The campus is entirely without any athletic, sand piles, and other play ground equipment that is usually so typical of school grounds. The responsibility for extracurricular activities is placed on the teachers in charge of the classes. These activities are limited to one or two parties per class and to taking part in the district and May Day programs. The money necessary for the parties must either be furnished by the parent or collected from the class.

Grade school plant. At the grade school, the location of the first, second, and third, are located on the first floor of the Senior High Building. (See Figure 1, page 27) This building, the oldest of the campus, is very much worse for wear. The floors are worn, the plastered walls

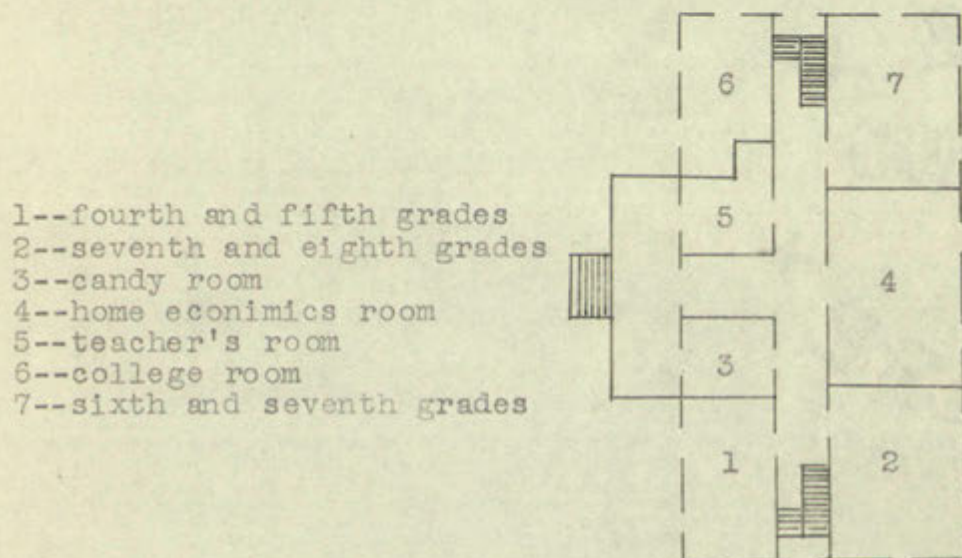
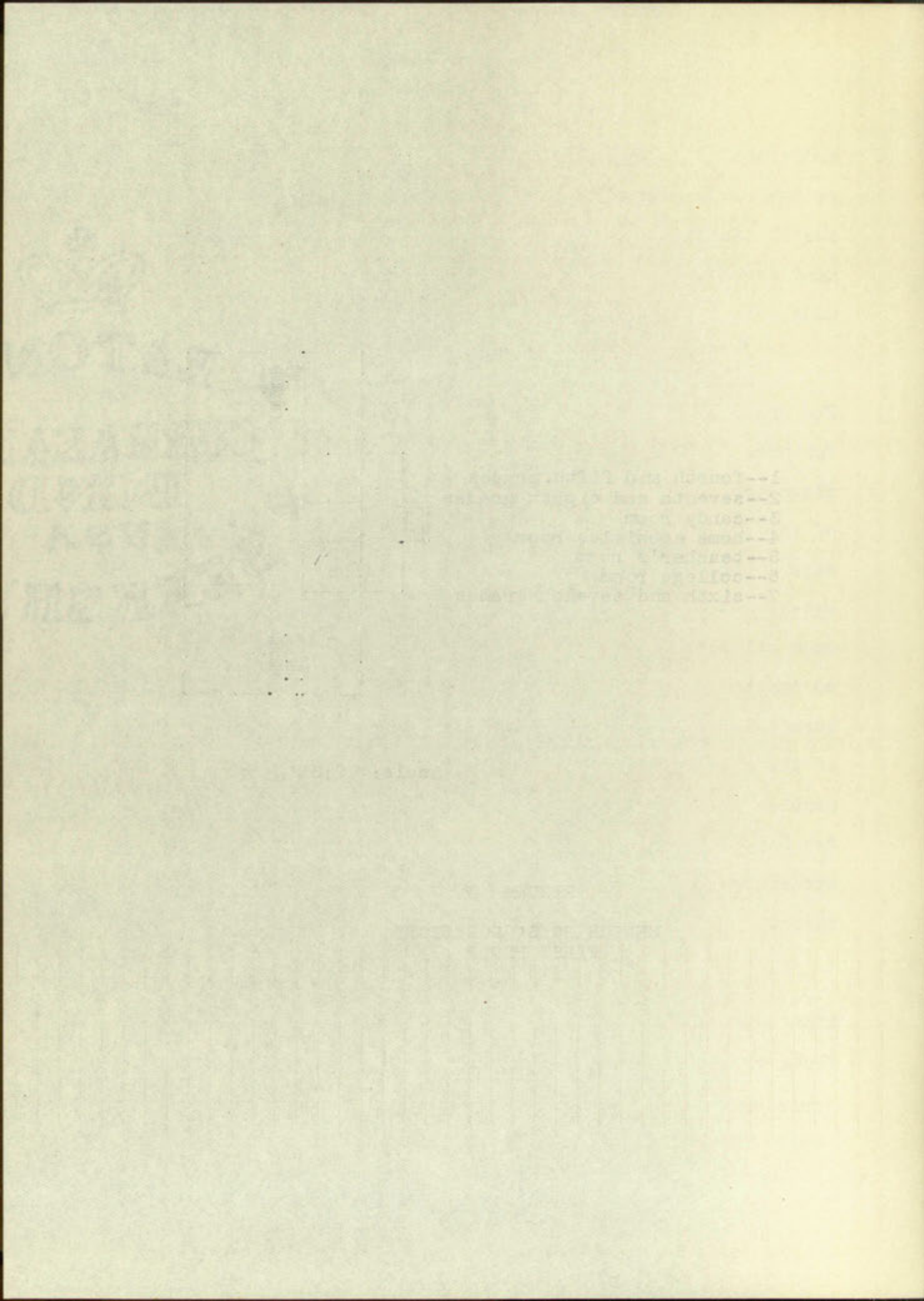
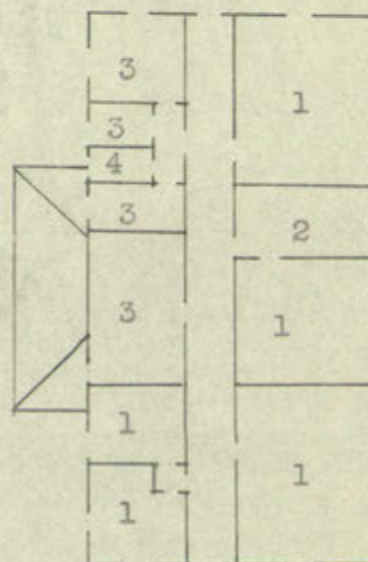


FIGURE 3
SENIOR BOYS' DORMITORY
FIRST FLOOR



- 1--dormitory
 2--washroom
 3--teachers' quarters
 4--teachers' toilet



Scale: 1":32'

FIGURE 3 (Continued)
 SENIOR BOYS' DORMITORY
 SECOND FLOOR



STONY

STONY

STONY

STONY

STONY

STONY

STONY

STONY

STONY

STONY

STONY

are cracked and disfigured, its rooms are poorly shaped and insufficiently heated. The rooms are furnished with old-fashioned desks or with chairs with writing arms. The first, second, and third grades are in the Girls' Dormitory. This is a new building. If the lighting were better and the room not overcrowded, it would be much superior to those in which the other grades are housed.

Age-grade distribution. The percent of over-age children in the grade department of the Spanish-American Normal School is very great. (See Table 10, page 39) This condition can probably be explained by the inaccessibility of the schools causing an irregular attendance, a lack of contact with the outside world due to the remoteness of the region and the absence of the agencies which could bring about vicarious experience, and the bilingual problem resulting from such a large percentage of Spanish-speaking parents. Of the 135 children in the grade school only twenty-seven come from towns other than El Rito.

IV. HIGH SCHOOL

Administrative division, length of term, and promotion. The high school course at the Spanish-American Normal School is divided into four classes, freshman, sophomore, junior, and senior. Each school term is for 180 days. During a term the pupil normally takes four units of work, but if the pupil shows unusual ability he may be allowed to carry five units. Sixteen units are required

are cracked and disfigured, the rooms are poorly shaped and insufficiently heated. The rooms are furnished with old-fashioned desks or with chairs with writing arms. The first, second, and third grades are in the Girls' Dormitory. This is a new building. If the lighting were better and the room not overcrowded, it would be much superior to those in which the other grades are housed.

Age-grade distribution. The percent of over-age children in the grade department of the Spanish-American Normal School is very great. (See Table 10, page 39) This condition can probably be explained by the inaccessibility of the schools causing an irregular attendance, a lack of contact with the outside world due to the remoteness of the region and the absence of the agencies which could bring about vicarious experience, and the bilingual problem resulting from such a large percentage of Spanish-speaking parents. Of the 158 children in the grade school only twenty-seven come from towns other than El Alto.

IV. HIGH SCHOOL

Administrative division, length of term, and promotion. The high school course at the Spanish-American Normal School is divided into four classes, freshmen, sophomores, juniors, and seniors. Each school term is for 180 days. During a term the pupil normally carries four units of work, but if the pupil shows unusual ability he may be allowed to carry five units. Sixteen units are required

TABLE X
AGE-GRADE TABLE

AGE	Grade																UN GRADED	TOTAL		TOTAL
	1		2		3		4		5		6		7		8					
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F				
5																				
6	3	1																		
7	1	5	1																	
8	1	2					1													
9	2	1	2	3	1		1													
10	1		2		2	2	2	3	2											
11							1													
12							1	1	3											
13									2	1	4	2	2	1	2					
14			1		1		1	2		1	4	2	5	3	1	2				
15							1	1	1		3	3	4	2	3	3				
16								1	3		1	1	2	1	2					
17							1				1					3				
	8	9	5	6	8	5	7	9	11	2	9	10	18	10	9	8				

X SHEET

REMARKS - 104

NO. 104

DATE

TIME

LOCATION

1

2

3

4

5

6

7

8

9

10

11

12

13

14

15

16

17

18

19

20

21

22

23

24

25

26

27

28

29

30

31

32

33

34

35

36

37

38

39

40

41

42

43

44

45

46

47

48

49

50

51

52

53

54

55

56

57

58

59

60

61

62

63

64

65

66

67

68

69

70

71

72

73

74

75

76

77

78

79

80

81

82

83

84

85

86

87

88

89

90

91

92

93

94

95

96

97

98

99

100

101

102

103

104

105

106

107

108

109

110

111

112

113

114

115

116

117

118

119

120

121

122

123

124

125

126

127

128

129

130

131

132

133

134

135

136

137

138

139

140

141

142

143

144

145

146

147

148

149

150

151

152

153

154

155

156

157

158

159

160

161

162

163

164

165

166

167

168

169

170

171

172

173

174

175

176

177

178

179

180

181

182

183

184

185

186

187

188

189

190

191

192

193

194

195

196

197

198

199

200

201

202

203

204

205

206

207

208

209

210

211

212

213

214

215

216

217

218

219

220

221

222

223

224

225

226

227

228

229

230

231

232

233

234

235

236

237

238

239

240

241

242

243

244

245

246

247

248

249

250

251

252

253

254

255

256

257

258

259

260

261

262

263

264

265

266

267

268

269

270

271

272

273

274

275

276

277

278

279

280

281

282

283

284

285

286

287

288

289

290

291

292

293

for graduation. Promotions are made at the end of each term.

Curriculum. The high school staff consists of eleven teachers, five of whom are Smith-Hughes. The pupils entering the high school have two possible courses of study. Those desiring to continue into some institution of higher learning, after high school, are given a college preparatory course, consisting of those subjects required for entrance into higher institutions. The other possibility, for those not desiring or unable to enter college, is a course of study more heavily laden with vocational subjects. However, during the first two years in high school, both groups are required to enroll in the same subjects. These required subjects are two years of English, two of history, two of Spanish, one of general science, and one of high school arithmetic. The principal, with the cooperation of the faculty, is making a commendable attempt to develop a child-centered school. Many of the classes, English, history, and arithmetic show a commendable continuity through the grades, others, however, are only offered to two or three grades. (See Figure 4, page 41)

Library. The library facilities offered the high school pupils are very poor. Most of the books are very old and distinctly out-of-date. The most recent science book was published in 1912, and many show publication dates before 1900. Many of the books are not at all suited for high school work, being much too technical for the average

for graduation. Promotions are made at the end of each

term.

Curriculum. The high school staff consists of eleven

teachers, five of whom are English-Spanish. The pupils con-

sisting the high school have two sets of courses to select.

Those desiring to continue into some institution of higher

learning, after high school, are given a college preparatory

course, consisting of those subjects required for entrance

into higher institutions. The other possibility, for those

not desiring or unable to enter college, is a course of

study more heavily laden with vocational subjects. However,

during the first two years in high school, both groups are

required to enroll in the same subjects. These required

subjects are two years of English, two of history, two of

Spanish, one of general science, and one of high school

arithmetic. The principal, who has cooperation of the

faculty, is making a commendable attempt to develop a child-

centered school. Many of the classes, English, history, and

arithmetic show a commendable spontaneity through the pupils.

Others, however, are only required to read or listen passively.

(See Figure 4, page 11.)

Library. The library facilities cover the high

school pupils are very poor. Excepted the books are very

old and distinctly out-of-date. The most recent reference

book was published in 1915, and many other publications date

before 1900. Very few of the books are actually needed for

high school work, and most are outdated for the purposes

Grade	1	2	3	4	5	6	7	8	9	10	11	12	College
English	—	—	—	—	—	—	—	—	—	—	—	—	—
History	—	—	—	—	—	—	—	—	—	—	—	—	—
Health					—	—	—	—				—	
Spelling	—	—	—	—	—	—	—	—					
Reading	—	—	—	—	—	—	—	—					
Geography	—	—	—	—	—	—	—	—					
Arithmetic	—	—	—	—	—	—	—	—	—	—			
Penmanship	—	—	—	—	—	—	—	—					
Science							—	—	—	—	—		
Spanish									—	—	—	—	—
Education													—
Agriculture													—
Home economics									—	—			
Woodshop									—	—			
*Auto-Mechanics									—	—			
Beauty culture											—	—	
Commercial											—	—	—

FIGURE 4

CONTINUITY OF THE CURRICULUM

*Classes were discontinued at end of first semester.

Time

English

History

Health

Geography

Handwriting

Science

Art

Physical Education

Music

Spanish

Latin

Religion

Home Economics

Foreign Languages

Physical Education

Music

Art

Notes

Misses were present

Page 1

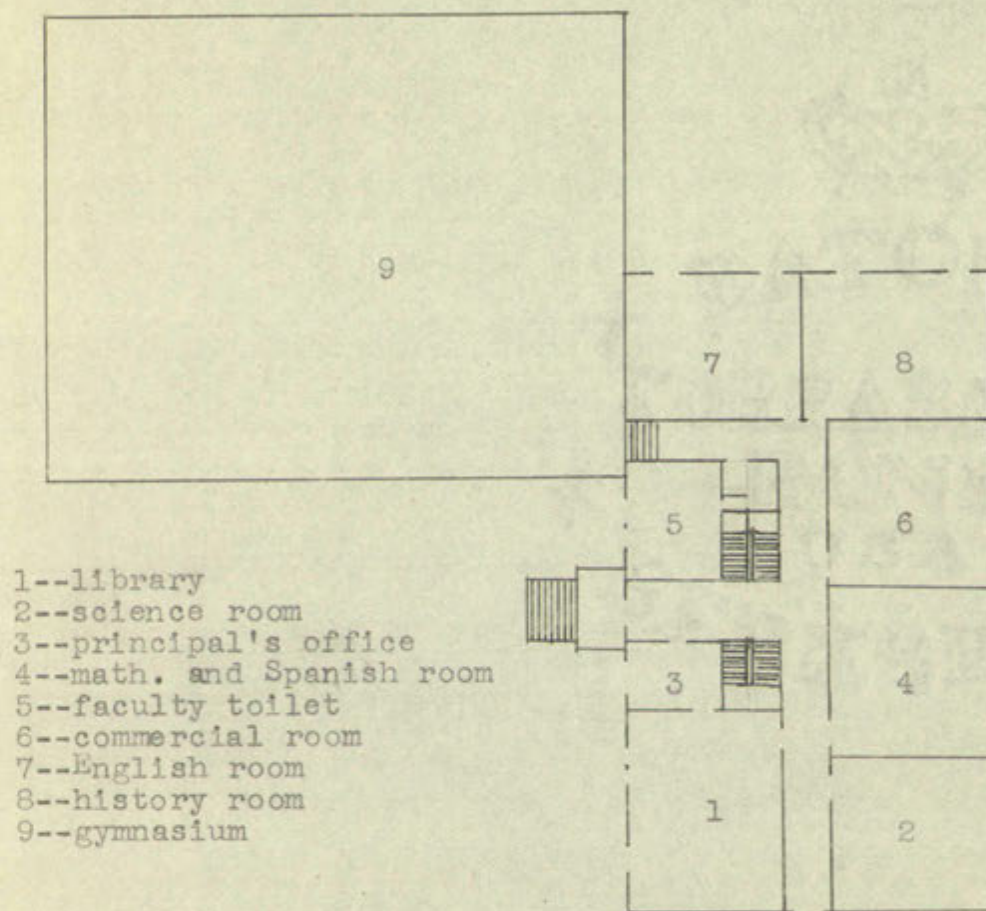


FIGURE 5
 SMALL BOYS' DORMITORY
 FIRST FLOOR

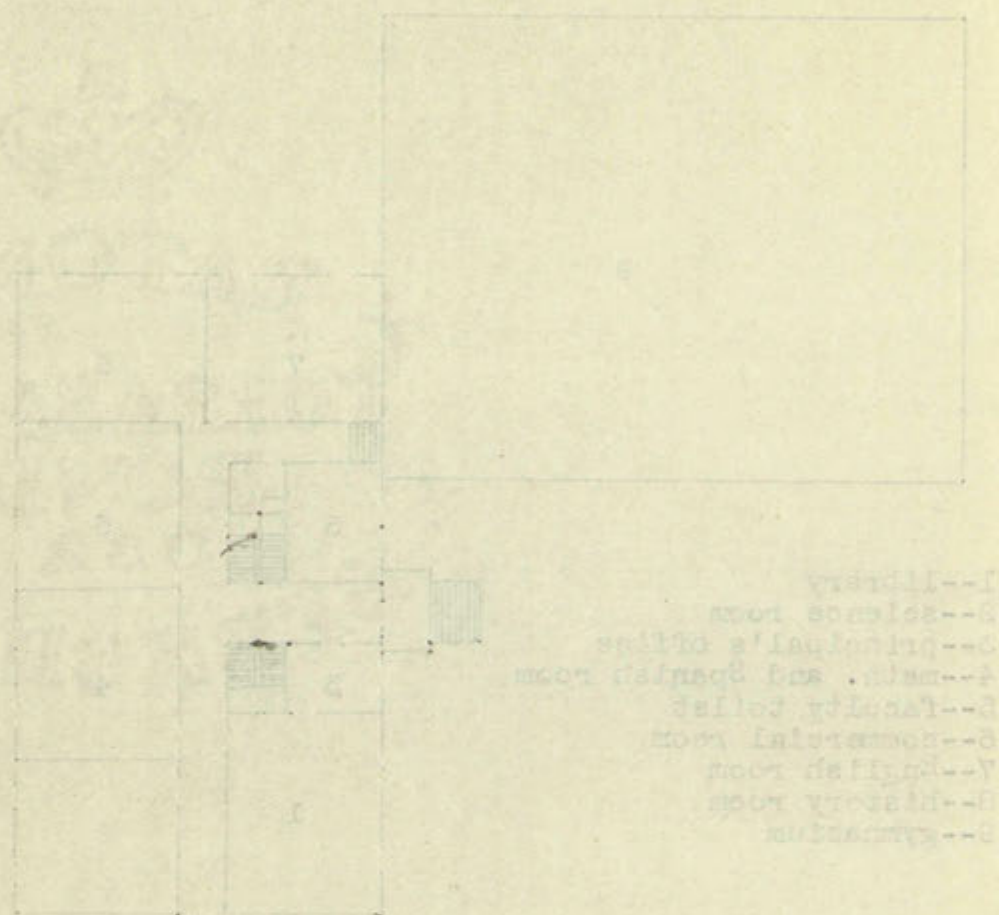
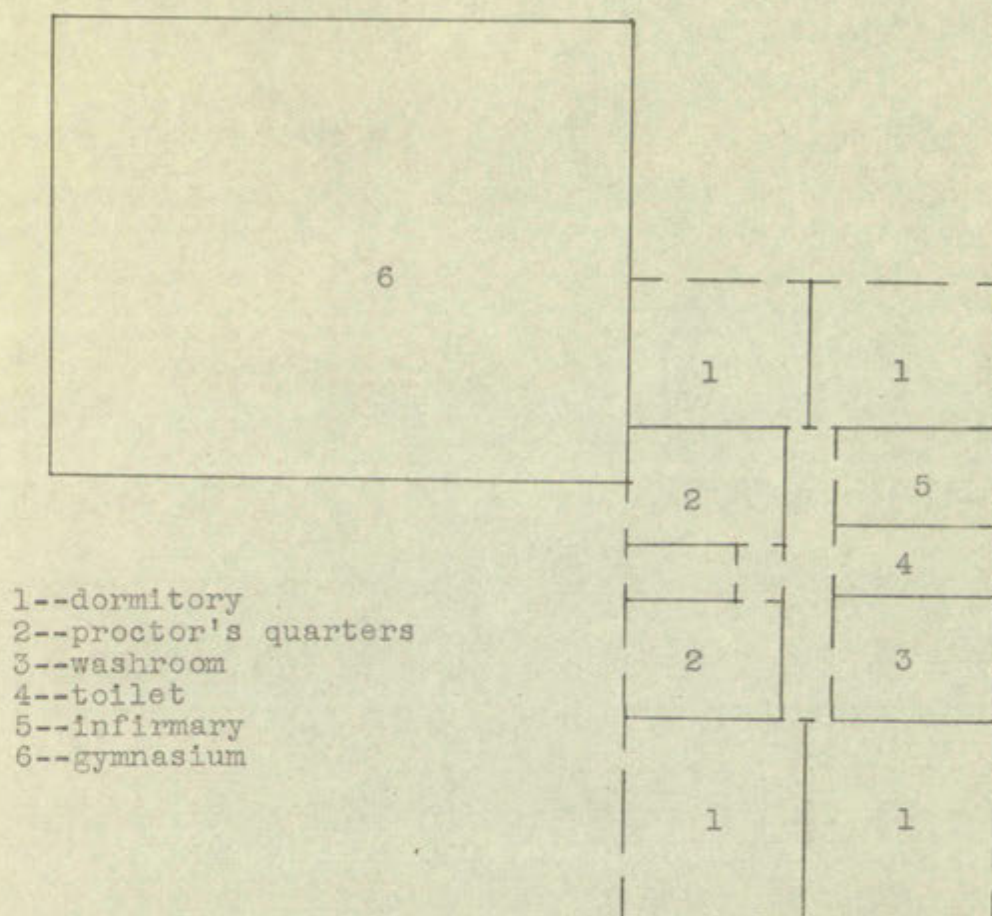


FIGURE 2
 SMALL BOYS' DEPARTMENT
 WEST WING



Scale 1":32'

FIGURE 5 (Continued)
 SMALL BOYS' DORMITORY
 SECOND FLOOR

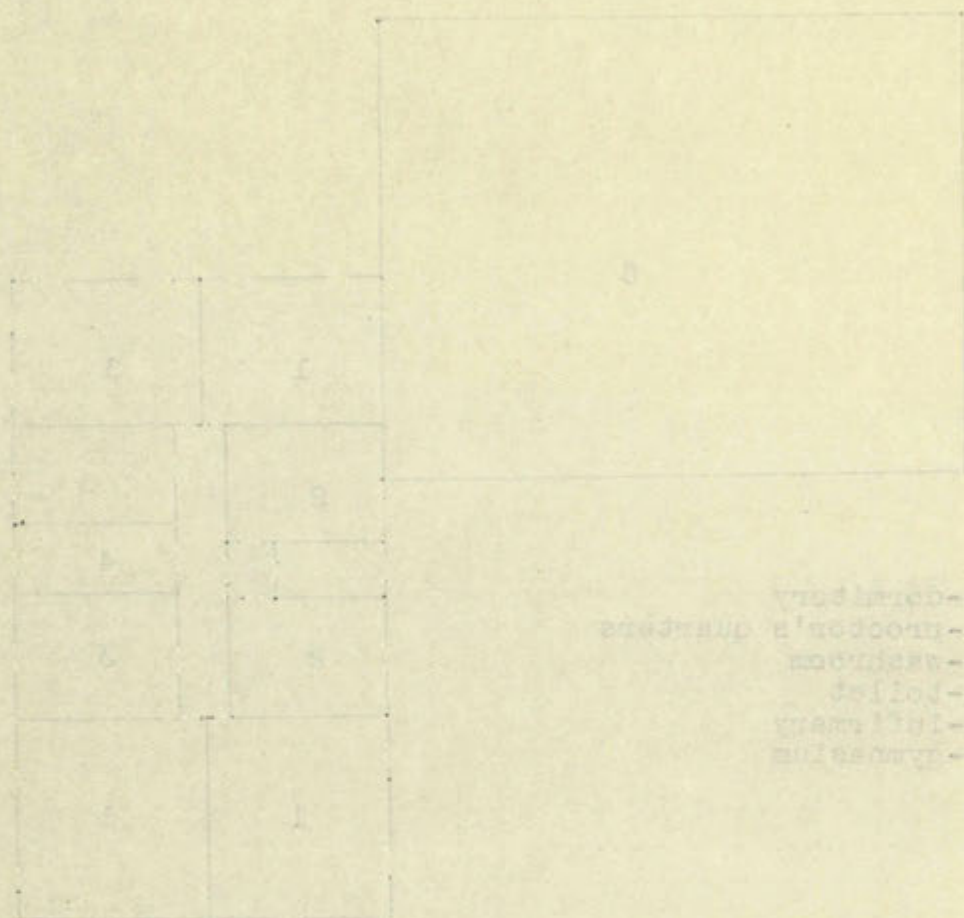


FIGURE 1 (Continued)

SMALL SCALE: 1"=100'

high school pupil. Aside from one daily newspaper the library subscribes to no periodicals. The library is in the Small Boys' Dormitory, and is used by the boys as a study hall; therefore it is not available to the girls after school hours. (See Figure 5, page 43)

Guidance and special rooms. The problem of guidance has been taken over by the principal. He has made a sincere effort to help each child in choosing the best suited course of study and to help the pupil to solve personal problems. No special rooms are provided, but the vocational department is being used as an outlet for those pupils having unusual trouble in the academic work.

Extra-curricular activities. Teams of the Spanish American Normal School compete regularly in football, basketball, baseball, track, and boxing with other schools in the state. School tournaments for both girls and boys are sponsored by the physical education teacher. These tournaments are continuous and cover almost every sport from boxing to checkers. Programs sponsored by the teachers are very numerous. The most outstanding of these programs is the May Day Fete in which practically every pupil has a part, and every teacher is responsible for a unit.

Nearly every pupil is a member of some club which during the year acts as host at a dance. The most active clubs are the Letter N Club, the Girls' Athletic

high school pupils. A few have been...
library subscription to the...
the Small Boys'...
study hall; therefore it is not...
after school hours. (See figure, page 4)

Guidance and Social Work. The problem of

and has been taken over by the...
a sincere effort to help each...
suited courses of study and to help...
personal problems. The school...
the vocational department is...
for these pupils have been...
work.

Extra-curricular activities. Some of the

American National School...
basketball, baseball, track, and...
in the state. School...
are sponsored by the...
commitments are...
from boxing to...
teachers are very...
program is the...
pupil has a...
unit.

During the...
of the...
the...

Association, the Future Farmers of America, the Beauty Culture Club, and the Home Makers Club.

A dance sponsored either by a club, class, or by the school is held on the average of once a week. A motion picture, generally old but worthwhile, is presented every other Friday in the auditorium.

The Protestant children on Sunday attend Sunday School directed by members of the faculty, and the Catholic children go to the church in the town.

High school plant. The academic and commercial high school classes are held on the first floor of the Small Boys' Dormitory. (See Figure 5, page 43.) The rooms are quite satisfactory, but many of the classes are too large, some having an enrollment of over fifty pupils. The science laboratory lacks adequate storage space and does not have the individual desks and equipment necessary for the laboratory method of instruction. No toilet or washroom is available to the girls in the high school building. The plant does not provide adequate storage room for books or records.

V. VOCATIONAL DEPARTMENT

Though the vocational classes are under the supervision of the same principal and not actually in any way separated from the rest of the school, their importance

Association, the Future Farmers of America, the Beauty Culture Club, and the Home Makers Club.

A dance sponsored either by a club, class, or by the school is held on the average of once a week. A motion picture, generally old but worthwhile, is presented every other Friday in the auditorium. The Protestant children on Sunday attend Sunday School directed by members of the faculty, and the Catholic children go to the church in the town.

High school plant. The academic and commercial high school classes are held on the first floor of the Small Boys' Dormitory. (See Figure 5, page 43.) The rooms are quite satisfactory, but many of the classes are too large, some having an enrollment of over fifty pupils. The science laboratory lacks adequate storage space and does not have the individual desks and equipment necessary for the laboratory method of instruction. No toilet or washroom is available to the girls in the high school building. The plant does not provide adequate storage room for books or records.

V. VOCATIONAL DEPARTMENT

Though the vocational classes are under the supervision of the same principal and not actually in any way separated from the rest of the school, their importance

TABLE XI
AGE-GRADE TABLE
HIGH SCHOOL AND COLLEGE

GRADE														
AGE	9		10		11		12		COLLEGE		TOTAL		TOTAL	
	M	F	M	F	M	F	M	F	M	F	M	F		
13		1										1	1	
14	2	2	1								3	2	5	
15	5	5	1	2	1	2					7	9	16	
16	6	1	4	4	3	5	1	2			14	12	26	
17	4	3	6	3	12	5	7	6			29	17	46	
18	2		2	2	6	3	6	2	1	1	17	8	25	
19	1			1	1		6	2	2	6	10	9	19	
20			1		1	2	2		2	1	6	3	9	
21						1	3		5	1	8	2	10	
22	1								3	1	4	1	5	
	21	12	15	12	24	18	25	12	12	10	98	64	162	

makes them worthy of individual study. So very few of the pupils who graduate from the Spanish-American Normal School have an opportunity to continue with their education that it becomes a necessary function of the school to provide courses which will actually aid the children in adapting themselves to their community environment. These classes are very poorly housed, being placed wherever a vacant room occurs, regardless of whether or not the space actually meets the requirements of the classes.

Woodworking. The woodworking shop is located in a room of shabby appearance, which does not provide adequate facilities for the storage of lumber or tools. Here the pupils are taught to make and repair furniture. Special attention is given to that style best suited to the Spanish and Pueblo type of architecture.

Weaving. The weaving classes are held in a crowded, poorly lighted room. The only heat is furnished by an old style coal stove. The pupils are taught by actual performance, accompanied by instruction, the art and technique of weaving and practical upholstery.

Agriculture. The agriculture teacher, because of limited facilities, must depend largely upon the lecture method of instruction. Whenever possible the teacher takes his class to local farms for the purpose of finding practical demonstrations.

makes them worthy of individual study. So very few of the pupils who graduate from the Spanish-American Normal School have an opportunity to continue with their education that it becomes a necessary function of the school to provide courses which will actually aid the children in adapting themselves to their community environment.

These classes are very poorly housed, being placed wherever a vacant room occurs, regardless of whether or not the space actually meets the requirements of the classes.

Woodworking. The woodworking shop is located in

a room of shabby appearance, which does not provide adequate facilities for the storage of lumber or tools. Here the pupils are taught to make and repair furniture. Special attention is given to that style best suited to the Spanish and Pueblo type of architecture.

Weaving. The weaving classes are held in a crowded,

poorly lighted room. The only heat is furnished by an old style coal stove. The pupils are taught by actual performance, accompanied by instruction, the art and technique of weaving and practical upholstery.

Agriculture. The agriculture teacher, because of

limited facilities, must depend largely upon the lecture method of instruction. Whenever possible the teacher takes his class to local farms for the purpose of finding practical demonstrations.

Beauty culture. The beauty culture classes are the best housed and equipped in the school. They are located on the first floor of the Girls' Dormitory, and are completely equipped with modern beauty culture apparatus. (See Figure 6, page 49.) The beauty culture classes give the pupils the training and the hours of practice required for a license to practice in New Mexico.

Home Economics. The home economics classes are held in the Senior Boys' Dormitory. (See Figure 3, page 36) The actual practice of home-making and cooking is very limited in these classes, because of the lack of room and equipment.

Auto-mechanics. The auto-mechanics classes did the work necessary for the upkeep of the school's automobiles, trucks, and Diesel engines; overhauled the employees' automobiles; and repaired automobiles brought in by the residents of El Rito. The pupils enrolled in these classes receive much practical training, but because of a deficiency in the budget the auto-mechanics classes were closed at the end of the first semester.

VI. COLLEGE DEPARTMENT

The college department is under the direction and supervision of one teacher, but some classes are instructed by high school teachers. The curriculum is intended to

40

Beauty Culture. The beauty culture classes are the

best housed and equipped in the school. They are located

on the first floor of the Girls' Dormitory, and are

completely equipped with modern beauty culture apparatus.

(See Figure 8, page 28.) The beauty culture classes give the

pupils the training and the hours of practice required for

a license to practice in New Mexico.

Home Economics. The home economics classes are held

in the Senior Boys' Dormitory. (See Figure 5, page 25)

The actual practice of home-making and cooking is very

limited in these classes, because of the lack of room and

equipment.

Auto-mechanics. The auto-mechanics classes did the

work necessary for the upkeep of the school's automobiles,

trucks, and Diesel engines; overhauled the engines; auto-

mobiles; and repaired automobiles brought in by the residents

of El Rito. The pupils enrolled in these classes receive

much practical training, but because of a lack of money in the

budget the auto-mechanics classes were closed at the end of

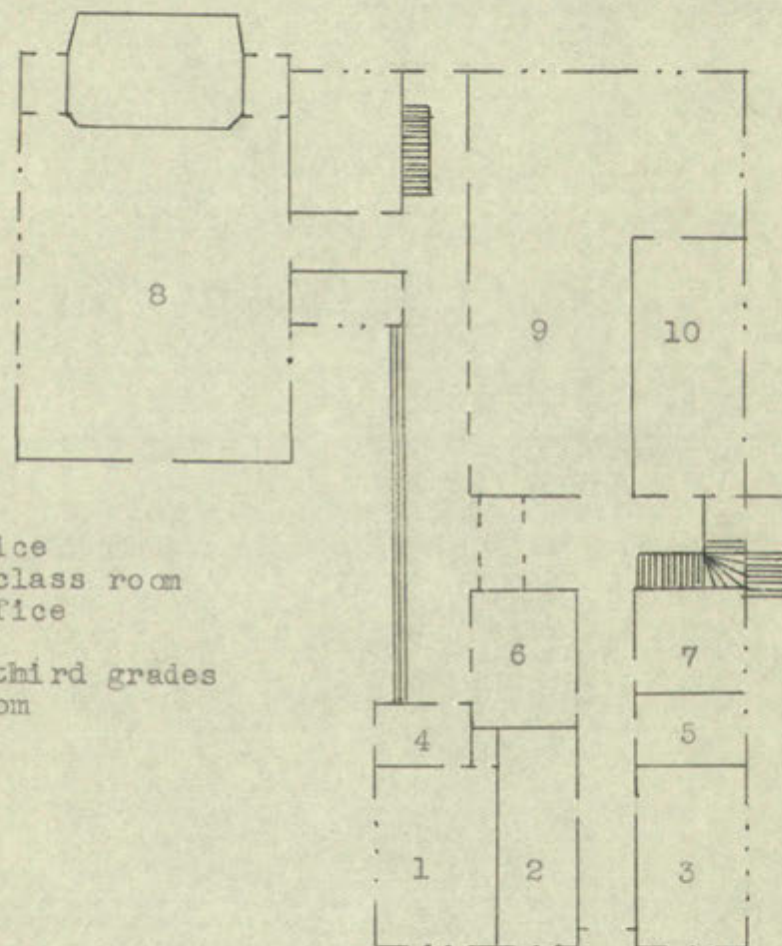
the first semester.

VI. COLLEGE DEPARTMENT

The college department is under the direction of

superintendent of one teacher, but some classes are instructed

by high school teachers. The curriculum is intended to

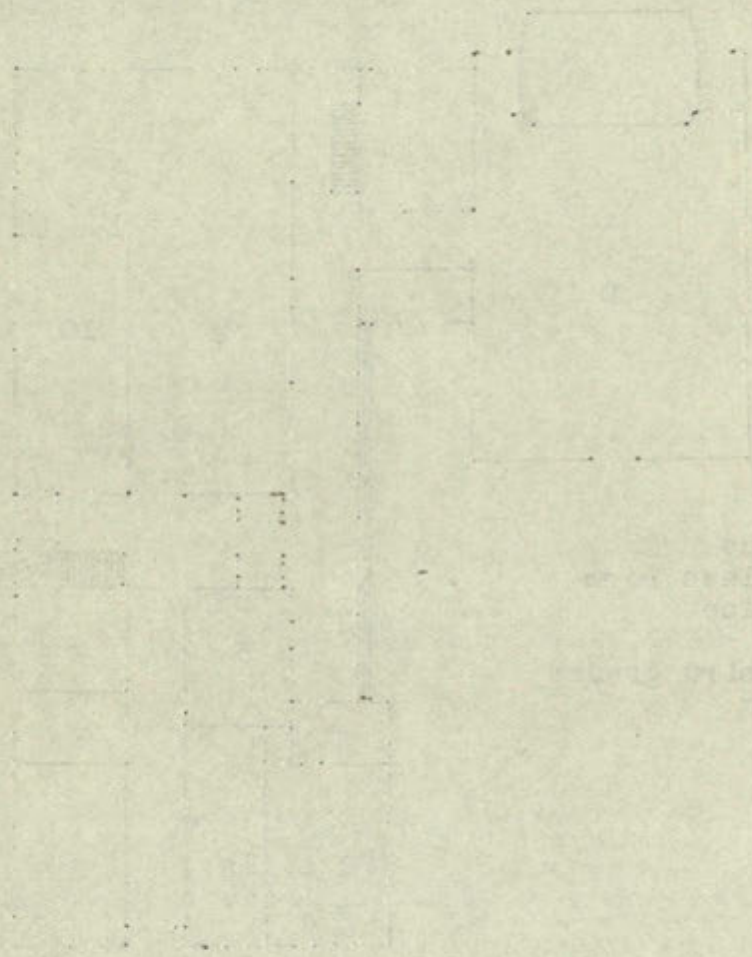


- 1--president's office
- 2-3--beauty culture class room
- 4--bookkeeper's office
- 5--toilet
- 6--first, second, third grades
- 7--kitchen storeroom
- 8--auditorium
- 9--dining room
- 10--kitchen

Scale 1":32'

FIGURE 6

PLAN OF THE NEW GIRLS' DORMITORY
FIRST FLOOR



- 1--President's office
- 2--Secretary's office
- 3--Deputy Secretary's office
- 4--Policy
- 5--First, second, third
- 6--Kitchen
- 7--Auditorium
- 8--Dining room
- 9--Kitchen

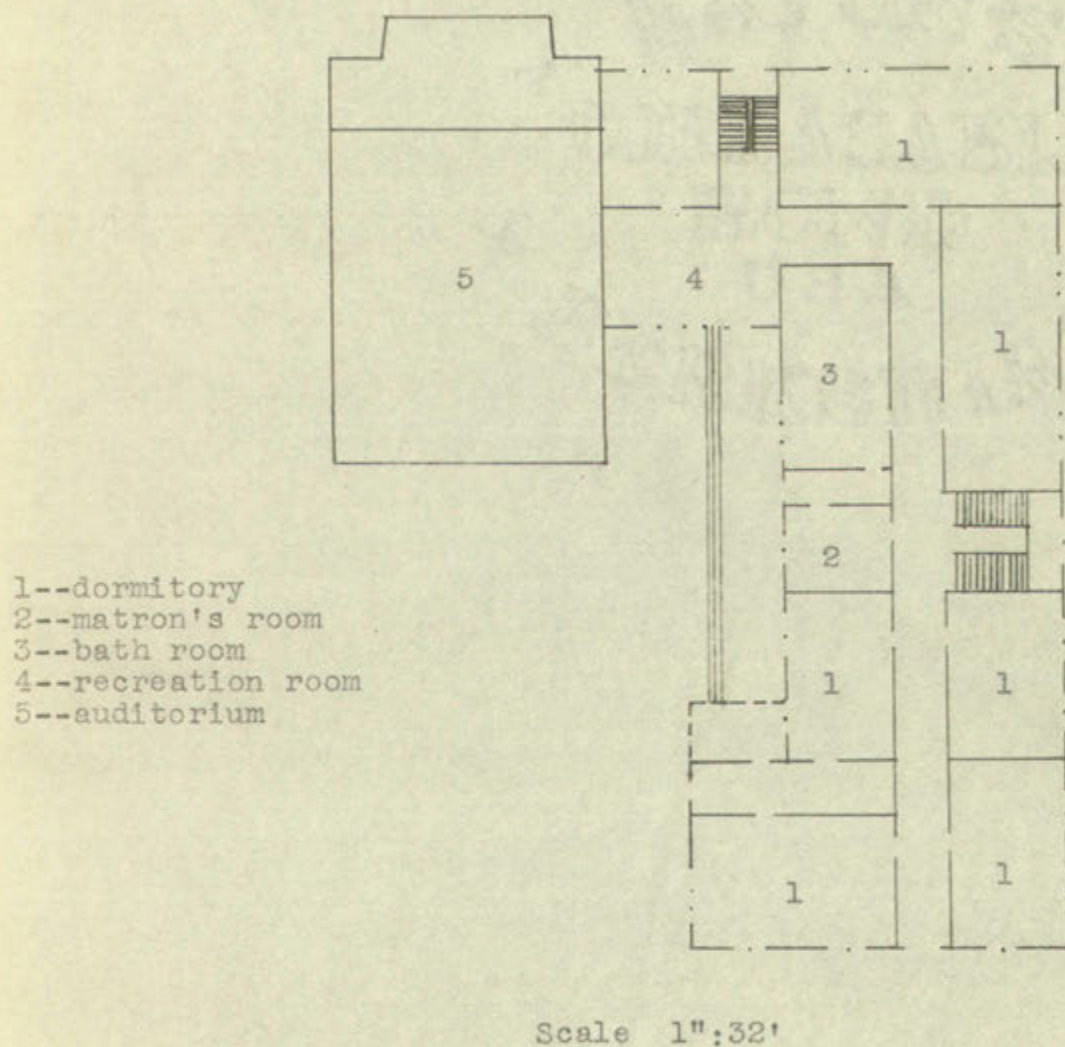
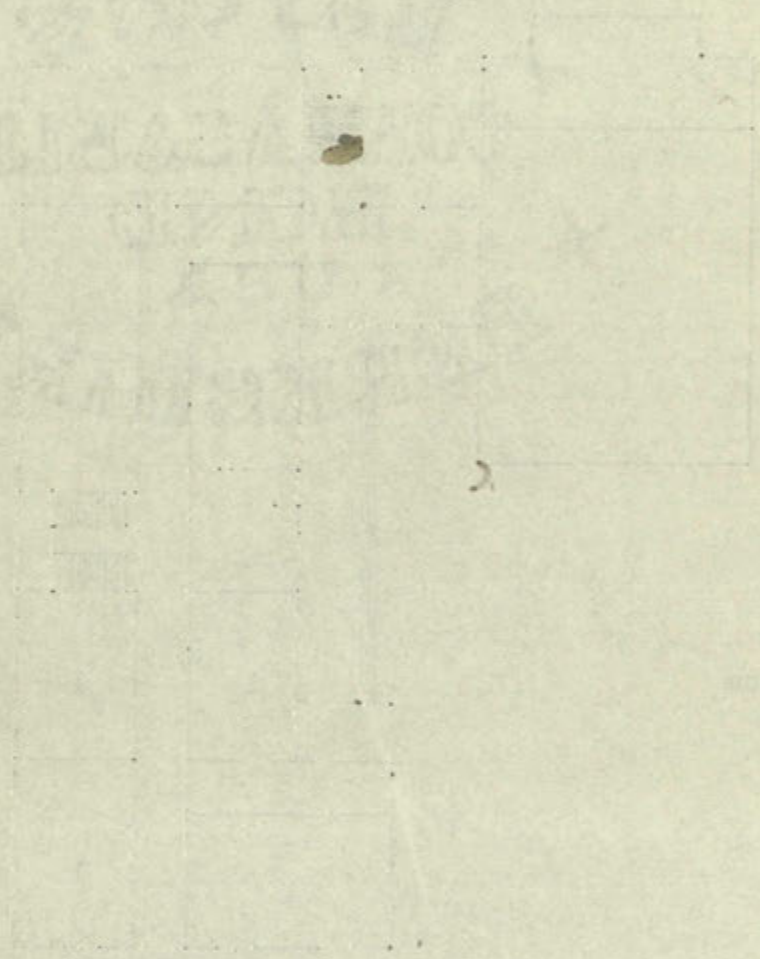


FIGURE 6

NEW GIRLS' DORMITORY
 SECOND FLOOR



1--
2--
3--
4--
5--

prepare the students for teaching in the remote county schools, or to continue their education in some institution of higher learning. No provision has been made enabling the college student to receive credit for vocational subjects. The college classes are held on the first floor of the Senior Boys' Dormitory. (See Figure 3, page 37.) Most extra-curricular activities are open to the college students. Of course, because of eligibility rulings the college students are not allowed to take part in the interscholastic competition.

VII. STUDENT BODY

Ancestry, sex, and residence. As is to be expected, the vast majority of the pupils are of Spanish-American ancestry, 253 of the 306 are Spanish-American. Of the 306 pupils enrolled, 172 are male and 124 are female. (See Figure 8, page 53) It is also to be expected that the most of the children are from Rio Arriba County, 233 out of the total 306, but it is rather surprising to find that 159, nearly fifty per cent, come from the Town of El Rito. Santa Fe County is next highest, followed closely by Bernalillo County, twenty-two and nineteen respectively. All of the other counties together send only thirty pupils, and only eight come from other states. (See Figure 9, page 54)

prepare the students for teaching in the remote country schools, or to continue their education in some institution of higher learning. No provision has been made enabling the college student to receive credit for vocational subjects.

The college classes are held on the first floor of the Senior Boys' Dormitory. (See Figure 3, page 37.) Most extra-curricular activities are open to the college students. Of course, because of eligibility rules the college students are not allowed to take part in the interscholastic competition.

VII. STUDENT BODY

Ancestry, sex, and residence. As is to be expected, the vast majority of the pupils are of Spanish-American ancestry, 363 of the 368 are Spanish-American. Of the 368 pupils enrolled, 172 are male and 134 are female. (See Figure 3, page 33.) It is also to be expected that the most of the children are from Rio Arriba County, 353 out of the total 368, but it is rather surprising to find that 152, nearly fifty per cent, come from the Town of El Rito. Santa Fe County is next highest, followed closely by Bernalillo County, twenty-two and nineteen respectively. All of the other counties together send only thirty pupils, and only eight come from other states. (See Figure 4, page 34.)

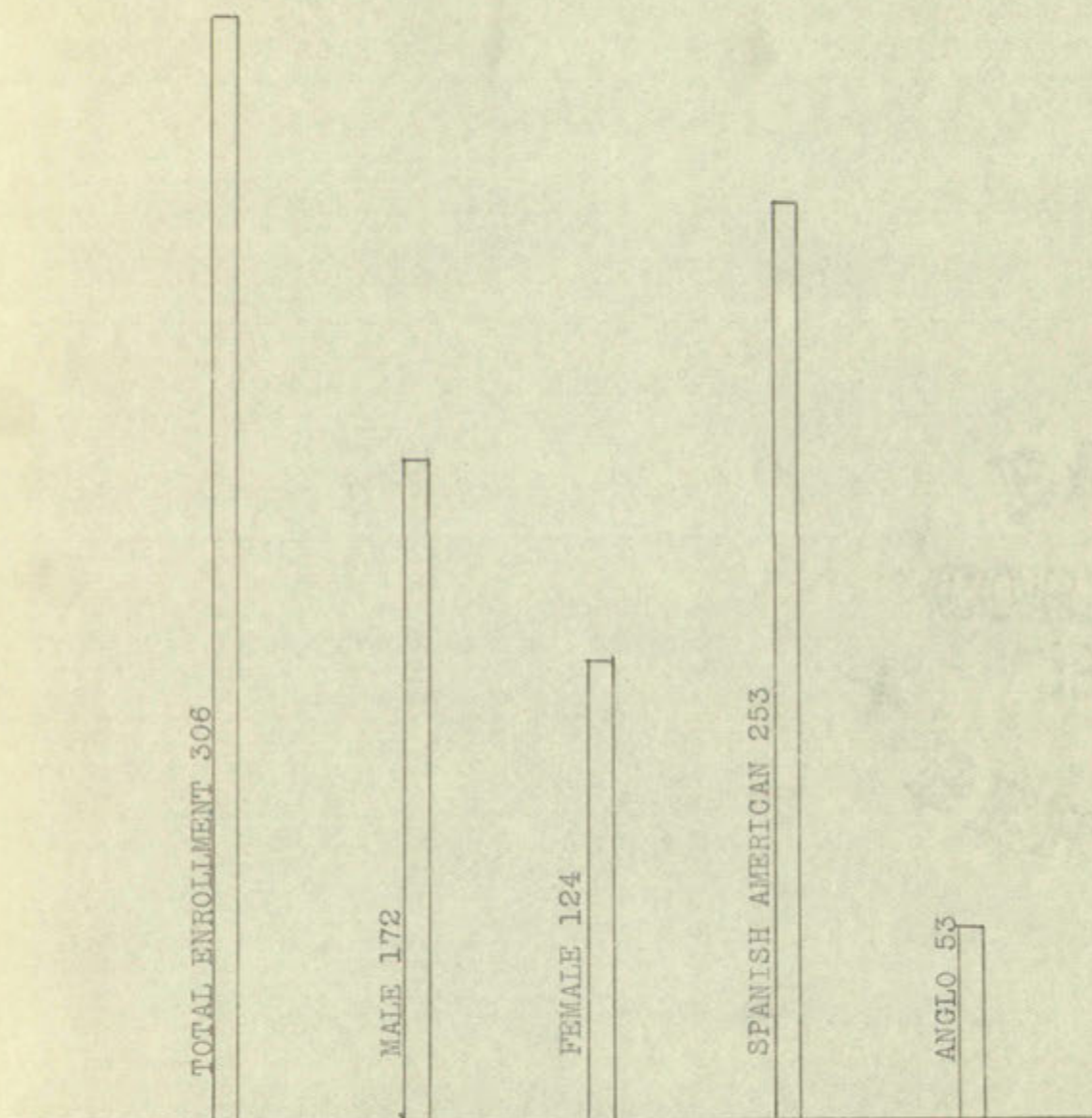
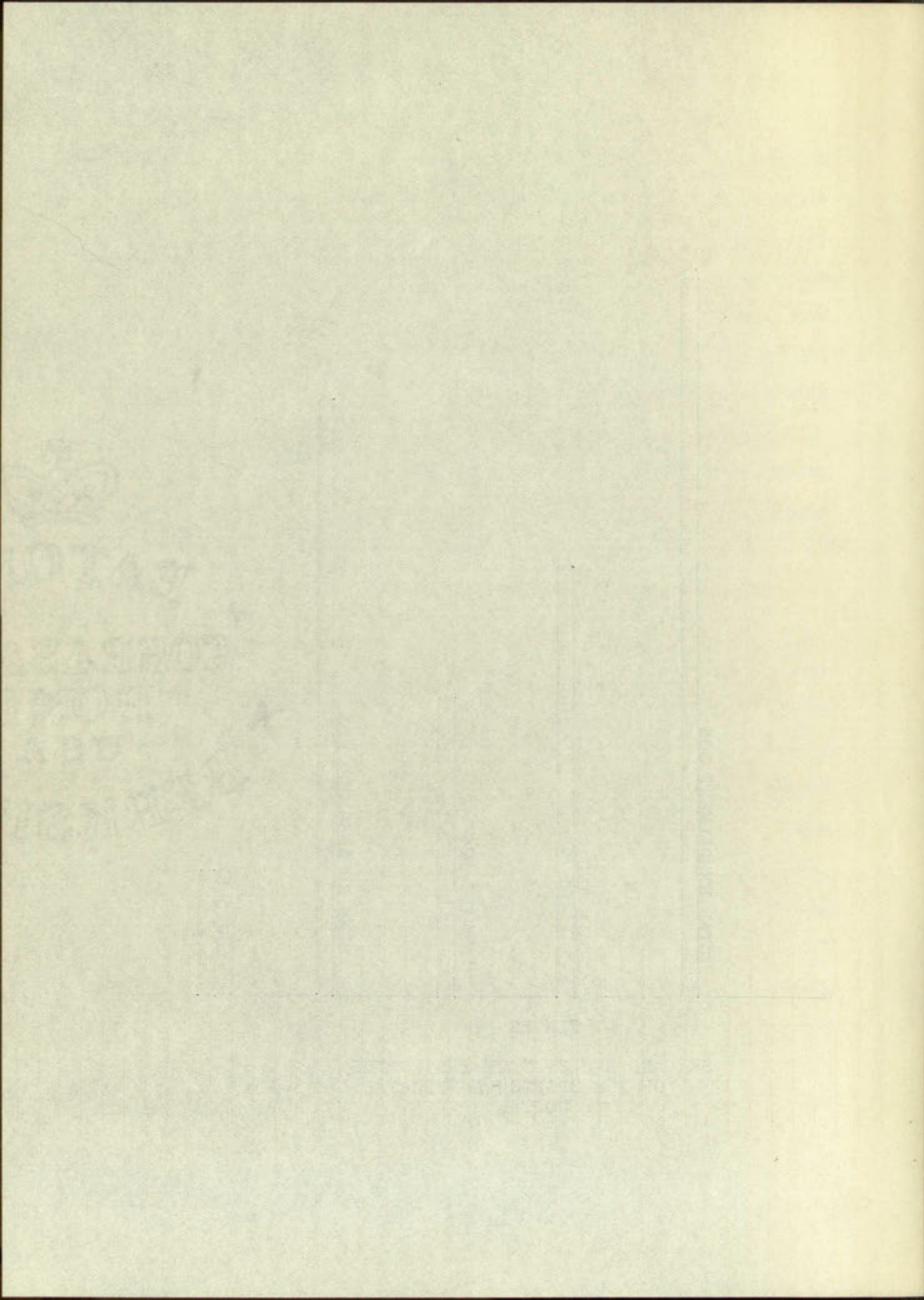


FIGURE 7

SEX AND ANCESTRY OF THE PUPILS
OF THE SPANISH-AMERICAN
NORMAL



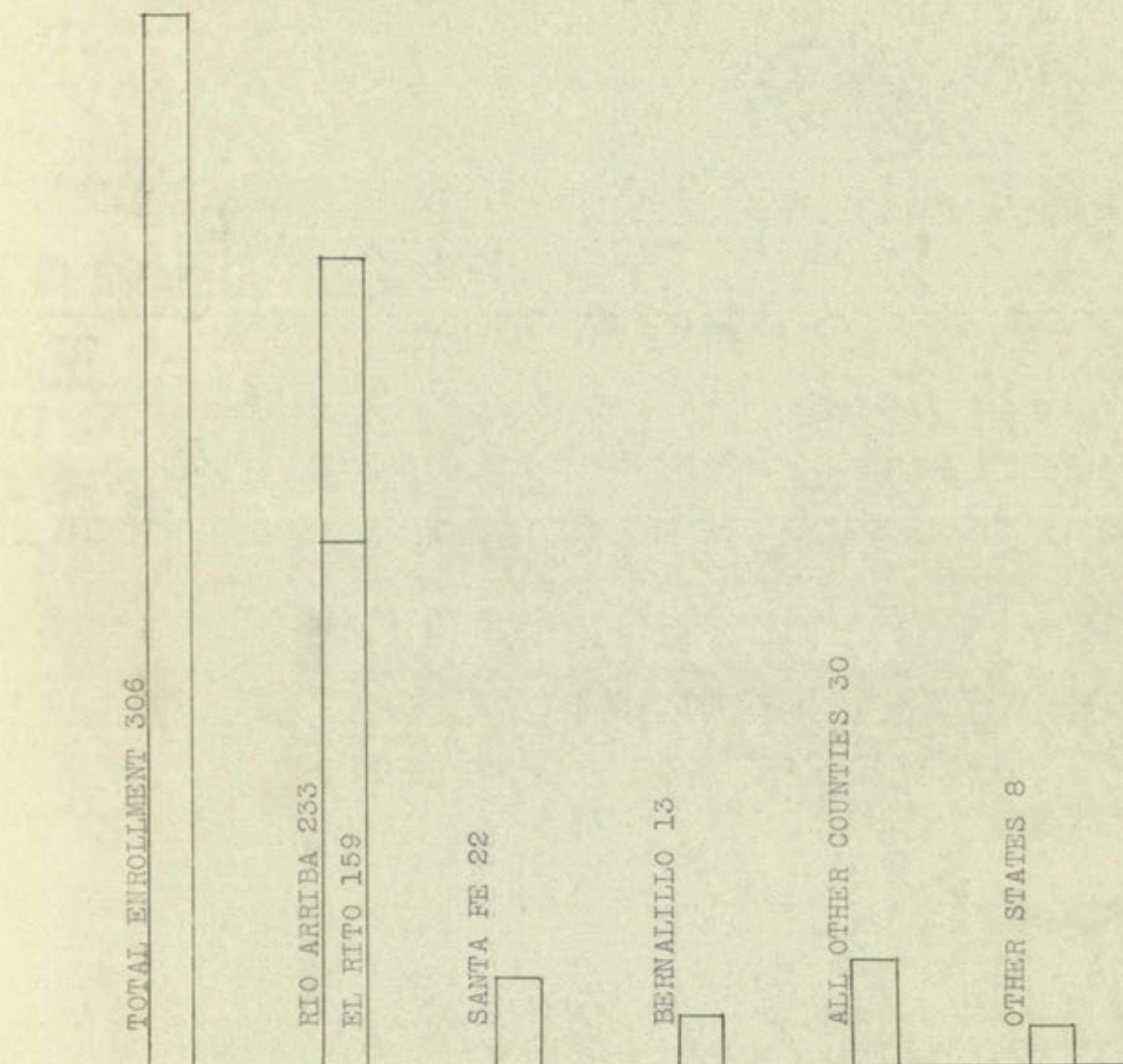


FIGURE 8

PLACES OF RESIDENCE REPRESENTED IN THE
ENROLLMENT OF THE SPANISH-AMERICAN NORMAL

Results of tests. Shortly after school opened all of the high school students were given the Terman Group Test of Mental Ability. The scores were low. When the resulting scores were interpreted, it was found that the I. Q.s of the freshman class ranged from 55 to 112, with a mean of 86; the sophomores ranged from 58 to 105 and had a mean of 80; the juniors went from a low of 58 to a high of 128, with a mean of 87.5; and the seniors had for a low 60 and a high of 125, with a mean of 86.5. (See Figure 9, page 55)

A short time later all of the high school students were given the Sargren-Woody Reading Test. This test, though actually intended for the grades three through eight, was used because of the poor showing made on the Terman Group Test of Mental Ability. The results were, as expected, low. Of the pupils tested only thirty-five made scores above the required for an eighth grade equivalent. The grade equivalents interpreted from the results of the reading test were evenly distributed from the third grade equivalent to beyond the range of the test.

VIII. HEALTH PROGRAM

The pupils of the Spanish-American Normal School are not required to present a health certificate or to undergo a physical examination before entering school. This year for the first time the students were required to

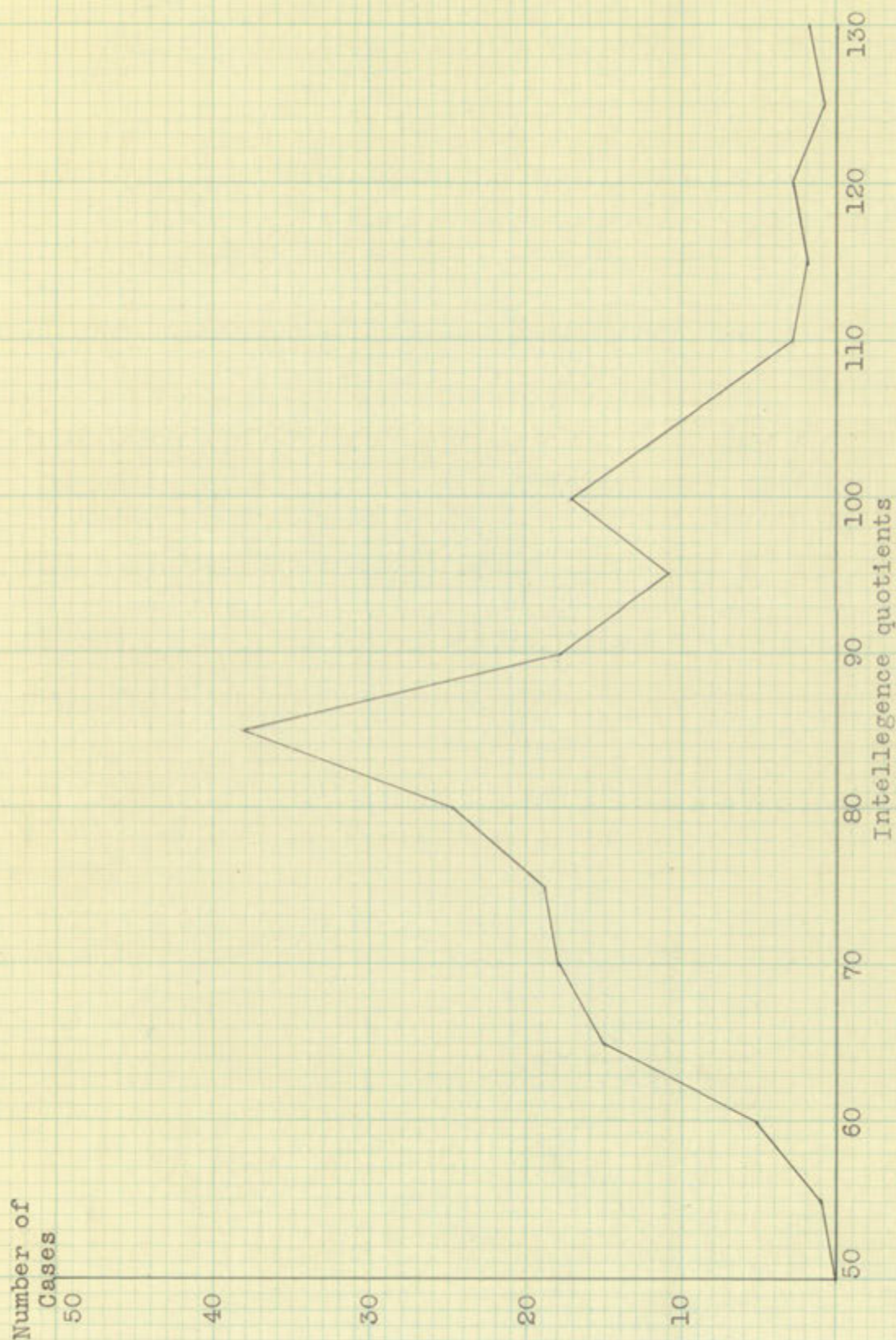


FIGURE 9
DISTRIBUTION OF THE INTELLIGENCE QUOTIENTS
OF 193 HIGH SCHOOL PUPILS

be vaccinated for small pox, and were offered an opportunity to be inoculated against typhoid. The vaccinations and inoculations were given free of charge by the county nurse. The seniors this year were required to enroll in a health class, and the senior girls were required to attend a class in home nursing instructed by the county nurse.

The water supply, now in use, is not satisfactory; therefore typhoid inoculations are especially advisable. A new supply is being developed and a new pipe line is being installed. The food in the dining hall, although always wholesome, sometimes becomes monotonous, and is not always that best adapted to the needs of growing children.

The children bring their blankets and other bed-clothes from their homes, often introducing into the dormitories pests, and as the janitorial work is done chiefly by the children the vermin are not eliminated.

be vaccinated for small pox, and were offered an opportunity to be inoculated against typhoid. The vaccination and inoculations were given free of charge by the county nurse. The centers this year were required to submit a health class, and the senior girls were required to select a class in home nursing instructed by the county nurse. The water supply, now in use, is not satisfactory. Therefore typhoid inoculations are especially valuable. A new supply is being developed and a new pipe line is being installed. The food in the dining hall, although always wholesome, sometimes becomes monotonous, and is not always that best adapted to the needs of growing children. The children bring their blankets and other necessities from their homes, often introducing into the dormitories pests, and as the janitorial work is done entirely by the children the vermin are not eliminated.

CHAPTER IV

RECOMMENDATIONS

In making the recommendations included in this chapter it was fully realized that many of the corrections and changes suggested would entail additional expense, and that the budget is already strained to the utmost. Many of the suggestions, however, could be brought into effect with the expenditure of little or no additional money. It would, therefore, perhaps be better to bring about these non-expensive changes first, but if the fullest returns for the money already invested and being yearly invested in the school are desired, then it will become necessary to give the more costly improvements the most careful consideration.

I. ORGANIZATION

Board of regents. The constitutional procedure for the appointment of the board of regents is not by any means perfect, and could through misuse subject the candidate to unjust and embarrassing criticism, but so long as the constitutional provision remains unchanged it would seem to be good general policy to abide by it.

The constitution provides: (1) that the board shall consist of five members; (2) that the members shall be appointed by the governor with the approval of the senate; (3) that no more than three members be of any one political party; and (4) that the members shall serve for a term of four years.

CHAPTER IV RECOMMENDATIONS

In making the recommendations included in this chapter it was fully realized that many of the suggestions and changes suggested would entail additional expense, and that the budget is already strained to the utmost. Many of the suggestions, however, could be brought into effect with the expenditure of little or no additional money. It would, therefore, perhaps be better to bring about these non-expensive changes first, but if the fullest returns for the money already invested and being yearly invested in the school are desired, then it will become necessary to give the more costly improvements the most careful consideration.

I. ORGANIZATION

Board of Regents. The constitutional procedure for the appointment of the board of regents is not by any means perfect, and could through misuse subject the candidate to unjust and embarrassing criticism, but as long as the constitutional provision remains unchanged it would seem to be good general policy to abide by it. The constitution provides: (1) that the board shall consist of five members; (2) that the members shall be appointed by the governor with the approval of the senate; (3) that no more than three members be of any one political party; and (4) that the members shall serve for a term of four years.

The first provision, that the board shall consist of five members, is very practical; under it the board is large enough to carry on the necessary work and still not so large as to be unwieldy. It is consistent with good practice that the board contain an odd number of members.

The second provision, that the members shall be appointed by the governor with the approval of the senate, apparently is not satisfactory, as this procedure is not being used. No doubt, the method is awkward and at times may prove embarrassing to the appointees, but if, as has already been suggested, a change in procedure is indicated the change should be brought about by legal legislative action.

The third provision, that no more than three members shall be of any one political party, is questionable. The intention of this provision was, without doubt, to limit the party in power and to give the other party some voice in the management of the institution; whether or not it actually succeeds is doubtful. The majority party still is in control. On the other hand, an aggressive minority group could bring about squabbles over both picaresque and major issues which would in no way benefit the school.

The fourth provision, that the members shall be appointed for a term of four years, is excellent and should be observed. During a period of four years the member should become well acquainted with the problems and functions of the school.

The first provision, that the board shall consist of

five members, is very practical; under it the board is large enough to carry on the necessary work and still not so large as to be unwieldy. It is consistent with good practice that the board contain an odd number of members.

The second provision, that the members shall be

appointed by the Governor with the approval of the Senate, apparently is not satisfactory, as this procedure is not being used. No doubt, the method is awkward and at times may prove embarrassing to the appointee, but it, as has already been suggested, a change in procedure is indicated.

change should be brought about by legal legislative action. The third provision, that no more than three members

shall be of any one political party, is questionable. The intention of this provision was, with out doubt, to insure the party in power and to give the other party some voice in the management of the institution; whether or not it actually succeeds is doubtful. The majority party will be in control.

On the other hand, an aggressive minority group could bring

about squabbles over both discipline and major issues which would in no way benefit the school.

The fourth provision, that the members shall be

appointed for a term of four years, is excellent and should be observed. During a period of four years the members should become well acquainted with the problems and functions of the school.

A better procedure would allow the governor to appoint the members of the board of regents from the state at large for a term of four years, but would limit his appointments to one member during each year of his term; thus the immediate effect on the school of a political change would be avoided, and the confusion resulting from a complete change in the board would be eliminated. Cubberley suggests that the governor appoint the board of trustees for state normal schools for a term of five years.¹

It would be well if the governor, when making the appointments, would keep in mind the negative qualifications suggested by Reeder for school-board members;

To state what school-board members should not be is far easier than to state what they should be. Some persons concerning whom there should be more or less skepticism regarding their qualifications for school-board membership are: Those who are engaged in nefarious or parasitic vocations; those who are immoral; those with "axes to grind"; those who ride hobbies hard; those who wish to revolutionize things immediately; those who are "politically" minded; those who are bigoted; those who have little education; those who lack financial honesty; those who can't work with other people; those who cannot, or will not attend board meetings regularly; those who "side step," "trim," and "pass the buck"; those who are controlled by a certain community faction or group; those who gossip about school affairs; those who have never made a success in any business; and those whose thrift borders on penuriousness. This list, though somewhat lengthy is not complete.

¹Ellwood P. Cubberley, State and County Educational Reorganization (New York: The MacMillan Company, 1922), p. 144

²Ward G. Reeder, The Fundamentals of Public School Administration (New York: The MacMillan Company, 1937), p. 13

A better procedure would allow the Governor to appoint the members of the board of regents from the state at large for a term of four years, but would limit his appointments to one member during each year of his term; thus the immediate effect on the school of a political change would be avoided, and the confusion resulting from a complete change in the board would be eliminated. Cupberley suggests that the Governor appoint the board of trustees for state normal schools for a term of five years. It would be well if the Governor, when making the appointments, would keep in mind the negative qualifications suggested by Reeder for school-board members:

To state what school-board members should not be is far easier than to state what they should be. Some persons concerning whom there should be more or less skepticism regarding their qualifications for school-board membership are: those who are engaged in relations or personal vocations; those who are immoral; those with "axes to grind"; those who hold hobbies hard; those who wish to revolutionize things immediately; those who are "politically" minded; those who are bigoted; those who have little education; those who lack financial honesty; those who can't work with other people; those who cannot, or will not attend board meetings regularly; those who "slide step," "skim," and "pass the buck"; those who are controlled by a certain community faction or group; those who gossip about school affairs; those who have never made a success in any business; and those whose third borders on pettiness. This list, though somewhat lengthy is not complete.

Elwood P. Cupberley, State and County Educational Reorganization (New York: The Macmillan Company, 1922), p. 144.
 Ward G. Reeder, The Fundamentals of Public School Administration (New York: The Macmillan Company, 1927), p. 13.

The preceding analysis and suggestions should under no condition be considered a reflection on the quality of the present or previous board of regents of the Spanish-American Normal School. The school has, instead, been fortunate to have had at its head men who have been interested in the development of the institution.

Administrative officer. So much depends upon the administrative officer that great care should be exercised by the board of regents in making their selection. The salary paid to the president of the Spanish-American Normal School is large enough to attract a well trained and experienced educator; therefore in order to help insure the continued success in making this important selection, certain minimum professional qualifications should be established. These qualifications should, perhaps, be in line with those set up by the standardizing agencies, such as the North-Central Association.

Naturally, in order to attract the best-qualified individual, the position must offer a certain amount of security. An administrator, too, is capable of doing better work when he knows that his tenure is assured for some time. It, therefore, appears that it would be advisable and in line with good practice to give the president a contract for from three to five years. Reeder, with regard to the tenure of a school administrator, says:

The preceding analysis and suggestions should under-

no condition be considered a reflection on the quality of

the present or previous board of regents of the Spanish-

American Normal School. The school has, instead, been

fortunate to have had at its head men who have been influen-

ed in the development of the institution.

Administrative officer. So much depends upon the

administrative officer that great care should be exercised

by the board of regents in making their selection. The salary

paid to the president of the Spanish-American Normal School

is large enough to attract a well trained and experienced

educator; therefore in order to help insure the continued

success in making this important selection, certain minimum

professional qualifications should be established. These

qualifications should, perhaps, be in line with those set up

by the standardizing agencies, such as the North-Central

Association.

Naturally, in order to attract the best-qualified

individual, the position must offer a certain amount of

security. An administrator, too, is capable of doing better

work when he knows that his tenure is assured for some time.

It, therefore, appears that it would be advisable and in

line with good practice to give the president a contract for

from three to five years. Reader, with regard to the person

of a school administrator, says:

An assured and a longer tenure is recommended because it will provide a better type of service for the community and will cause a better quality of personnel to enter the profession and to desire to remain in it. Uncertain and brief tenure retards the development of the profession, and, what is more to be deplored, handicaps the progress of education.³

Budget. Examination of the budget as a whole reveals little, but the analysis of the budget under the eight headings suggested by Reeder⁴ shows many points of interest. (See Table VIII, page 29) Here it is seen that all items except instructional service far exceed in cost the median percentages of school budgets for towns between 8,000 and 20,000 population, while, on the other hand, the cost of instructional service is much below the median percent. The expenditures in the Spanish-American Normal School budget can also be compared with the percentage analysis of the expenditures of the teachers colleges and normal schools included in statistics collected in 1937 by the Office of Education.⁵ This percentage analysis of expenditures shows general control equal to 10.9 percent, instructional service to 68.9 percent, and the combined

³Ward G. Reeder, The Fundamentals of Public School Administration (New York: The MacMillan Company, 1937), pp. 38-39.

⁴Ibid., p. 171.

⁵Henry G. Badger, Frederick J. Kelly, and Walter J. Greenleaf, "Abridged Statistics of Higher Education, 1935-36" The Biennial Survey of Education in the United States, p. 45 (Office of Education Bulletin No. 2, 1937, United States Government Printing Office, Washington: 1938).

An assured and a longer tenure is recommended because it will provide a better type of service for the community and will cause a better quality of personnel to enter the profession and be desirous to remain in it. In certain and brief tenure hinders the development of the profession, and, what is more to be desired, hinders the progress of education.

Budget. Examination of the budget as a whole re-

veals little, but the analysis of the budget under the eight headings suggested by Reader¹ shows many points of interest. (See Table VII, page 29). Here it is seen that all items except instructional service far exceed in cost the median percentages of school budgets for towns between 8,000 and 23,000 population, while, on the other hand, the cost of instructional service is much below the median percentage. The expenditures in the Spanish-American Normal School budget can also be compared with the percentages of the expenditures of the teachers colleges and normal schools included in statistics collected in 1925 by the Office of Education.² This percentage analysis of expenditures shows general control equal to 10.3 percent, instructional service to 88.9 percent, and the combined

¹Ward G. Reader, The Fundamentals of Public School Administration (New York: The Macmillan Company, 1937), pp. 38-39.

²Table, p. 171.

³Henry G. Reader, Frederick L. Taylor, and William L. Greenleaf, "Applied Statistics of Higher Education, 1925-26" The Biennial Survey of Education in the United States, p. 13 (Office of Education Bulletin No. 2, 1927, United States Government Printing Office, Washington, 1927).

items of plant operation and control equal to 17.1 percent. It would seem that the percentages in the case of the Spanish-American Normal School should be somewhere between those given for municipal schools and the percentages for normal schools, but obviously this is not the case. True, as already stated, the median percentages may not be entirely applicable to the conditions existing at the Spanish-American Normal School; because of the spread of the grades, many small classes, and the distance supplies must be carried. No matter what the conditions are, instruction is everywhere the most important function of a school; therefore it seems that some discrepancy must exist.

Close examination of the actual distribution of the money reveals that none of the other expenditures are reproachable high, but, instead, it is found that the teachers' salaries are, in many cases, actually lower than logically to be expected at a state institution, and, as has already been mentioned, some of the teachers are overloaded; therefore it would appear that the means of bringing the percentages of the expenditures nearer to the modal practice would be to add to the staff the needed teachers and to raise all of the teachers' salaries to some more just figure. This, of course, would entail an increase in the budget, but it would appear that such an increase would be advisable and worthwhile procedure.

items of plant operation and control equal to 17.1 percent.

It would seem that the percentages in the case of the Spanish-American Normal School should be somewhat between those given for municipal schools and the percentages for normal schools, but obviously this is not the case. True, as already stated, the median percentages may not be entirely applicable to the conditions existing at the Spanish-American Normal School; because of the spread of the grades, many small classes, and the distance supplies must be carried. In matters what the conditions are, instruction is everywhere the most important function of a school; therefore it seems that some discrepancy must exist.

Close examination of the actual distribution of the money reveals that none of the other expenditures are so probable high, but, instead, it is found that the teachers' salaries are, in many cases, actually lower than for those to be expected at a state institution, and, as has already been mentioned, some of the teachers are overloaded; therefore it would appear that the means of bringing the percentages of the expenditures nearer to the model practice would be to add to the staff the needed teachers and to raise all of the teachers' salaries to some more just figure. This, of course, would entail an increase in the budget, but it would appear that such an increase would be advisable and worthwhile procedure.

II. FACULTY

Appointments. The appointments and reappointments should be made several weeks before school is dismissed, in order to give the teachers who were ~~not~~ reappointed an opportunity to find new positions and to aid the president in filling the vacancies which might occur.

The present practice of not giving the members of the faculty contracts hardly seems to be in line with the modern trend towards teacher-security. However, if the present practice does give the personnel the desired security and if teachers are never dismissed during the school term, then contracts would not be entirely necessary. If, however, an accord with good business practice contracts are given to the teachers they should be simply, briefly, and clearly worded. It should contain only the minimum essentials, which according to E. W. Anderson are:

1. Name of the school district.
2. Name of teacher.
3. The agreement that he is to teach.
4. Amount of salary.
5. Time limit for acceptance.
6. Signatures of the authorized school officer or officers.
7. Agreement to abide by the rules and regulations of the board.
8. Signature of the teacher.⁶

Qualifications. In order to have some standard on

⁶E. W. Anderson, The Teacher's Contract and Other Legal Phases of Teacher Status (New York: Teachers College, Columbia University, 1927), p. 145.

II. FACULTY

Appointments. The appointments and resignations should be made several weeks before school is dismissed, in order to give the teachers who were not reappointed an opportunity to find new positions and to aid the president in filling the vacancies which might occur.

The present practice of not giving the members of the faculty contracts hardly seems to be in line with the modern trend towards teacher-security. However, if the present practice does give the personnel the desired security and if teachers are never dismissed during the school term, then contracts would not be entirely necessary. If, however, an accord with good business practice contracts are given to the teachers they should be simply, briefly, and clearly worded. It should contain only the minimum essentials,

which according to E. W. Anderson are:

1. Name of the school district.
2. Name of teacher.
3. The agreement that he is to teach.
4. Amount of salary.
5. Time limit for acceptance.
6. Signatures of the authorized school officer or officers.
7. Agreement to abide by the rules and regulations of the board.
8. Signature of the teacher.

Qualifications. In order to have some standard on

⁸E. W. Anderson, The Teacher's Contract and Other Legal Phases of Teacher Status (New York: Teachers College, Columbia University, 1927), p. 145.

which to base the important and difficult task of teacher selection it would be advisable to formulate certain minimum qualifications for admission to candidacy. The elementary teachers should be required to have completed two-year professional training course beyond high school, the high school teachers should be college graduates, and the college teachers should be required to have a master's degree. All should have the proper state certificate, and health certificate. In the case of the Spanish-American Normal School there might be some justification for giving preference to qualified teachers of Spanish-American ancestry, but, all other things being equal, neither "home town" nor New Mexico teachers should be given preference. The practice of giving preference to local persons is very soundly denounced by Cubberley.

The question of where a teacher comes from is absolutely immaterial and "home girls" have no prior claim whatever to the positions. The schools exist to carry out a state purpose, and should not be made local family affairs.⁷

Salary. Under the study of the budget it has already been recommended that the salaries of the members of the faculty be raised. The salaries should be raised with the intention of obtaining and holding the best available teachers.

⁶E. W. Anderson, The Teacher's Contract and Other Legal Phases of Teacher Status (New York: Teachers College, Columbia University, 1927), p. 145.

⁷Ellwood P. Cubberley, The Portland Survey (New York: World Book Company, 1916), p. 63.

which to pass the important and difficult task of teacher selection it would be advisable to formulate certain minimum qualifications for admission to candidacy. The elementary teachers should be required to have completed two-year professional training course beyond high school, the high school teachers should be college graduates, and the college teachers should be required to have a master's degree. All should have the proper state certification, and should certificate. In the case of the Spanish-American normal school there might be some justification for giving preference to qualified teachers of Spanish-American ancestry, but, all other things being equal, neither "home town" nor "new town" teachers should be given preference. The practice of giving preference to local persons is very soundly denounced by Cuperley.

The question of where a teacher comes from is absolutely immaterial and "home bias" have no place in whatever to the positions. The schools exist to serve out a state purpose, and should not be made local family affairs.

Salary. Under the study of the subject it has already been recommended that the salaries of the members of the faculty be raised. The salaries should be raised with the intention of obtaining and holding the best available teachers.

W. W. Anderson, The Teacher's Compensation and Other Legal Phases of Teacher Status (New York: Macmillan Co., 1927), p. 122.
 Clifford P. Cuperley, The Foreign-Born Teacher (New York: World Book Company, 1916), p. 55.

This raise could be simply a matter of increasing equally the wages of the faculty, but better, it could be brought about by formulating and putting into effect a salary schedule. Cubberley brings out the advisability of such a procedure:

Merely to advance the general level of salaries and then continue to advance all teacher on the basis of length of service, while perhaps better than no increase, is, nevertheless, a poor use of funds. A much better plan is to place some emphasis on education, professional growth, study, travel, and skill in instruction, and to give the reward so as not only to pay the most to those deserving the most, but also to encourage personal growth on the part of all not hopelessly dead. In any large school system a plan of salary rewards, in part based on personal growth, is desirable, and, in a school system where practical life tenure of employment has been instituted, some such plan is a necessity if growth is to be encouraged and efficiency secured.⁸

In the case of the Spanish-American Normal School the present modal salaries are larger than the state's median, elementary teachers \$1,200, high school teachers \$1,350; and therefore could be established as the minimum and the increases and bonuses be added thereon. Each year of tenure, each year of experience, each added year of training, and school or worthwhile trip should be rewarded with a bonus. The maximum should be a just and feasible salary, reached only after several years of service.

Tenure. Although life tenure of teachers is not considered advisable, neither should a system which, on the

⁸ Ellwood P. Cubberley, The Portland Survey (New York: World Book Company, 1916), p. 78.

This raise could be simply a matter of increasing equally the wages of the faculty, but better, it could be brought

about by formulating and putting into effect a salary schedule. Cuperley brings out the advisability of such a procedure:

Merely to advance the general level of salaries and then continue to advance all teachers on the basis of length of service, while perhaps better than no increase, is, nevertheless, a poor use of funds. A much better plan is to place some emphasis on education, professional growth, study, travel, and skill in instruction, and to give the reward not only to pay the most to those deserving the most, but also to encourage personal growth on the part of all not hopelessly dead. In any large school system a plan of salary rewards, in part based on personal growth, is desirable, and in a school system where practical life tenure of employment has been instituted, some such plan is a necessity if growth is to be encouraged and efficiency secured.

In the case of the Spanish-American Normal School the present modal salaries are larger than the state's median; elementary teachers \$1,200, high school teachers \$1,500; and therefore could be established as the minimum and the increases and bonuses be added thereon. Each year of tenure, each year of experience, each added year of training, and school or worthwhile trip should be rewarded with a bonus. The maximum should be a just and feasible salary, reached only after several years of service.

Tenure. Although life tenure of teachers is not considered advisable, whether should a system which, on the

slightest pretext, allows a teacher to be discharged during the school term, be tolerated. Rather, the middle position so well summarized by Cubbereley should be taken;

The notice of dismissal should in itself be given under certain definite conditions which are just to both sides. In the first place, no teacher should be liable to a termination of contract for failure to render satisfactory services who has not been notified of the deficiencies, and given an opportunity and reasonable assistance to remedy them. If improvement does not result, sufficient to warrant the retention of the teacher, the superintendent should then recommend that the board desired to terminate the contract with the teacher to take effect at the close of the school year. If the board approves, the notice should be given to the teacher, and not later than the last day the schools are in session during the school year. For the sufficiency of the reasons for terminating the contract the superintendent and the board should be the sole judge, without the meddling of lawyers or the interference of the courts. Teachers not so notified would continue in service from year to year.⁹

III. GRADE SCHOOL

Administrative division. Because of the great variation in age and ability among the pupils in one grade, and because of the needs of the population of the counties which the school serves, it would be advisable for the school to be reorganized on a 6-3-3, 6-6, or some other plan which would make possible the presenting of a more varied and adaptable program. Special attention need be given to working into the grade department suitable vocational training.

Curriculum. In order that the curriculum be better

⁹ Ellwood P. Cubberley, Public School Administration (New York: Houghton Mifflin Company, 1922), p. 217.

slightest pretext, allows a teacher to be discharged during the school term, be tolerated. Further, the middle position as well as summarized by Capperley should be taken;

The notice of dismissal should in itself be given under certain definite conditions which are just to both sides. In the first place, no teacher should be liable to a termination of contract for failure to render satisfactory services who has not been notified of the deficiency, and given an opportunity and reasonable assistance to remedy them. If improvement does not result, notified to withdraw the retention of the teacher, the superintendent should then recommend that the board be asked to terminate the contract with the teacher to take effect at the close of the school year. If the board approves, the notice should be given to the teacher, and not later than the last day of the school session during the school year. For the sufficiency of the reasons for termination the contract the superintendent and the board should be the sole judges, without the meddling of lawyers or the interference of the courts. Teachers not so notified would continue in service from year to year.

III. GRADE SCHOOL

Administrative Division. Because of the great

variation in age and ability among the pupils in one grade, and because of the needs of the population of the counties which the school serves, it would be advisable for the school to be reorganized on a 2-3-3, 3-3, or some other plan which would make possible the presenting of a more varied and adaptable program. Special attention need be given to transferring into the grade department suitable vocational training.

Curriculum. In order that the curriculum be better

fitted to the pupils enrolled in the Spanish-American Normal School it will be necessary to have a more complete knowledge of the actual home environment of the pupils. It was, therefore, suggested by Mrs. Hughes that the members of the faculty and the principal work together:

A. To gather information on the present school population and to set up a permanent record system that will include the information pertaining to family, occupation of nearest relatives, previous schooling, emotional, social, and academic adjustment. Notes on special interests and aptitudes as well as all pertinent information (standard tests, etc.). This record should be accumulative and open to all members of the faculty.

B. To obtain information in regard to the community: population; economic conditions and problems; accessibility of newspapers, magazines, and radios; health needs; recreational facilities and needs; etc.¹⁰

Such a piece of work would, no doubt, be very valuable not only in helping to set up a curriculum more scientifically adapted to the needs of the children, but it should be interesting and instructive to the members of the faculty, as well. An interesting thesis could be developed by an intensive study of the curricular needs of the Spanish-American Normal School.

Library and guidance. The need for a library, readily accessible to the elementary school children and teachers, is obvious. Any attempt to develop a more child-centered curriculum would be very definitely handicapped without

¹⁰Marie M. Hughes, "El Rito Report," (A report sent to the president of the Spanish-American Normal School, 1938) p. 4.

47

fitted to the pupils enrolled in the Spanish-American Normal School it will be necessary to have a more complete knowledge of the actual home environment of the pupils. It was, therefore, suggested by Mrs. Hughes that the members of the faculty and the principal work together:

A. To gather information on the present school population and to set up a permanent record system that will include the information pertaining to family, occupation, nearest relatives, previous schooling, emotional, social, and academic adjustment. Notes on special interests and activities as well as all pertinent information (addresses, etc.). This record should be accumulative and open to all members of the faculty.

B. To obtain information in regard to the community: population; economic conditions and problems; accessibility of newspapers, magazines, and radio; health needs; recreational facilities and needs; etc.

Such a piece of work would, no doubt, be very valuable not only in helping to set up a curriculum more satisfactorily adapted to the needs of the children, but it should be interesting and instructive to the members of the faculty, as well. An interesting thesis could be developed by an intensive study of the particular needs of the Spanish-American Normal School.

Library and guidance. The need for a library, readily accessible to the elementary school children and teachers, is obvious. Any attempt to develop a more child-centered curriculum would be very definitely handicapped without

10
 to the president of the Spanish-American Normal School, 1938.
 (A report sent
 to the president of the Spanish-American Normal School, 1938.)
 p. 4.

satisfactory facilities for supplementary reading. Such a library should be adequately supplied with recreational and instructive reading adapted to a wide range of ability. The selection of the books and periodicals to be included in the library could best be done by the teachers of the elementary school after a careful analytical study to determine the needs of the pupils.

Once a more adequate curriculum, adapted by careful study to the needs of the pupils, is put into effect the necessity of careful guidance will become greater. There then will exist a great many more possible courses of study into which the children will need to be guided in order to place them in that course which best meets the requirements of their individual needs. This guidance should be a co-operative function brought about by the efforts of the child, teacher, and principal.

Elementary school plant. A new building for the elementary school is urgently needed. The present housing is entirely inadequate and unsatisfactory, and when a more complete curriculum is adopted the deficiencies will be increased. Before the construction of such a building is begun, however, a plan must be found which is: (1) adaptable to the more comprehensive curriculum; (2) flexible enough to allow for future requirements; and (3) expansible enough to

satisfactory facilities for supplementary reading. Such a library should be adequately supplied with reference and instructive reading adapted to a wide range of ability. The selection of the books and periodicals to be included in the library could best be done by the teachers of the elementary school after a careful analytical study to determine the needs of the pupils.

Once a more adequate curriculum, adapted by careful study to the needs of the pupils, is put into effect the necessity of careful guidance will become greater. There then will exist a great many more possible courses of study into which the children will need to be guided in order to place them in that course which best meets the requirements of their individual needs. This guidance should be a co-operative function brought about by the efforts of the child, teacher, and principal.

Elementary school plans. A new building for the ele-

mentary school is urgently needed. The present building is entirely inadequate and unsatisfactory, and when a new complete curriculum is adopted the deficiencies will be increased. Before the construction of such a building is begun, however, a plan must be found which is: (1) adaptable to the more comprehensive curriculum; (2) flexible enough to allow for future reorganization; and (3) expensive enough to

permit additions that may be required due to future increase in enrollment. A complete analysis of the housing needs of the school would provide material for another valuable thesis.

In order to check the adequacy of the plan it will be necessary to hire the services of an expert architect and advisable to invite to criticism of well known educators.

IV. HIGH SCHOOL

Curriculum. The curriculum of the high school, although more satisfactory than that of the elementary school, nevertheless needs much adjustment. Special attention should be given to meeting the requirements for graduation and still place emphasis on living. Here, as in the elementary department, the teachers might be organized into a group to investigate the needs of the pupils and to study the surrounding country and neighboring village for material on which to formulate a more complete and needed curriculum. For example, only a mile from the school are the remains of a once large Indian village which is practically unexplored. What better opportunity could be offered for the investigation of a combined history and science class? Where could more interesting material be found for an English class to describe? Always the faculty must keep in mind the fact that conditions cannot and will not continue to remain static in even the most remote districts of the region which the school serves.

perishable additions that may be required due to future increases in enrollment. A complete analysis of the housing needs of the school would provide material for another valuable thesis. In order to check the adequacy of the plan it will be necessary to hire the services of an expert architect and advisable to invite to criticism of well known educators.

IV. HIGH SCHOOL

Curriculum. The curriculum of the high school, although more satisfactory than that of the elementary school, nevertheless needs much adjustment. Special attention should be given to meeting the requirements for graduation and still place emphasis on living. Here, as in the elementary department, the teachers might be organized into a group to investigate the needs of the pupils and to study the surrounding country and neighboring village for material on which to formulate a more complete and needed curriculum. For example, only a mile from the school are the remains of a once large Indian village which is practically unexplored. What better opportunity could be offered for the investigation of a combined history and science class? Where could more interesting material be found for an English class to describe? Always the faculty must keep in mind the fact that conditions cannot and will not continue to remain static in even the most remote districts of the region which the school serves.

Library and guidance. The library, very unsatisfactory at present, must be restocked with books adapted to a wide range of interests and abilities. This work, as in the elementary department, needs the cooperation of the whole staff, and perhaps it would be wise indeed if the pupils were allowed to help make the book selections. The library should be so located as to be readily accessible to all of the students, and should be available to the townspeople as well.

Guidance here, too, would become a more pressing problem and would require the careful study and consideration of all the members of the staff. It should be remembered that guidance is for the pupil; therefore his cooperation is a necessity. Reeder briefly summarizes this thought:

It is generally agreed that the best type of guidance is that which gives the pupil helpful information regarding the opportunities in, and the requirements for, the various vocations; with this information, let the pupil make his own decision.¹¹

V. VOCATIONAL DEPARTMENT

In order that the vocational department be able to do its best work, a new building carefully planned with provision for the space and requirements of each class should be erected.

¹¹Ward G. Reeder, The Fundamentals of Public School Administration (New York: The MacMillan Company, 1937), p. 365.

library and guidance. The library, very much
factory at present, may be replaced with books related to
a wide range of interests and activities. This work, as in
the elementary department, needs the cooperation of the
whole staff, and perhaps it would be wise indeed if the
pupils were allowed to help make the book selections. The
library should be so located as to be readily accessible to
all of the students, and should be available to the home-
people as well.

Guidance here, too, would become a more pressing
problem and would require the careful study and consultation
of all the members of the staff. It should be remembered
that guidance is for the pupil; therefore his cooperation is
a necessity. Heedful study of this problem is

It is generally agreed that the best type of guidance
is that which gives the pupil helpful information regarding
the opportunities in, and the requirements for, the various
vocations; with this information, let the pupil make his
own decision.

V. VOCATIONAL DEPARTMENT

In order that the vocational department be able to
do its best work, a new building, carefully planned with
provision for the space and requirements of each class
should be erected.

Woodshop. The same work, making and repairing furniture, carried on in a more suitable building would be much more satisfactory. Here, with an ample supply of materials, each child or group of children could, with the guidance of the instructor, undertake the project of his own choosing and carry it to completion.

Weaving. The weaving department, even under the handicap of extremely poor housing, has been doing excellent work. In a suitable plant this department would be one of which to boast.

Agriculture. The agriculture classes, which could be among the most important in the school, have almost no material on which to work. It seems that it would be possible to install as a part of the school a small farm, consisting of a dairy, some chickens, a few hogs, and a garden, to serve as a laboratory for the students enrolled in agriculture. This, it is true, would involve additional expense, but there would be some tangible return, as the products could be used by the school's kitchen.

Beauty culture. The beauty culture classes are already well housed and equipped; therefore no attempt will be made in this study to make any recommendations for changes in this department.

Woodshop. The same work, making and repairing furniture, situated in a more suitable building would be much more satisfactory. Here, with an ample supply of materials, each child or group of children could, with the guidance of the instructor, undertake the making of his own choosing and carry it to completion.

Weaving. The weaving department, even under the handicap of extremely poor housing, has been doing excellent work. In a suitable plant this department would be one of which to boast.

Agriculture. The agricultural class, when could be among the most important in the school, have almost no material on which to work. It seems that it would be possible to install as a part of the school a small farm, consisting of a dairy, some chickens, a few pigs, and a garden, to serve as a laboratory for the students' practical in agriculture. This, it is true, would involve additional expense, but there would be some tangible return, as the products could be used by the school's kitchen.

Penalty culture. The penalty culture classes are already well housed and equipped; therefore no attempt will be made in this study to make any recommendations for changes in this department.

Home economics. The home economics classes, too, suffer from a lack of proper housing and materials. It would seem possible, however, that some arrangement could be made whereby the home economics classes could, through co-operation with the school cook, help plan, prepare, and serve the meals in the school dining hall, thus giving the pupils actual practice and valuable training. Mrs. Hughes¹² has suggested that the home economics laboratory be made more convenient through the rearrangement of furnishings and the building of additional cabinets; and when the funds allow, the building and equipping of a complete home economics cottage.

Auto-mechanics. This department was rendering a valuable service, and it is regrettable that due to a budget shortage the auto-mechanics classes were discontinued during the school term. Every possible step should be taken to prevent the recurrence of such a budget shortage. Not only is it out of line with good practice to dismiss a teacher in the middle of a school term, but even more regrettable is the loss suffered by the students registered in these classes.

VI. COLLEGE DEPARTMENT

On the whole the management of the college classes seems to be very satisfactory. However, because of the in-

¹²Marie M. Hughes, "El Rito Report," (A report sent to the president of the Spanish-American Normal School, 1938) p. 6.

Home economics. The home economics classes, too,

suffer from a lack of proper housing and materials. It would seem possible, however, that some arrangement could be made whereby the home economics classes could, through co-operation with the school cook, help plan, prepare, and serve the meals in the school dining hall, thus giving the pupils actual practice and valuable training. Mrs. Hughes¹² has suggested that the home economics laboratory be made more convenient through the rearrangement of furniture and the building of additional cabinets; and when the funds allow, the building and equipping of a complete home economics cottage.

Auto-mechanics. This department was rendering a

valuable service, and it is regrettable that due to a budget shortage the auto-mechanics classes were discontinued during the school term. Every possible step should be taken to prevent the recurrence of such a budget shortage. Not only is it out of line with good practice to disband a teacher in the middle of a school term, but even more regrettable is the loss suffered by the students registered in these classes.

VI. COLLEGE DEPARTMENT

On the whole the management of the college classes seems to be very satisfactory. However, because of the in-

¹²Marie M. Hughes, "El Rito Report," (A report sent to the President of the Spanish-American Normal School, 1938) p. 6.

creased requirements for a New Mexico teachers' certificate, the college department can no longer fulfill the function for which it was originally established, educating the Spanish-speaking natives of New Mexico for the profession of teachers. In order to prepare teachers satisfactorily at least one more year of college work is required, but whether or not the establishment of an accredited junior college at El Rito is indicated, would require considerable study of the educational needs and the teacher supply in New Mexico. In any case, it would appear that, with the strengthening of the vocational department, the students should be allowed and encouraged to register in classes under the supervision of the vocational teachers.

VII. TESTING PROGRAM

To place the problem of pupil guidance on as scientific a basis as possible the pupils of the school should be subjected to a thorough testing program. In order to keep the program as purposeful as possible the administrator should keep in mind the tentative outline suggest by Greene and Jorgensen:

1. Formulate and state a clear-cut teaching or instructional problem in the solution of which data from standardized tests will prove valuable.
2. Select the best available test for the purpose.
3. Determine the time and method of administration.
4. Train the staff to be employed in the administration of the program so that uniformity of conditions may be guaranteed.

pressed requirements for a new Mexico teachers' certificate, the college department can no longer fulfill the function for which it was originally established, educating the Spanish-speaking natives of New Mexico for the profession of teachers. In order to prepare teachers satisfactorily at least one year of college work is required, but whether or not the establishment of an accredited junior college at El Paso is indicated, would require considerable study of the educational needs and the teacher supply in New Mexico. In any case, it would appear that, with the strengthening of the vocational department, the students should be allowed and encouraged to register in classes under the supervision of the vocational teachers.

VII. TESTING PROGRAM

To place the problem of pupil guidance on a scientific basis as possible the pupils of the school should be subjected to a thorough testing program. In order to keep the program as purposeful as possible the administrator should keep in mind the tentative outline suggested by Greene and Torrance:

1. Formulate and state a clear-cut problem or instructional problem in the selection of which data from standardized tests will prove valuable.
2. Select the best available test for the purpose.
3. Determine the time and method of administration.
4. Train the staff to be employed in the administration of the program so that uniformity of conditions may be guaranteed.

5. Administer the tests.
6. Score and tabulate the results.
7. Analyze and interpret the results.
8. Propose a program which will result in the elimination or improvement of the conditions revealed.¹³

Greene and Jorgensen recommend that the general achievement tests be given before the end of the term, and again just before the end of the term.¹⁴ Mental tests, on the other hand, need be given only once, preferably shortly after the student first enrolls in the school.

VIII. HEALTH PROGRAM

Each pupil, immediately after enrolling in the school, should be given a thorough health examination. This could probably be arranged, without cost, through the cooperation of the district health officer. Such an examination would serve to: (1) protect the children from contagious diseases; (2) call attention to correctable defects; and (3) aid the teachers in their guidance and treatment of the pupil.

All pupils should be required to present certificates attesting to previous immunization, or be vaccinated against small pox and typhoid by the district health officer or his representative.

¹³Harry A. Greene, and Albert Jorgensen, The Use and Interpretation of High School Tests (New York: Longmans, Green and Company, 1938), p. 102.

¹⁴Ibid., p. 102

5. Administer the tests.
6. Score and tabulate the results.
7. Analyze and interpret the results.
8. Propose a program which will result in the elimination or improvement of the condition revealed.

Greene and Lorgensen recommend that the personal solution-

ment tests be given before the end of the year, and again just before the end of the term. Mental tests, on the other hand, need be given only once, preferably shortly after the student first enrolls in the school.

VIII. HEALTH PROGRAM

Each pupil, immediately after enrolling in the school,

should be given a thorough health examination. This could probably be arranged, without cost, through the cooperation of the district health officer. Such an examination would serve to: (1) protect the children from contagious diseases; (2) call attention to correctable defects; and (3) aid the teachers in their guidance and treatment of the pupils.

All pupils should be required to present certificates attesting to previous immunization, or be vaccinated against small pox and typhoid by the district health officer or his representative.

Harry A. Greene, and Albert Lorgensen, The Use and Interpretation of High School Tests (New York: Longmans, Green and Company, 1928), p. 105.

1928, p. 105

The work now being done to improve the water supply should be carried to completion. Bimonthly or at least monthly tests of the water should be made. Greatest care should be exercised in the selection and preparation of the food for the dining hall.

The dormitories, toilets, and washrooms should be kept scrupulously clean, and should at all times be supplied with an adequate quantity of both hot and cold water. The blankets and clothes brought by the pupils should be thoroughly cleaned before they are permitted into the dormitory. The dormitories should be fumigated by a professional exterminator each summer. Regular inspection by the district sanitarian should be invited.

Physical training should be stressed in the elementary school as well as in the high school, and special attention in accordance with the findings of the health examination, should be given to individual cases.

IX. SUMMARY OF RECOMMENDATIONS

In order to place the Spanish-American Normal School on a sound educational foundation the following steps are suggested: (1) that the governor appoint during each year of his term of office, from the state at large, one member of the board of regents to serve a term of four years; (2) that all candidates for the position of president be

The work now being done to improve the water supply should be carried to a conclusion. The amount of water should be carried to the water supply should be carried to the water supply and the water supply should be carried to the water supply.

The domestic, public, and water supply should be carried to a conclusion. The amount of water should be carried to the water supply and the water supply should be carried to the water supply. The amount of water should be carried to the water supply and the water supply should be carried to the water supply.

Physical training should be carried to a conclusion. The amount of water should be carried to the water supply and the water supply should be carried to the water supply. The amount of water should be carried to the water supply and the water supply should be carried to the water supply.

IX. SUMMARY OF RECOMMENDATIONS

In order to place the Department of Education on a sound educational foundation the following steps are suggested: (1) That the government appoint during each year of its term of office, from the state as large, one member of the board of trustees to serve a term of four years; (2) That all candidates for the position of chairman of

required to meet certain minimum professional requirements; (3) that the president be appointed for a term of three to five years; (4) that all candidates for professional positions be required to meet certain minimum qualifications; (5) that all professional employees be given contracts; (6) that some satisfactory and feasible salary schedule be adopted; (7) that the curriculum of both the elementary and high school be modernized to meet the needs of the pupils; (8) that the grade school be furnished with an adequate library, and that the high school library be improved to meet the requirements of the newer educational methods; (9) that guidance be given more scientific and purposeful consideration; (10) that a new plant be erected for the elementary grades; (11) that the administrative division be reorganized to allow for a more flexible course of study; (12) that the school meet the necessary requirements to be accredited by some standardizing association; (13) that a new vocational building be erected, and special attention be given to provide the pupils enrolled in these courses with adequate materials with which to work; (14) that the college students be allowed and encouraged to enroll in vocational subjects; (15) that a thorough and purposeful testing program be initiated; and (16) that great concern be given to the health and wellbeing of the children.

required to meet certain minimum professional requirements;

(3) that the president be appointed for a term of three to five years; (4) that all candidates for professional positions be required to meet certain minimum qualifications; (5) that all professional employees be given contracts; (6) that some satisfactory and feasible salary schedule be adopted; (7) that the curriculum of both the elementary and high school be reorganized to meet the needs of the pupils; (8) that the grade school be furnished with an adequate library, and that the high school library be improved to meet the requirements of the newer educational methods; (9) that guidance be given more scientific and purposeful consideration; (10) that a new plant be erected for the elementary grades; (11) that the administrative division be reorganized to allow for a more flexible course of study; (12) that the school meet the necessary requirements to be accredited by some standardizing association; (13) that a new vocational building be erected, and special attention be given to provide the pupils enrolled in these courses with adequate material with which to work; (14) that the college students be allowed and encouraged to enroll in vocational subjects; (15) that a thorough and purposeful testing program be initiated; and (16) that great concern be given to the health and well-being of the children.

BIBLIOGRAPHY

- Anderson, E. W., The Teacher's Contract and Other Legal Phases of Teacher Status. New York: Teachers College, Columbia University, 1927. 180 pp.
- Badger, Henry G., Kelly, Frederick J., and Greenleaf, Walter J., "Abridged Statistics of Higher Education, 1935-36" The Biennial Survey of Education in the United States, p. 45 (Office of Education Bulletin No. 2, 1937, United States Government Printing Office, Washington: 1939).
- Caswell, Leland Hollis, "Survey Techniques," Educational Administration and Supervision, XIX (September, 1933), 431-41.
- Clark, Harold F., "Measuring the Budgetary Procedure of a School System," American School Board Journal, LXVIII (June, 1924), 47-8, 133-4.
- Coan, Charles F., A History of New Mexico. New York: The American Historical Society Inc., 1925. 586 pp.
- Courtright, William H., New Mexico Statutes. Denver: The W. H. Courtright Publishing Company, 1929. 2068 pp.
- Cubberley Ellwood P., Public School Administration. Boston: Houghton Mifflin Company, 1922. 710 pp.
- _____, State and County Educational Reorganization, New York: The MacMillan Company, 1922. 257 pp.
- _____, State School Administration. Boston: Houghton Mifflin Company, 1927. 773 pp.
- _____, The Portland Survey. New York: World Book Company, 1916. 430 pp.
- Englehardt, Fred and Engelhardt, N. L., Planning School Building Programs. New York: Bureau of Publications, Teachers College, Columbia University, 1930. 574 pp.
- Greene, Harry A. and Jorgensen, Albert N., The Use and Interpretation of High School Tests. New York: Longmans, Green and Company, 1938. 614 pp.
- Hughes, Marie M., "El Rito Report." Unpublished report sent to the president of the Spanish-American Normal School, October, 1938. 7 pp.

BIBLIOGRAPHY

Anderson, E. W., The Teacher's Journal and Other Local Issues of Teacher Education, New York: Teachers College, Columbia University, 1927, 140 pp.

Badger, Henry G., Kelly, Frederick L., and O'Connell, J. M., The Annual Survey of Education in the United States, 1925, (Office of Education Bulletin No. 12, New York: United States Government Printing Office, Washington, 1927).

Baswell, J. L., Survey Techniques, "Educational Administration and Supervision", XIX (October, 1925), 21-22.

Clark, Harold E., "Measuring and Interpreting Progress in School Systems," American School Board Journal, LXVIII (June, 1924), 47-5, 100-2.

Coan, Charles F., A History of New Mexico, New York: The American Historical Society Inc., 1905, 222 pp.

Connelley, William H., New Mexico Statistics, Denver: The W. H. Connelley Publishing Company, 1922, 100 pp.

Coppley, Elwood F., Public School Administration, Boston: Houghton Mifflin Company, 1922, 210 pp.

State and County Education I, Administration, New York: The Macmillan Company, 1922, 224 pp.

State School Administration, Boston: Houghton Mifflin Company, 1922, 224 pp.

The Portland Survey, New York: Lewis & Clark Company, 1910, 450 pp.

Engelhardt, J. L., and Engelhardt, W. L., Planning School Buildings, New York: Bureau of Education, Teachers College, Columbia University, 1920, 274 pp.

Greene, Harry A., and Thompson, Albert M., The Use and Interpretation of High School Tests, New York: Macmillan, Green and Company, 1922, 214 pp.

Hughes, Marie V., My First Report, "Unpublished report sent to the President of the United States National School, October, 1922, 7 pp.

Linn, H. H., "Check-Lists for Determining Possible Economies in Public-School Administration," American School Board Journal, LXXXVII (July-November, 1933).

Morphet, Edgar L., The Measurement and Interpretation of School Building Utilization. Teachers College Contributions to Education, No. 264. New York: Teachers College, Columbia University, 1927. 102 pp.

"Policies, Regulations, and Standards for Accrediting Secondary Schools," The North Central Association Quartley, (June, 1927), 2:57-58.

Proctor, William M., "Evaluating Guidance Activities in High Schools," Vocational Guidance Magazine, IX (November, 1930), 58-66.

Reeder, Ward G., The Fundamentals of Public School Administration. New York: The MacMillan Company, 1937. 579 pp.

Sears, Jesse B., The School Survey. Boston: Houghton Mifflin Company, 1925. 440 pp.

IMPORTANT!

Special care should be taken to prevent loss or damage of this volume. If lost or damaged, it must be paid for at the current rate of typing.

