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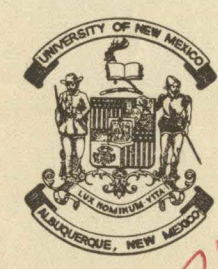
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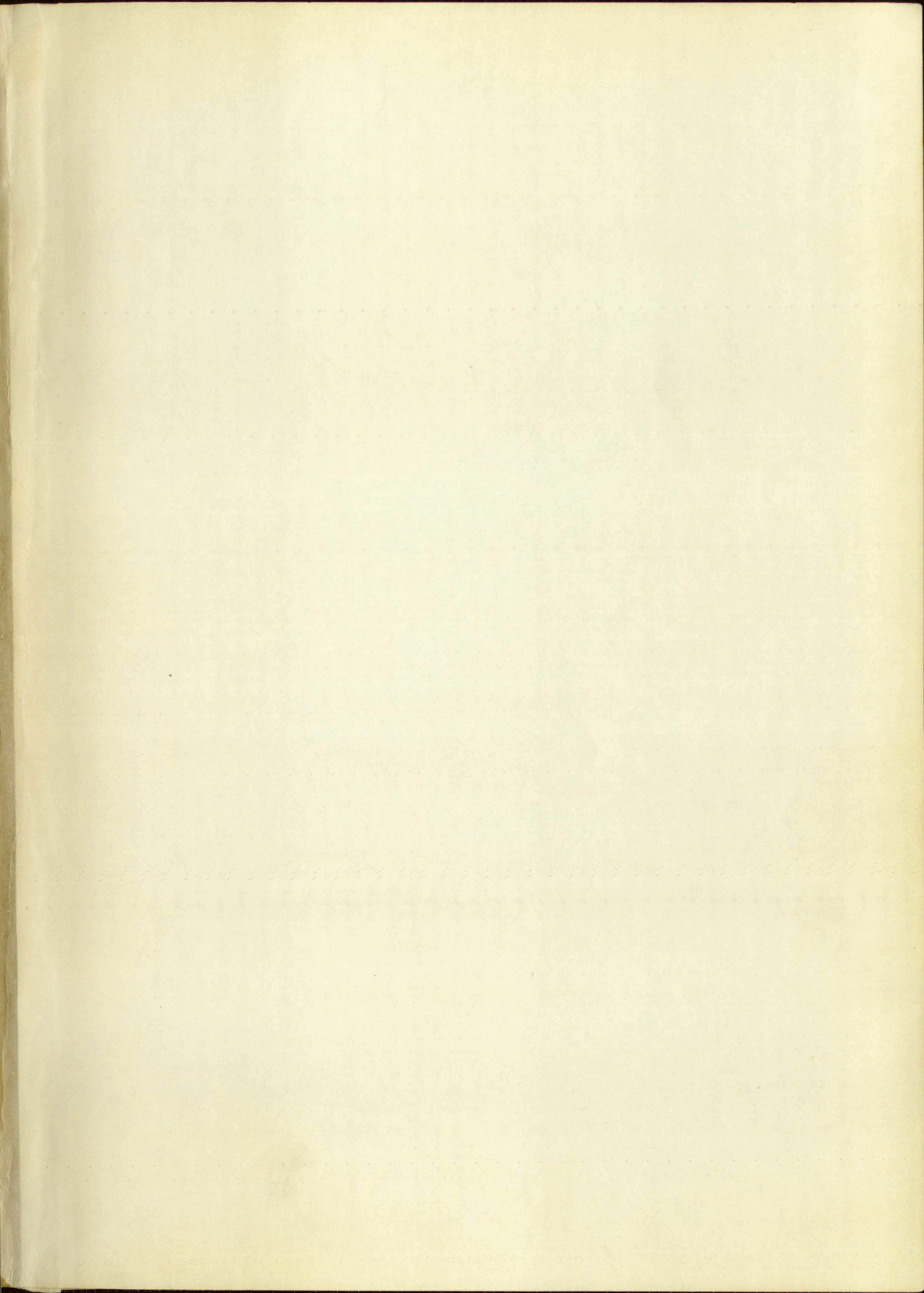
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HISTORY OF EDUCATION IN QUAY COUNTY, NEW MEXICO

By

Willard W. Moon

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A Thesis

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

University of New Mexico

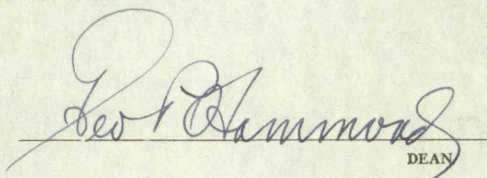
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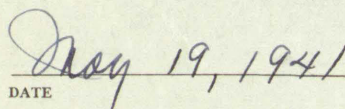
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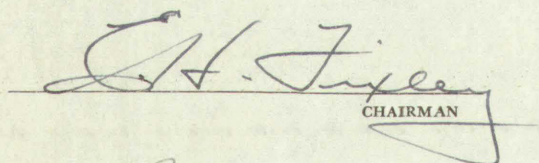
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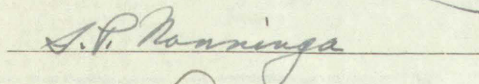
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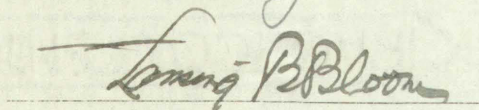

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1. Land Area of County
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CHAPTER I

INTRODUCTION

Much has been written on the history of New Mexico. Many able historians have given their time and efforts in historical research in order that a record of the state's past might be brought to light and made available to all classes of readers.

As yet there is no single work dealing exclusively with the development of elementary and secondary education in Quay County, in eastern New Mexico. This strip of New Mexico, often referred to as the "Lapland of Texas," offers a dual type of education. It was in this section that the sheepherder, the railroad employee, and the Anglo pioneer from the Eastern states met. Each realized the need of education, and the fusion of these types developed a system of education that is varied and interesting.

The preparation of this study was undertaken with the express hope that it may make more readily accessible the facts concerning the development of education in Quay County.

I. THE PROBLEM

Statement of the problem. It is the purpose of this study to trace the progress of education in Quay County, New Mexico, from the earliest schools to the modern consolidated and municipal schools.

Importance of the study. No comprehensive history of education in Quay County, New Mexico, has been written. Because of the diversity of interests, people of this section have devoted little time to gathering, organizing, and interpreting the materials of history. There must soon come, however, an insistent demand for some such movement. No people can afford to remain ignorant of its past life and the means by which its institutions have grown.

The history of education in his own country is probably the best means of introducing the new teacher to the full appreciation of the actual status and conditions of the school system; it will better enable him to aid in its progress and, at the same time, it will be valuable in building a professional spirit.

Before any comprehensive history of education in Quay County can be written, the materials must be collected and verified. Little of this preliminary work has yet been done. It should be done in every section of the county while this material is available through first-hand information.

Delimitation of the problem. This study is limited to the educational institutions of what is now Quay County, New Mexico. It is the desire of the writer to portray the educational development as it is, and has been, and to present some recommendations for the future.

Importance of the Study

Education in Guyana today, like education everywhere, is the result of the diversity of interests, needs, and desires of the people. It is a process of socialization, of transmitting the materials of culture, of preparing the individual for his life in society. It is a process of socialization, of transmitting the materials of culture, of preparing the individual for his life in society. It is a process of socialization, of transmitting the materials of culture, of preparing the individual for his life in society.

The History of Education in Guyana

One of the best means of understanding the present is to study the past. The history of education in Guyana is a story of the struggle for the recognition of the needs of the people. It is a story of the struggle for the recognition of the needs of the people. It is a story of the struggle for the recognition of the needs of the people.

Before any comprehensive study of education in Guyana can be written, the following must be established:

1. The scope of the study. 2. The objectives of the study. 3. The methods of the study. 4. The sources of the study. 5. The limitations of the study. 6. The significance of the study. 7. The contribution of the study. 8. The value of the study. 9. The importance of the study. 10. The necessity of the study.

Delimitation of the Study

The study is limited to the period 1945-1965. It is limited to the primary and secondary levels of education. It is limited to the public sector of education. It is limited to the English-speaking population of Guyana. It is limited to the urban and semi-urban areas of Guyana. It is limited to the formal sector of education.

II. DEFINITION OF TERMS

Consolidation as used in this study includes any form of amalgamation of small school districts into a single, larger, more economical and efficient school administrative unit.

Public school system includes all public elementary and secondary schools.

III. SOURCES OF THE DATA

Data for this study were obtained principally from the annual reports of the State Superintendent of Public Instruction, records and reports from the county superintendent's office in Quay County, from territorial and legislative acts of New Mexico, from interviews with people who have been connected with education in Quay County since schools were first established, and from the files of the following newspapers: The Nara Visa News, 1908-1922; Tucumcari News, 1907-1940; Tucumcari Times, 1903-1905; Obar Progress, 1908-1914; San Jon Acantha, 1912-1932; Tucumcari Sun, 1907-1920; Glenrio Tribune, 1911-1928; Logan Leader, 1908-1919; and the Pioneer News, 1908-1918.

IV. METHODS OF PROCEDURE

All available sources that contained information concerning the development of education in Quay County, New

Mexico, were carefully read and analyzed. Material having a direct bearing upon the subject was catalogued in such a way that it could be used in proper place.

Since very little has been written on this subject, the investigator relied largely upon interviews with people who have had a part in building this educational system.

V. ORGANIZATION OF THE REMAINDER OF THE STUDY

The remainder of this study is divided into five chapters. Chapter II presents the geographical, social, economic, and historical backgrounds. Chapter III covers the early attempts to establish education, and carries the treatment down to the beginning of consolidation in 1920. Chapter IV discusses the period of consolidation down to 1940. Chapter V includes the summary and recommendations of the study.

Mexico, were carefully examined and the results of the investigation were reported in a report that it could be used in other cases. Since very little was known about the investigation, the investigator called in a number of persons who have had a part in the investigation.

V. ORGANIZATION OF THE REPORT

The remainder of the report is divided into chapters. Chapter II presents the historical, economic, and historical background of the early attempts to establish a permanent treatment down to the present. Chapter IV discusses the period of 1940. Chapter V includes the results of the study.

CHAPTER II

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

It is essential to present a general view of the entire county, including its physical, economic, and social aspects, before beginning a study of the history of education in Quay County. One should always keep in mind that the character of the people, their social and occupational life, their ideals and aspirations, and the physical and industrial conditions under which they live are factors that largely determine the character of the school system to be established and the educational procedure to be followed.

GEOGRAPHICAL

Creation. Quay County was created by the thirty-fifth legislative assembly on February 28, 1903. It was organized from the southern part of Union County and the eastern part of Guadalupe County.¹ In 1907 Quay County was enlarged and another portion of Union County was added, which included the portion containing the Rock Island Railroad running through the northern part of the county. There was some objection to this. The county was decreased in area in 1909 when a

¹ Charles F. Coan, A History of New Mexico (Ann Arbor, Michigan: The American Historical Society, 1925), Vol. I, p. 576.

portion was taken to form part of Curry County. The limits have remained unchanged since that time.² Since a large per cent of the children in Quay County must be transported to school in buses, the geographical features of the county should be known.

Location. Quay County is located just on the edge of the Great Plains between the 103rd and 104th degrees of west longitude and the 35th and 37th degrees of north latitude. It is bounded on the north by Union, Harding, and San Miguel counties, on the west by Guadalupe and DeBaca counties, on the south by DeBaca, Roosevelt, and Curry counties, and on the east by the state of Texas.

Quay County is nearly three times as large as Rhode Island and nearly as large as the state of Connecticut. There are twenty-six townships in the county, embracing 3,360 square miles.

Altitude. Quay County is on the eastern border of the state, moderately low in altitude (3,900 to 4,500 feet), with a few buttes or isolated peaks above five thousand feet.³ Although Quay County is predominantly plains country, it has

2

Tucumcari News, May 25, 1903.

3

Henry Gannett, A Dictionary of Altitudes in the United States (Washington, D.C.: Government Printing Office, 1906), p. 646.

portion was taken to the west of the county, the
have remained unchanged since the first
cent of the children to west of the county
school in place, the county should be known.

Location. Quay County is located in the
the Great Plains between the 45th and 46th
longitude and the 100th and 101st
It is bounded on the north by North Dakota
counties, on the west by Montana
the south by Dakota, Nebraska, and
the east by the state of Texas.

Quay County is a large
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Although Quay County is

some mountains, isolated hills, and bluffs. The principal elevations are the Llano Estacado, commonly called the Cap Rock, Mount Tucumcari, Mesa Redonda and Mesa Rica.⁴

Drainage. The water of the county is drained by the Canadian River, which runs from west to east across the northern part of the county, with the exception of a small area in the southwestern part of the county which is drained by the Taiban Creek, a branch of the Pecos River. Its most important tributaries within the county are the Plazo Largo and the Pajarito from the south and the Ute Creek from the north. Each of these has its tributaries and adjacent valley land and taken as a whole area are part of the great basin of the Canadian River.⁵

Climate and rainfall. The climate of the county is of the sub-humid type. Weather records taken by the Experiment Station show an annual precipitation of 17.39 inches. These records show that most of the rainfall, 12.91 inches, occurs during the period from April to September, inclusive, while only 4.50 inches fall during the remaining six months. The rainfall is often irregular, there being periods of from one

⁴ Tucumcari Sun, February 16, 1912.

⁵ Coan, loc. cit.

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* Tecumseh Gap, February 16, 1912.

5 Coan, loc. cit.

to several years with rainfall much higher than the average. Snows in the winter are sometimes quite heavy, and then there are periods when there are no large snows for a number of years.⁶

Temperatures average about fifty-eight degrees, ranging well above one hundred degrees each summer to zero or below in winter. The average date of the last killing frost in spring is April 18, while the average date of the first killing frost in autumn is October 25, making an average frost-free period of 190 days. High winds prevail during the spring months, accompanied by dust, and traveling at a high velocity owing to the open character of the country. Because of the high elevations of the region, together with rather warm summers, low humidity, and abundance of bright sunshine, water evaporates rapidly, and dry land farming is carried on in practically all parts of the country.⁷

HISTORICAL

It is probable that the early Spanish explorers, Coronado, Vicente de Zaldívar, and Oñate, crossed Quay County,

⁶ Charles E. Linney, and others, Climate as it Affects Crops and Ranges in New Mexico (State College, New Mexico: 1937), p. 47.

⁷ Loc. cit.

to several years with rainfall around 100 inches.
Snows in the winter are generally light and
are periods when there are no ice storms for a number of
years.

Temperatures average about 55-60 degrees
ranging well above one hundred in the summer months
or below in winter. The average date of the first
frost in spring is April 15, while the average date of the
first killing frost in autumn is December 15, which is
an frost-free period of 195 days. The spring months,
the spring months, recommended for the high velocity
high velocity owing to the high velocity of the
Because of the high elevation of the region, the
rather warm summers, low humidity, and the high
sunshine, water evaporation is high, and the
carried on in practically all parts of the country.

CLIMATE

It is probably true that the early season of
Coronado, Vicente de Saldivar, and others, are very

Charles H. Jones, and others, 1937
Alfalfa Crops and Rainfall in New Mexico
Mexico: 1937, p. 14.
V. Loc. cit.

but they made no permanent settlements.⁸ The chief things that hindered permanent settlement in the early days were the Indians and buffalo. The Indians of eastern New Mexico were of the nomadic type common to the Western Plains region. As early as the sixteenth century Coronado made mention of the Apaches, or Querechos as he called them, and the Texas Indians in connection with his expedition to and from Quivira. These Indians moved their families and all their earthly possessions from place to place, by the aid of pack dogs, thus keeping within range of some buffalo herd. The principal Indian tribes found here were the Apaches, Kiowas, Comanches, and some other tribes of the Eastern Plains.⁹

Cattle industry. With most of the buffalo killed by 1880 and the Indians placed on reservations, the country was cleared for new industries. These were the first steps taken toward establishing a civilized population on the plains of eastern New Mexico, as Indians and buffalo had to be removed before the country would be safe for ranchers and settlers.

There is no probability that by 1850, when the territory of New Mexico was organized, any settler had established a residence within the present boundary of

⁸ H. E. Bolton, Spanish Explorations in the Southwest, 1542-1706 (New York: Charles Scribner's Sons, 1916), pp. 223-25.

⁹ G. P. Winship, The Journey of Coronado (New York: Francis P. Harper, 1895), p. 230.

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1542-1706 (New York: Charles Scribner's Sons, 1910), pp. 223-25.
 H. B. Bolton, Spanish Explorations in the Southwest,
 G. P. Winship, The Journey of Coronado (New York: Francis & Taylor, 1893), p. 230.

Quay County. The occupation of the cattlemen was gradual, from 1870.¹⁰

There were several cattle companies, the chief ones of which were the Mesa Rica Company, established on the north side of the Pajarita Creek; the Dambman Cattle Company, better known as the Double A, north of Mount Tucumcari; the Cimarron Cattle Company on the south side of the Pajarita Creek on a tributary known as the Blue-Water; the Prairie Cattle Company, south of the Canadian River near the Texas line, and the Howe Ranch, established east of Revuelto.¹¹

Coming of the railroad. In the year 1900 the Chicago, Rock Island and Pacific Railroad traced a line from Liberal, Kansas, 263 miles westward to Santa Rosa, New Mexico. Without a railroad this region could have been nothing more than a part of a great stock range. With the coming of the railroad it was no longer possible to continue as a stock range, since the land was rapidly being settled. The townsite man, the locator, and the booster were early on the scene.¹² In 1903 a branch line was built from Tucumcari to Dawson Coal Fields 120 miles away, and later a railroad was constructed from Tucumcari to the east through Amarillo, Texas, to Memphis,

¹⁰ Tucumcari Sun, February 16, 1912.

¹¹ Clarence Batson, interview, June 1, 1940.

¹² Tucumcari Sun, August 2, 1912.

Tennessee. (Tucumcari and Memphis Railway).¹³

ECONOMIC

With its level prairie, fertile soil, and healthful climate, Quay County was destined to be the home of many, rather than a few, inhabitants, who would till its soil and find a living within its boundaries. The cattle industry was then left to the small ranch farmer who lived on his own land, cared for his interests personally, and gradually made room for more and more settlers. Each one of these early settlers had his share in these pioneering days, and the county is what it is today as a result of their aid and interest in the development of the towns and communities.

Representatives of the Extension Service and the Bureau of Agricultural Economics assisted the county planning committee to formulate a unified program and to prepare the land use map, dividing the county into such areas as might exist according to land use and types of farming. This committee divided the county into four definite problem areas.

Area I, which consists of approximately 1,300,000 acres, is used primarily for livestock production and lies in the valley area of the county. This area contains relatively few farms and where farm land exists it is used mainly for

¹³ Coan, loc. cit.

HOOWEIN

With its level prairie, fertile soil, and relatively
climate, Gray County was destined to be the home of many
rather than a few, immigrants, who would till the soil and
find a living within its boundaries. The cattle industry
was then left to the small ranch farmer who lived on his own
land, earned for his interests personally, and gradually made
room for more and more settlers. Each one of these early
settlers had his share in these pioneering days, and the
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committee to formulate a unified program and to prepare the
land use map, dividing the county into such areas as might
exist according to land use and types of farming. This com-
mittee divided the county into four distinct production areas.

Area I, which consists of approximately 1,300,000
acres, is used primarily for livestock production and lies in
the valley area of the county. This area contains relatively
few farms and where farm land exists it is used mainly for

the production of feed for livestock.¹⁴

The soils in this area vary from deep sand to light fertile clay loam. The area has shown the effects of drought, gully, and soil erosion. In some parts of the area the topography and soil type would permit cultivation.¹⁵

According to the 1936 survey there are two hundred units in the area that are 720 acres or less in size and the general income from such small size units causes over-grazing and does not permit the producers to meet operating expense and institutional cost and provide adequate standards of living.¹⁶

Area II consists of approximately 387,000 acres, 176,000 acres of which is cultivated land located on the plains region above the Cap Rock. The soil is of clay loam and in many parts subject to wind erosion. The units are so small that the producers must endeavor to produce a cash crop on all of the land, which does not permit using good conservation practices. Approximately three hundred of the units consist of 720 acres or less. The possible farm income that is produced on this size unit is not enough to permit

¹⁴ Co-operative Extension Work in Agriculture and Home Economics State of New Mexico (Extension Service, State College, New Mexico, Tucumcari, New Mexico), Oct. 29, 1939, p. 1.

¹⁵ Loc. cit.

¹⁶ Loc. cit.

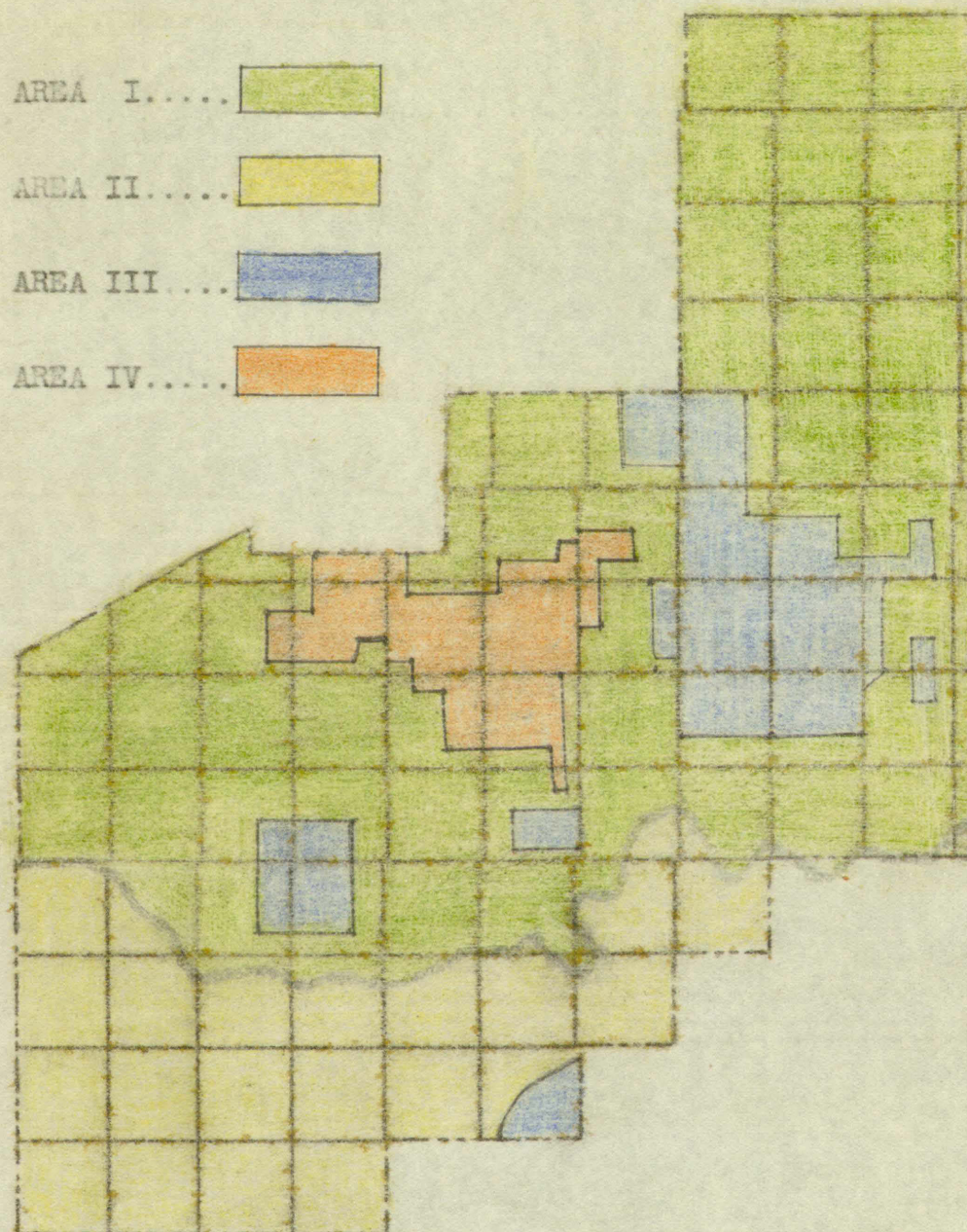
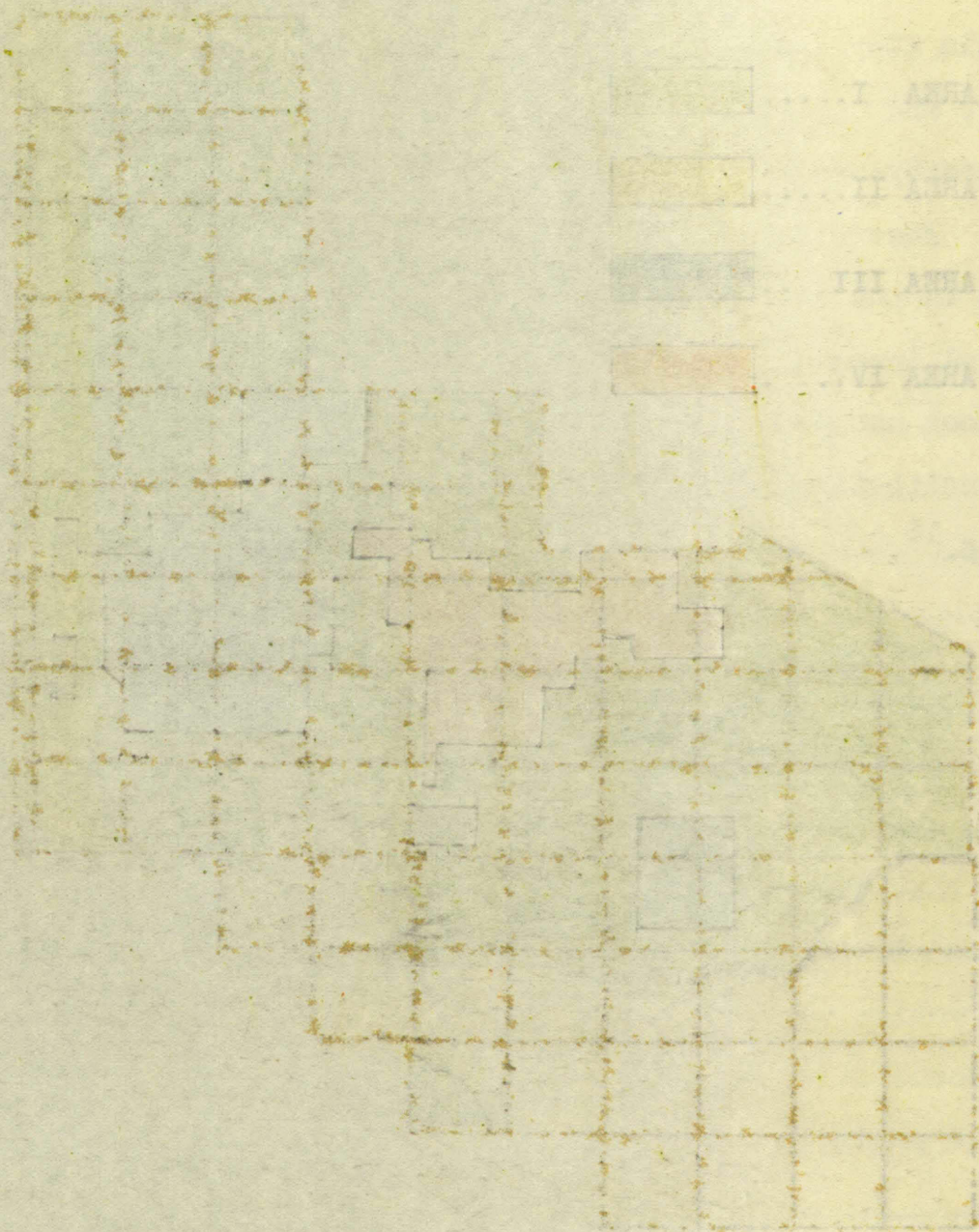


FIGURE 1

LAND AREAS OF QUAY COUNTY



the producer to care for his family and the soil as he should, and a number of the producers are working on W. P. A. instead of producing an income by farming.¹⁷

Area III consists of approximately 167,000 acres. There are 45,000 acres of cultivated land in this area, 39,000 of which are devoted to row crops such as broomcorn, cotton, milo, and hegari. There are about 230 farm operators in this area, the majority of which generally are row crop farmers.¹⁸

Area IV is the proposed Conchas Dam irrigation district. The Tucumcari project will convey and distribute the regulated waters of the South Canadian River for the irrigation of approximately 45,000 acres of desirable agricultural lands in Quay County in the immediate vicinity of Tucumcari.¹⁹

The water supply of the project comes from the Conchas Reservoir, which controls the 7,310 square miles of the South Canadian drainage area extending northwesternly into the high Sangre de Cristo Mountains. The Conchas Dam is located in San Miguel County approximately a quarter mile below the

¹⁷ New Mexico State College Extension Service
Bulletin, October 29, 1939, p. 6.

¹⁸ Ibid., p. 9.

¹⁹ Conchas Dam Irrigation Project (United States Department of the Interior, Bureau of Reclamation), leaflet January 15, 1940, p. 1.

the problem is to find a way to... and a number of the... of producing an...

Area III consists of... There are 45,000... of which are devoted... kilo, and hecto... area, the majority of...

Area IV is the... The... waters of the... approximately... Gray County is... The water... Reservoir, which... Canadian... San Miguel County...

17. New Mexico... Bulletin, October 1940.
18. ...
19. ...
Department of the Interior... January 15, 1940, p. 1.

confluence of Conchas River with the South Canadian River.²⁰

The dam and reservoir, authorized by the "Flood Control Act" of 1936, were built by the Corps of Engineers, U. S. Army, with Emergency Relief Appropriation funds for immediate flood control benefits to the states of New Mexico, Texas, and Oklahoma, and for future value for irrigation. The reservoir capacity of 600,000 acre-feet is to be apportioned between flood control and irrigation, with 100,000 acre-feet dead storage, necessitated by the required elevations of the reservoir outlets and to provide silt storage.²¹

The mean annual temperature of the project area is about fifty-seven degrees, varying from an average minimum of twenty-three degrees to an average maximum temperature of ninety-two degrees. Temperatures of record vary from 108 degrees above zero to eighteen degrees below. Elevations on project lands average 4,200 feet.²²

The brown soil of the area varies from a sandy loam to an adobe. The irrigable soils vary from sand to silty loams. The area is gently rolling, and at present is mainly in pasture. The lands have not been disturbed by cultivation and have withstood the devastating droughts and winds remarkably well. The project area has been classified into irrigable and non-irrigable lands.²³

Crops expected to be grown will, in the main, supplement the stock raising of the region. Forage, principally alfalfa and legumes, together with grains, are expected to be dominant crops, since the project is in the heart of a large

²⁰ Conchas Dam Irrigation Project, Bureau of Reclamation leaflet, January 15, 1940, p. 2.

²¹ Ibid., p. 2.

²² Ibid., pp. 2-3.

²³ Ibid., pp. 2-3.

confluence of Goshute River with the South Canadian River.

The dam and reservoir, authorized by the Flood Control Act of 1936, were built by the Corps of Engineers, U. S. Army, with Emergency Relief Administration funds for immediate flood control benefits to the states of New Mexico, Texas, and Oklahoma, and for future value for irrigation. The reservoir capacity of 600,000 acre-feet is to be apportioned between flood control and irrigation, with 100,000 acre-feet for storage, necessitated by the required elevation of the reservoir outlet and to provide all storage.

The mean annual temperature of the project area is about fifty-seven degrees, varying from an average minimum of twenty-three degrees to an average maximum temperature of ninety-two degrees. Temperatures of record vary from 108 degrees above zero to eighteen degrees below. Elevations on project lands average 4,200 feet.

The brown soil of the area varies from a sandy loam to an adobe. The irrigable soils vary from sand to silty loams. The area is gently rolling, and at present is mainly in pasture. The lands have not been disturbed by cultivation and have withstood the devastating droughts and winds remarkably well. The project area has been classified into irrigable and non-irrigable lands.

Crops expected to be grown will, in the main, supplement the stock raising of the region. Forage, particularly alfalfa and hay, together with grains, are expected to be dominant crops, since the project is in the heart of a large

20 Goshute Dam Irrigation Project, Bureau of Reclamation leaflet, January 15, 1940, p. 2.

- 21 Ibid., p. 2.
- 22 Ibid., pp. 2-3.
- 23 Ibid., pp. 2-3.

range area without adequate feeds for wintering and for use in drought periods.²⁴

SOCIAL

Churches. The churches, as well as other social and civic institutions, have kept pace with the other developments of the county. In Tucumcari the Methodist and Baptist churches were both organized in 1904, the First Christian in 1907, the Presbyterian and the Episcopal in 1908, and the Catholic in 1910.²⁵ Each one has an expensive church building, which adds to the impressiveness of the services. Other denominations found in Tucumcari are: The Church of Christ, Nazarene, Methodist Missionary, the Colored Methodist, and the Assembly of God. In the rural districts each community supports from one to four churches, with many of them using the rural school building as a place in which to hold religious services.

Clubs. Practically all types of clubs are represented in the county. The Rotary Club, Kiwanis, and Chamber of Commerce have as their primary purpose the advancement of the county. The following ladies' organizations are also found:

²⁴ Conchas Dam Irrigation Project, Bureau of Reclamation leaflet, January 15, 1940. p. 2.

²⁵ C. H. Smith and J. F. Smith, History and Business Review of Tucumcari (Tucumcari, New Mexico: Tucumcari Sun, 1910), pp. 71-75.

range area with... in drought periods

Churches.

olive institutions, some of which are... of the county, the... churches were built... 1907, the... Catholic in 1910... which adds to the... denominations found in... Nazarene, Methodist, Assembly of God, in... ports from one to four churches, with... rural school notified as a... services.

Cities.

in the county. The... have as their... county. The following...

The Women's Civic Club, the P. E. O., Bayview, Junior Woman's Club, the American Association of University Women, and the Business and Professional Women's Club.

Population. The percentage of native whites with native parentage in Quay County in 1910 was 92.5; native whites with foreign or mixed parentage, 5.2; and foreign-born whites, 2.1.²⁶ The foreign-born whites in Quay County in 1910 had come from most of the European countries, but principally from England, Germany, Ireland, and Scotland, with a large number also from Canada and Mexico.²⁷ In 1910, there were 14,912 people living in what is now Quay County.²⁸ By 1920, the county had decreased to 10,444 in population.²⁹ In 1930 the population was 10,828.³⁰ In 1930 only 3.3 per cent of the people in this county were illiterate. The racial composition of the county has changed very little since 1910. The percentage of native whites with native parentage

²⁶ Thirteenth Census of United States, Vol. III, Population (Washington, D.C.: Government Printing Office, 1910), p. 178.

²⁷ Loc. cit.

²⁸ Loc. cit.

²⁹ Fourteenth Census of United States, Vol. III, Population (Washington, D.C.: Government Printing Office, 1920), p. 669.

³⁰ Fifteenth Census of United States, Vol. III, Part II, Population (Washington, D.C.: Government Printing Office, 1930), p. 669.

The Women's Civil Club, the American Association of University Women, the Business and Professional Women's Club, and the National Woman's Party.

Population

Native population in 1910 was 14,913 persons, of whom 11,913 were white and 3,000 were colored. In 1920 the population was 18,913, of whom 15,913 were white and 3,000 were colored. In 1930 the population was 20,913, of whom 17,913 were white and 3,000 were colored. The percentage of the population in 1910 was 14.913, in 1920 it was 18.913, and in 1930 it was 20.913. The racial composition of the population in 1910 was 14.913 white and 3.000 colored. In 1920 the racial composition was 15.913 white and 3.000 colored. In 1930 the racial composition was 17.913 white and 3.000 colored.

26	Thirteenth Census of United States
27	Population (Washington, D.C.) 1910, p. 178.
28	Loc. cit.
29	Population (Washington, D.C.) 1920, p. 689.
30	Thirteenth Census of United States
31	Population (Washington, D.C.) 1930, p. 689.

had increased from 92.5 in 1910 to 97.2 in 1930, and foreign-born whites decreased from 2.1 in 1910 to 1.1 in 1930.³¹

Many settlers returned to their native states because of the drought and hard times. Some were bought out when the change in the homestead law was made.

³¹ Fifteenth Census of United States, op. cit. p. 669.

had increased from 12.5 in 1911 to 17.5 in 1912
born white decreased from 12.5 in 1911 to 10.5 in 1912
Many assisted emigrants to find work in the
of the drought and had to leave their homes
the change in the land, and the people

CHAPTER III

EDUCATION IN QUAY COUNTY FROM THE BEGINNING TO 1920

That New Mexico had no public school system was one hard fact to which the early settlers could never reconcile themselves. The children were growing up in ignorance in the decades from 1880 to 1900, when wealth was increasing as never before.

The coming of the railroads had brought men of every kind from every walk of life and from all sections of the country. Among them were a great number of restless, active types of people who constantly seek the newer regions of the frontier. Charmed by the new wild life on New Mexico's plains and mountains, or engrossed by the new wealth they were winning in mining, stock ranching, merchandising, or speculating, they forgot the finer things such as building up a new civilization for themselves and their posterity. Many of them had no families and had no intention of staying in the country any longer than was necessary to secure an easy fortune to take away with them. Like some of the wealthy New Mexicans before them, they didn't want to contribute a dollar of their money to any enterprise of permanent benefit to the country.

But as the decade (1890-1900) advanced, a new type of immigrant came in considerable numbers. They were the settler

EDUCATION IN THE UNITED STATES
That new nation, as a result of the war, was
hard led to the... themselves. The...
the decades from 1850 to 1860, the...
as never before.
The century of the...
kind from every...
country. Among...
types of people...
frontier. Character...
plains and mountains...
were winning...
speculating, they...
a new civilization...
of them had no...
the country any...
fortune to take...
Mexicans before...
of their money...
country.
But as the...
immigrant came...

class who came to build homes and to grow up with the new country. Accustomed to public education in the older states, they were immediately struck and shocked by the absence of educational opportunities for their children. Soon groups of earnest men here and there were seriously discussing the problem of education. Only a population of educated and intelligent men and women would ever develop New Mexico's natural resources and build her a great community.

I. THE FOUNDING AND ORGANIZATION OF THE EDUCATIONAL SYSTEM

It was during Governor Prince's administration that the present modern public school system was established. It was he who urged the legislature to do something about the education of the state. About this time the sentiment arose in the territory and the Educational Bill became a law in 1891.¹ It was under this law that an educational system was established in Quay County.

It created the office of Superintendent of Public Instruction to be filled by the governor's appointment and a Territorial Board of Education composed of the Governor, Superintendent of Public Instruction, and the presidents of the University, the Agricultural College, and St. Michael's

¹ J. H. Vaughan, History and Government of New Mexico (State College, New Mexico), p. 220.

class who came to public homes and to grow up with the new country. Accustomed to public education in the older states they were immediately struck and shocked by the absence of educational opportunities for their children. Soon groups of earnest men here and there were seriously discussing the problem of education. Only a population of educated and intelligent men and women would ever develop New Mexico's natural resources and build her a great community.

I. THE FOUNDING AND ORGANIZATION OF THE EDUCATIONAL SYSTEM

It was during Governor Pinchot's administration that the present modern public school system was established. It was he who urged the legislature to do something about the education of the state. About this time the anti-land grant in the territory and the Educational Bill passed a law in 1891.¹ It was under this law that an educational system was established in Gray County.

It created the office of Superintendent of Public Instruction to be filled by the governor's appointment and a Territorial Board of Education composed of the governor, Superintendent of Public Instruction, and the trustees of the University, the Agricultural College, and St. Francis's

¹ J. N. Vanhook, *History and Government of New Mexico* (State College, New Mexico, 1925), p. 287.

College.² The Territorial Board of Education apportioned the territorial school funds to various counties, prepared courses of study for county teachers institutes and for common schools of the territory, and kept a record of the proceedings of the Territorial Board of Education.³

A superintendent of schools for each county was elected at a general election and held office for a period of two years. The county superintendent exercised extensive powers in apportioning the county school fund, supervising the course of study, placing the teachers, and approving all expenditures of the funds of the school district. He enforced compulsory attendance and vaccination laws.⁴ At the time New Mexico obtained statehood, his salary depended upon the number of school rooms actually under his supervision.

Each county was divided into school districts. Each district in the county elected three directors. The directors in school districts hired the teachers and issued warrants for school expenditures, subject to the approval of the county superintendent. They had the care and keeping of the school

² S. P. Nanninga, "Problems of Education in New Mexico," (mimeographed syllabus), p. 18.

³ John Vaughan, History of Education in New Mexico, p. 182.

⁴ Ibid., p. 183.

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² E. F. Ransdell, "Territory of Education in New Mexico"
(mimeographed syllabus), p. 18.
³ John Vaughan, History of Education in New Mexico,
p. 182.
⁴ Ibid., p. 183.

property in their charge, held school elections, made an annual enumeration, collected the poll taxes, and assisted in enforcing the compulsory school attendance laws.

There have been only a few minor changes in the educational system since the establishing of the first school in Quay County. The Territorial Board of Education became the State Department of Education and the Superintendent of Public Instruction became an elective officer rather than an appointive officer when New Mexico became a state of the Union.

In 1917 a law was passed creating a County Board of Education. Under this law each county, for school purposes, was controlled by a non-partisan board created by appointments made by a district judge. The first Quay County Board of Education was composed of J. A. Atkins, president; A. D. Goldenburg, Mrs. Belle Calisch, Ira J. Busick, and A. H. Curtis.⁶

Milnor Rudolph was the first county superintendent of schools. He was a Spanish-American, and by his keen interest and untiring work gave a splendid impetus to educational matters in Quay County. Milnor Rudolph was born at the small town of Rociadia, in San Miguel County, New Mexico, in 1864. His father, Milnor Rudolph, Sr., was born at Elkton, Maryland, of

⁵ Biennial Report of the Superintendent of Public Instruction to the Governor of New Mexico for the Year 1911-1912, p. 14.

⁶ Biennial Report of the Superintendent of Public Instruction to the Governor of New Mexico for the Years 1916-1918, p. 13.

Scotch ancestry. Coming West nearly a century ago, the elder Rudolph was a powerful factor in the establishment of a government in the turbulent days of New Mexico, during and after the Mexican War. He married a native New Mexican of the purest Spanish descent.⁷

School facilities were few in New Mexico in Mr. Rudolph's boyhood, but he obtained an education at St. Michael's College at Santa Fe. He taught school several years before he became county superintendent of schools.⁸

When Milnor Rudolph became superintendent of schools in Quay County in 1903 there were only six school districts in the county. They were: Tucumcari, Revuelto, Endee, Puerto, Quay, and Montoya. During his six years in the office there was an enormous demand for new schools. When Mr. Rudolph went out of office in 1908 eighty new additional school districts had been created.⁹

When he took the office of county superintendent of schools in 1903 there were only 320 pupils of school age in Quay County. While in office Mr. Rudolph was able to see this number grow to 6,257, an increase of about 135 per cent a year.¹⁰

⁷ Perry Progress, September 25, 1908.

⁸ Loc. cit.

⁹ Loc. cit.

¹⁰ Loc. cit.

Spanish ancestry. Coming West nearly a century ago, the elder Rudolph was a powerful factor in the establishment of a government in the turbulent days of New Mexico, during and after the Mexican War. He married a native New Mexican of the purest Spanish descent.

School facilities were few in New Mexico in Mr. Rudolph's boyhood, but he obtained an education at St. Michael's College at Santa Fe. He taught school several years before he became county superintendent of schools. When Milton Rudolph became superintendent of schools in Gray County in 1903 there were only six school districts in the county. They were: Townsend, Bawelito, Embury, Pando, Gray, and Montoya. During his six years in the office there was an enormous demand for new schools. When Mr. Rudolph went out of office in 1908 eighty new additional school districts had been created.

When he took the office of county superintendent of schools in 1903 there were only 320 pupils of school age in Gray County. While in office Mr. Rudolph was able to see this number grow to 6,277, an increase of about 195 per cent a year.

7	Perry Progress, September 25, 1908.
8	Loc. cit.
9	Loc. cit.
10	Loc. cit.

The Commercial Club, organized in the latter part of 1905 for the purpose of bringing settlers to Quay County, was one agency responsible for the sudden increase in population as may be seen from the following article written by Colonel T. W. Heman:¹¹

Our Country, including all of Quay County is improving very fast. In the county there are 1,500,000 acres of government land that is controlled by a few ranchers. All this is valuable agricultural land, and to get the eyes of the people turned this way, the Commercial Club got into communication with John Sebastian, general passenger, traffic manager of the Rock Island, made him a report of the agricultural resources of the county, very little of which, at this time, had been taken up.

Since opening correspondence with him, he has directed communications to the Commercial Club and has made it possible for that organization to point out to home seekers the government land that may be had under the homestead law.

The results have been phenomenal. Within the last three months there have been made in Quay County and around Tucumcari, 1,500 homestead entries of 160 acres each, with a total of 24,000 acres. So completely has all the land about town been taken in this way that there is hardly a desirable location to be found within seven miles of town.

Every train brings in more tourists, who are out for homes. On Wednesday of this week one train brought in 160, and you can imagine what a crowd there was in a place the size of Tucumcari. Tucumcari is less than four years old, and has never had a boom, but all the time growth has been steady and there are now a number of substantial buildings in place. A court house has been erected at a cost of \$15,000. The school house costing \$8,000 will need to be enlarged to meet demands. One merchant possesses a \$70,000 stock in his store.

¹¹ Tucumcari News, March 15, 1906.

The Commercial Club, organized in the latter part of 1905 for the purpose of bringing attention to the fact that there was one agency responsible for the sudden landward migration as may be seen from the following article written by

Colonel T. W. Harnett

Our Country, including all of our County, is a very vast. In the county there are 1,500,000 acres of government land that is controlled by a few individuals. This is valuable agricultural land, and so far the eyes of the people turned this way, the Commercial Club has into communication with John Casselman, general manager of the Rock Island, and his report of the agricultural resources of the county, very little of which, at this time, has been taken.

Since opening correspondence with him, he has directed communications to the Commercial Club and has made it possible for that organization to point out to home seekers the government land that may be had under the homestead law.

The results have been phenomenal. Within the last three months there have been made in Our County, around Tipton, 1,500 homestead entries of 160 acres each, with a total of 24,000 acres. He completely cleared all the land about town taken in this way, and there is hardly a desirable location to be found within seven miles of town.

Every train platform in more than half the county is crowded. On Wednesday of this week one train brought 150, and you can imagine what a crowd there was in place the size of Tipton. Tipton is less than 10 years old, and has never had a boom, but all this growth has been steady and there are now a number of substantial buildings in place. A court house, a school, a hotel at a cost of \$15,000. The school was completed \$8,000 will need to be enlarged to meet demands. One merchant possesses a \$70,000 stock in the hotel.

These settlers kept coming and in 1910 the population of the county had increased to 14,912.¹²

With the settlement of each little community the need for a school building was one of the first problems confronting the newcomer. A brief history of some of the present school districts gives an excellent picture of the educational attitude of the county.

Tucumcari is School District Number 1, and for several years it embraced all of Quay County. This district was later reduced to a territory nine miles long and six miles wide. It was in 1902, after the advent of the Rock Island Railroad, that the city of Tucumcari began to grow.¹³

The first school was organized and taught by D. J. Aber in 1901. Aber took up a collection for the next school and Miss Faushey was employed as teacher. She taught a term of three months. The next school, taught in a little frame structure, was built in 1902 as a place to hold religious services and for school purposes.¹⁴

At a meeting of the school board in 1903 it was decided to rent a building until one could be built. As it was found

¹² Thirteenth Census of United States, Vol. III, Population (Washington, D.C.: Government Printing Office, 1910), p. 178.

¹³ C. H. Smith and J. F. Smith, History and Business Review of Tucumcari (Tucumcari, New Mexico: Tucumcari Sun, 1910), p. 77.

¹⁴ Tom Ridley, interview, April 19, 1940.

These settlers kept coming and in 1910 the population of the county had increased to 14,912.¹² With the settlement of each little community the need for a school building was one of the first problems confronting the newcomers. A brief history of some of the present school districts gives an excellent picture of the educational attitude of the county.

Townsend is School District Number 1, and for several years it embraced all of Quay County. This district was later reduced to a territory nine miles long and six miles wide. It was in 1902, after the advent of the Rock Island Railroad, that the city of Townsend began to grow.¹³

The first school was organized and taught by D. J. Aber in 1901. Aber took up a collection for the next school and Miss Fancher was employed as teacher. She taught a term of three months. The next school, taught in a little frame structure, was built in 1902 as a place to hold religious services and for school purposes.¹⁴

At a meeting of the school board in 1903 it was decided to rent a building until one could be built. As it was found

¹² Thirtieth Census of United States, Vol. III, Population (Washington, D.C.: Government Printing Office, 1910), p. 178.
¹³ C. M. Smith and J. E. Smith, History and Business Review of Townsend (Townsend, New Mexico: Townsend Sun, 1910), p. 77.

¹⁴ Tom Hilday, interview, April 12, 1940.

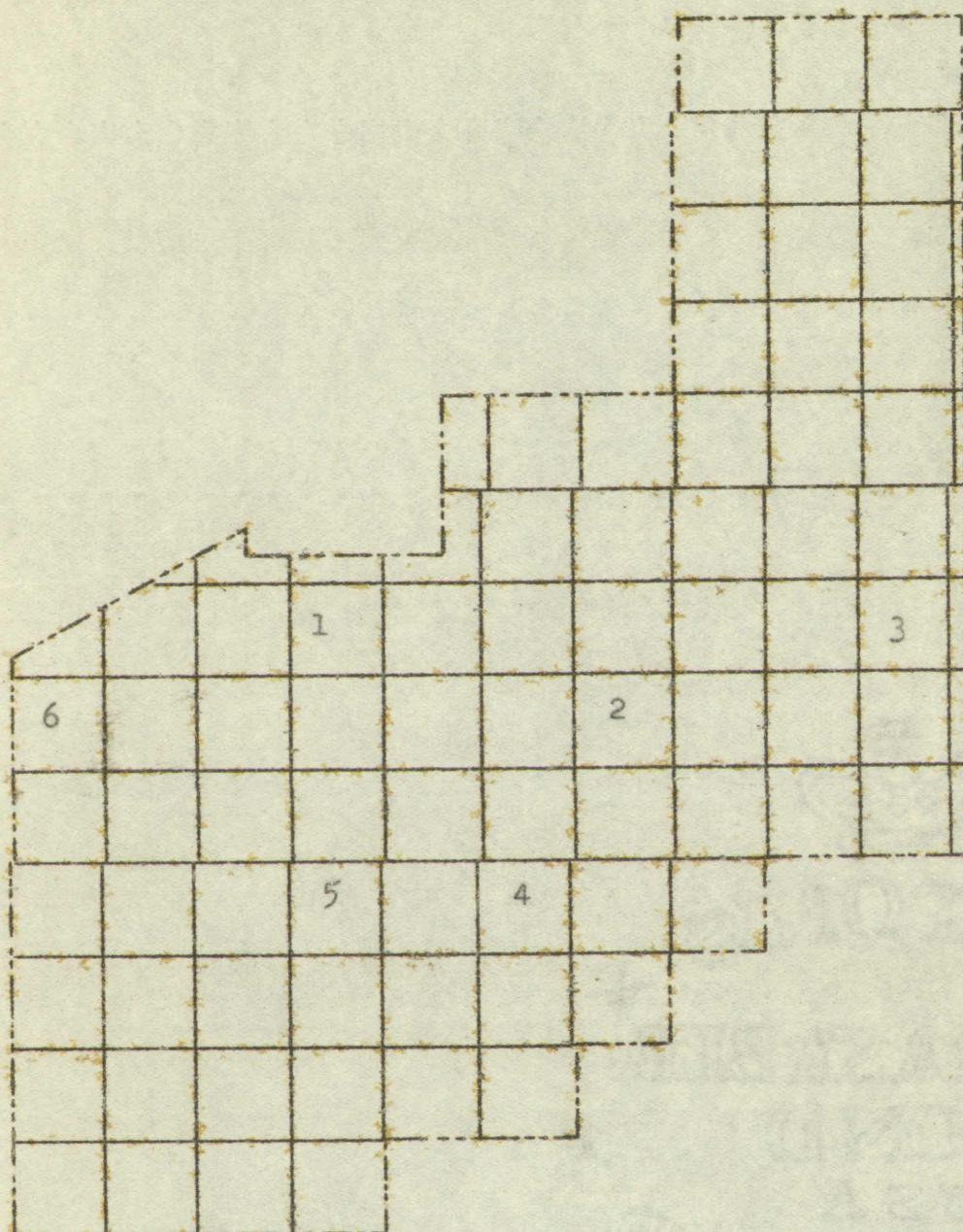
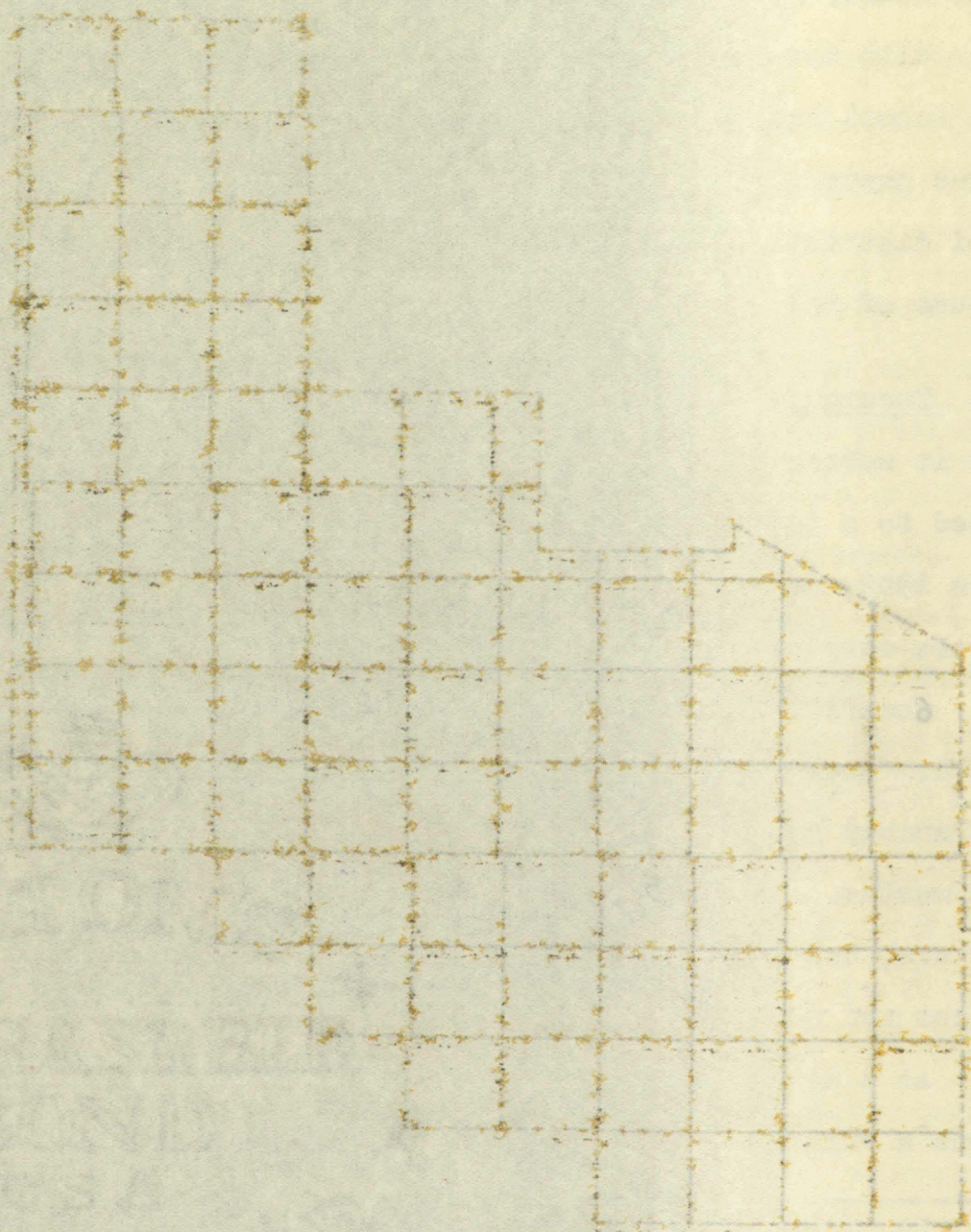


FIGURE 2

LOCATION OF SCHOOLS IN QUAY COUNTY--1903

Note: Numbers represent the number of the school districts and are placed approximately where the school buildings were located.



LOCATION OF BUILDING NO. 6
Districts and school buildings are indicated by numbers.

possible to get a building large enough to accomodate all the grades, only the high grades, sixth, seventh, and eighth, were taught. School was to start as soon as new desks arrived. The previous desks had been beer kegs or anything that could be used for the purpose.

The building known as the Central School was the first permanent school building in the city. It was a two-story brick of four rooms, erected at a cost of \$8,000. This and two frame buildings north and south of the main building served the needs of the children for a short time.¹⁵

The growing demands, however, necessitated the building of a larger and better school house. The Tucumcari Board of Education excluded all children under seven years of age. The first and second grades of schools were crowded to the extent that it was impossible to give them the time that was necessary to advance pupils of these grades correctly.¹⁶

The health officers of the city of Tucumcari made a personal inspection of the school houses and found the schools greatly inadequate and also unsanitary. They found the enrollment and seating capacity as follows:¹⁷

¹⁵ Tucumcari Sun, December 10, 1909.

¹⁶ Tucumcari Sun, January 9, 1909.

¹⁷ Loc. cit.

possible to get a building large enough to accommodate all the grades, only the first grades were taught. School was so small that the previous grades had been sent to other schools that could be used for the purpose.

The building known as the Central School was the first permanent school building in the city. It was a two-story brick of four rooms, erected at a cost of \$2,500. This and two frame buildings north and south of the main building served the needs of the children for a short time.

The growing demands, however, necessitated the building of a larger and better school house. The Township Board of Education excluded all children under seven years of age. The first and second grades of schools were closed to the extent that it was impossible to give them the same amount necessary to advance pupils of these grades correctly.

The health officers of the city of Trenton made a personal inspection of the school houses and found the schools greatly inadequate and also unsanitary. They found the amount and seating capacity as follows:

15	Trenton City, December 10, 1902
16	Trenton City, January 9, 1903
17	Loc. cit.

Grade	Enrollment	Seating Capacity
1	82	68
2	74	62
3	78	57
4	58	47
5	49	42
6	48	35
7 & 8	44	40

They also found that the volume of air in the rooms was so insufficient that it was injurious to the health of the pupils. As an instance they cited the 7th and 8th grade rooms, which had a cubic air space of 7,728 cubic feet. For the number of children enrolled in these rooms there should have been 28,400 cubic feet of air space.¹⁸

The matter was submitted to a vote of the people. Bonds of \$24,000 were voted at that time (1909) and the result was a three-story high school building splendidly equipped with every modern convenience and Tucumcari citizens pointed with pride to its educational facilities. The new building contained six large classrooms, four on the first floor and two on the second floor, a library room, and the superintendent's office. O. F. Munson, superintendent of the schools, stated at that time:

The enrollment was near six hundred and the compulsory attendance law had not been enforced on account of lack of room to accomodate the students, and as soon as the new building is completed, the law will be enforced.¹⁹

¹⁸ Tucumcari Sun, January 9, 1909.

¹⁹ Tucumcari Sun, December 10, 1909.

They also found that the volume of work in the school was so insufficient that it was impossible to maintain the pupils. As an illustration, it was found that the school which had a couple of hundred pupils in the first grade, a number of children enrolled in the second grade, and had been 28,400 pupils last year. The school was in a very poor condition. Bonds of \$24,000 were voted by the school board, and the school was a three-story high school building, with every modern convenience and the most efficient of kind with pride to the educational community. The new building contained six large classrooms, a library, a gymnasium, two on the second floor, a library, and a large auditorium. Office, O. F. House, and a large number of other rooms. That time.

The enrollment of the school was very small, and the attendance was low. The school was in a very poor condition, and the new building was a three-story high school building, with every modern convenience and the most efficient of kind.

All the pupils of the lower grades of the school had been attending only half of the day. The completion of the building permitted them to attend all day.

In 1909, fifteen teachers were employed in the Tucumcari schools with the following assignments: O. F. Munson, superintendent; high school building, Miss Janet Ferguson, high school; Miss Buelah Hartman, eighth grade; Miss Lula Luckey, seventh grade. Central school buildings: Mrs. O. F. Munson, first grade, Miss Lula Brigman, third grade, Miss Clara Gerhardt, first grade, Annex number two: Miss Mamie Oakes, second grade, North Side: G. A. Danforth and Mrs. Mae Gahlman.²⁰

Soon the city out-grew these substantial quarters and the north end of the present Junior High was annexed. Next came the eight room grade building, called Four Points. This building was erected in 1917. The second bond issue of \$50,000 was approved by a vote of 374 for the bonds and eighty opposed.

At the beginning of the 1913 school term the Tucumcari schools were for the first time conducted under the laws that permitted the city of Tucumcari to take advantage of being an Independent City School System. The whole system was under the direct control of the Tucumcari Board of Education,

²⁰ Tucumcari Sun, December 10, 1909.

consisting of five members, who had absolute power to plan and direct the work, even to certificating the teachers who taught in the schools. They also had the power to establish the age limits at which the youngest children could enter school for the first time, so long as this did not conflict with the law which required the attendance of all children between the ages of seven and fourteen. This compulsory attendance law required the attendance each day school was in session, for the entire school year, and made the Board of Education subject to a penalty for not enforcing it to the letter.²¹

The Tucumcari Board of Education added many new features under the new plan of organization. The Board elected Miss Mabel Clark, of Warsaw, New York, to establish and conduct a first-class kindergarten. The Board of Education made provision for the equipping of the kindergarten with the very best of materials that could be procured. The school was located at the Central Brick School House, in the south room on the lower floor.

Each day some new members enrolled. Twenty days after the opening of the school there were sixty children in attendance and it became necessary to divide the members into two divisions, one division coming in the forenoon and the other in the afternoon. Those children five years of age attended

²¹ Tucumcari Sun, August 22, 1913.

consisting of five members, two of whom were
and direct the work of the school. The school
taught in the schools. The school was
the age limits at which the school was
school for the first time. The school was
with the law which required the school
between the ages of seven and fourteen. This
attendance law required the school to
in session, for the first time, and the
of Education subject to the law. The
the latter.

The Townsman. The school was
features under the new plan of organization. The school
elected Miss Helen E. Smith as principal. The school
and conducted a five-day kindergarten. The school
than made provision for the school. The school
with the very best of materials. The school
school was located at the Central Union School. The school
south room on the lower floor. The school
each day from nine to twelve. The school
the opening of the school. The school was
dance and it became necessary to have the school
divisions, one division being for the first grade and
in the afternoon.

in the morning and those six years of age attended in the afternoon. The tuition for the kindergarten was \$1.50 per month.²²

For the school year 1913 the Tucumcari High School had manual training work for the first time in its history. There was one room for benches and a workshop in the upper floor of the high school building and another room for the assembling of parts and finishing in the basement.

The Board of Education also installed and completely equipped a department of Domestic Science. The department was furnished with tables, stoves, cases, cupboards, and the best equipment then in use by the departments of domestic science in the various parts of the United States. Miss Doris Butt, a graduate of one of the best schools in the training for domestic science teaching in Illinois, was employed as teacher.

The Board of Education established the following rates for the tuition of non-residents who attended the Tucumcari Public Schools that year:

Kindergarten, \$1.50 per month.

First to ninth grades \$2.50 per month.

Ninth to twelfth grades \$4.50 per month.

Special commercial course \$5.00 per month.

²² Tucumcari Sun, August 22, 1913.

in the morning and the afternoon. The tuition for the month. 22

For the school year 1913-14 the school had manual training with for the first time. There was one room for sewing and a room for the floor of the high school and the room for the assembling of parts and finishing of the work.

The Board of Education for 1913-14 equipped a department of manual training. The room was furnished with tables, stools, benches, and the best equipment then in the city. The department science in the various grades of the school. Doris Butt, a graduate of one of the universities in the training for domestic science, was employed as teacher.

The Board of Education for 1914-15 for the tuition of non-residents in the Public Schools that year.

Kindergarten, \$1.00 per year.
First to ninth grades, \$2.00 per year.
Ninth to twelfth grades, \$3.00 per year.
Special commercial, \$4.00 per year.

The Board of Education wished to meet all the needs of the people of Tucumcari, and to this end classes were organized to meet in the evening for the study of any subjects requested, provided enough people wanted the subjects to justify the organization of such classes. The charge for such work was the same as for the special students under the same conditions as they were granted to regular students.

Endee is situated about thirty-eight miles east of Tucumcari, New Mexico, and seventy-five miles west of Amarillo, Texas, on the Chicago-Rock Island and Choctaw grade. It is midway between the Cap Rock and the Canadian River on the north. The breaks of the Cap Rock and the Canadian furnished timber for fuel and posts sufficient to supply the demands of the homesteader in this vicinity.

Endee's first school was located on what is now the Chapman Ranch and about two miles from Endee's present site. This school house was built about 1901, and by 1906 the enrollment had outgrown the building. A new site was chosen and a two-room house was built one-half mile south of "New Endee." Three teachers were employed and a curtain served as a partition in the larger room where two teachers conducted classes.²³

²³ Clarence Batson, interview, June 1, 1940.

The Board of Education of the City of Chicago, Illinois, organized to meet in the year 1837, and provided for the organization of the same as for the same as they were organized in the year 1837.

Ende is situated about thirty miles from Tumbac, New Mexico, and is situated on the Chicago-Rock Island and Chicago and North Western Railway, midway between the Chicago-Rock Island and Chicago and North Western Railway, north. The tracks of the Chicago-Rock Island and Chicago and North Western Railway for fuel and water, and the Chicago-Rock Island and Chicago and North Western Railway in this vicinity.

Ende's first school was located on the Chicago-Rock Island and Chicago and North Western Railway, and about twenty miles from Tumbac, New Mexico. This school house was built about 1880, and was a one-story building. The school had outgrown the building, and a two-story house was built in 1890. Three teachers were employed in the school, and a partition in the largest room was removed, and the school was divided into three classes.

In 1918 Glenrio and Endee consolidated their school and the present two-story building was constructed. The building contained four class rooms on the first floor and two class rooms and auditorium on the second floor. The cost of the building was \$10,000.

Glenrio was supplied with one of the best one-room schools in Quay County, graciously furnished free to the county for public use by Colonel W. E. Moses, publisher of the Tribune Progress.

Quay. The old Quay schoolhouse was a long and narrow wooden structure (see Figure 3). It was built by donations in 1902. The first teacher was Mrs. Tom Womack. She was followed by Brook Lewis, Miss Inez Springer, Professor Randles, Carmen Hickey, Mrs. Miller, Miss Adine Spruce (now Mrs. W. T. Massengill), Vernon Wyatt, Miss Lillian Bonds, Miss Effie Smith, and a host of others. While these teachers were teaching at Quay, two more rooms were added to the schoolhouse.²⁴

The Ward school, in District 38, was organized during the year 1906. The building was a frame structure of about twenty feet by twenty feet. This building was lengthened to thirty-six feet. The school was located about three miles south and three-fourths of a mile west of the site of the present Quay Consolidated School. Some of the early teachers

²⁴ Mrs. W. T. Massengill, interview, May 28, 1940.



POLL TAX RECEIPT

No. 17. 4-1. 1917.

Received of E. C. Branson the sum of Five Dollars for Poll Tax for the year 1917.

Dt. No. 27. Precinct No. 15. County of Quay.

Signed E. C. Branson Collector of Poll Tax.

NORMAL INSTITUTE OF QUAY COUNTY

Convenes at the High School Building at Tucumcari August 5th to 17th.

The Quay County Institute will be held at Tucumcari, New Mexico, from Monday, August 5th to Saturday, August 17th. This will enable all teachers of this county, and neighboring counties, to meet the conditions of the law which require every teacher to attend institute at least two weeks each year.

The Quay County Institute has been established for the purpose of enabling teachers to meet the requirements of the law, and to receive the best instruction possible. The institute will be held at the High School Building at Tucumcari, New Mexico, from Monday, August 5th to Saturday, August 17th. The institute will be held at the High School Building at Tucumcari, New Mexico, from Monday, August 5th to Saturday, August 17th.

INSTRUCTORS

Superintendent J. H. Hiler and Lillian A. Hiler will be in attendance at the institute. They are experienced and have been successful in their work in this county. They will be in attendance at the institute to give instruction and to see that the teachers receive the best instruction possible.

Professor J. V. Clark has been the official principal of the Normal Institute for many years, and is recognized as one of the ablest principals in the State. The State Department of Education recommends him to be the official principal of the Normal Institute.

POSITIONS IN QUAY COUNTY

While it would be impossible for any one to assume every position a position in this county, an early teacher and teacher to assume a position in a position here. There are not less than five months long, and the teacher is given better work. We want the best teachers available, and it shall be our policy to have as many teachers as possible. We want the best teachers available, and it shall be our policy to have as many teachers as possible.

INSTITUTE FEE

The Institute Fee for the two weeks will be \$1.00.

PROGRAM

For 4 Hours	J. V. Clark	Lillian A. Hiler
8:00-9:00	Roll Call	
9:00-9:45	Attendance (1)	Primary Methods (2,2,2)
9:45-10:30	Attendance (2)	Primary Methods (2,2,2)
10:30-11:15	Attendance (3)	Primary Methods (2,2,2)
11:15-12:00	Attendance (4)	Primary Methods (2,2,2)
12:00-12:45	Attendance (5)	Primary Methods (2,2,2)
12:45-1:30	Attendance (6)	Primary Methods (2,2,2)
1:30-2:15	Attendance (7)	Primary Methods (2,2,2)
2:15-3:00	Attendance (8)	Primary Methods (2,2,2)
3:00-3:45	Attendance (9)	Primary Methods (2,2,2)
3:45-4:30	Attendance (10)	Primary Methods (2,2,2)
4:30-5:15	Attendance (11)	Primary Methods (2,2,2)
5:15-6:00	Attendance (12)	Primary Methods (2,2,2)

Figures after the subject indicate the grade. When two figures are given the first figure is the grade of the subject and the second figure is the grade of the teacher.

EXAMINATIONS

Examinations will be held at the close of the institute, August 16th, for Third, Second and First Grade Certificates. Certificates awarded at that time will be valid everywhere in New Mexico.

ENDORSEMENTS OF CERTIFICATES

First Grade Certificates from certain states are endorsed in New Mexico. For any information along that line write to State Superintendent, Alvin, N. White, Santa Fe, New Mexico.

SUBJECTS FOR THE VARIOUS CERTIFICATES

Third Grade Certificate: Reading, Penmanship, Spelling, Grammar and Composition, Physiology, Arithmetic and Geography. The candidate must average 75 per cent with nothing less than 60. Endorsement valid for one year.

Second Grade Certificate: In addition to subjects for Third Grade, add U. S. History and School Management. The candidate must average 75 per cent with nothing less than 60. Endorsement valid for two years.

First Grade Certificate: In addition to Second Grade, add Pedagogy (with School Management), Civil Government, Psychology and other one of the five following optional subjects: Algebra, Physics, Botany, Bookkeeping or English. The candidate must average 75 per cent with nothing less than 60. Endorsement valid for three years.

INSTITUTE MANUAL

The State Department of Education has prepared the Institute Manual for this year, and this manual is to be used by all teachers. It contains all the information that a teacher needs to know about the institute. It contains all the information that a teacher needs to know about the institute.



FORREST



HORTON



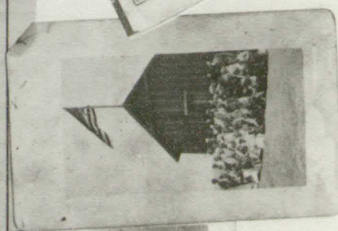
OBAR



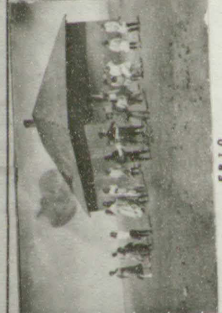
QUAY, 1920



TUCUMCARI 1907



QUAY, 1906



BROWNIE



PLAZA LARGO

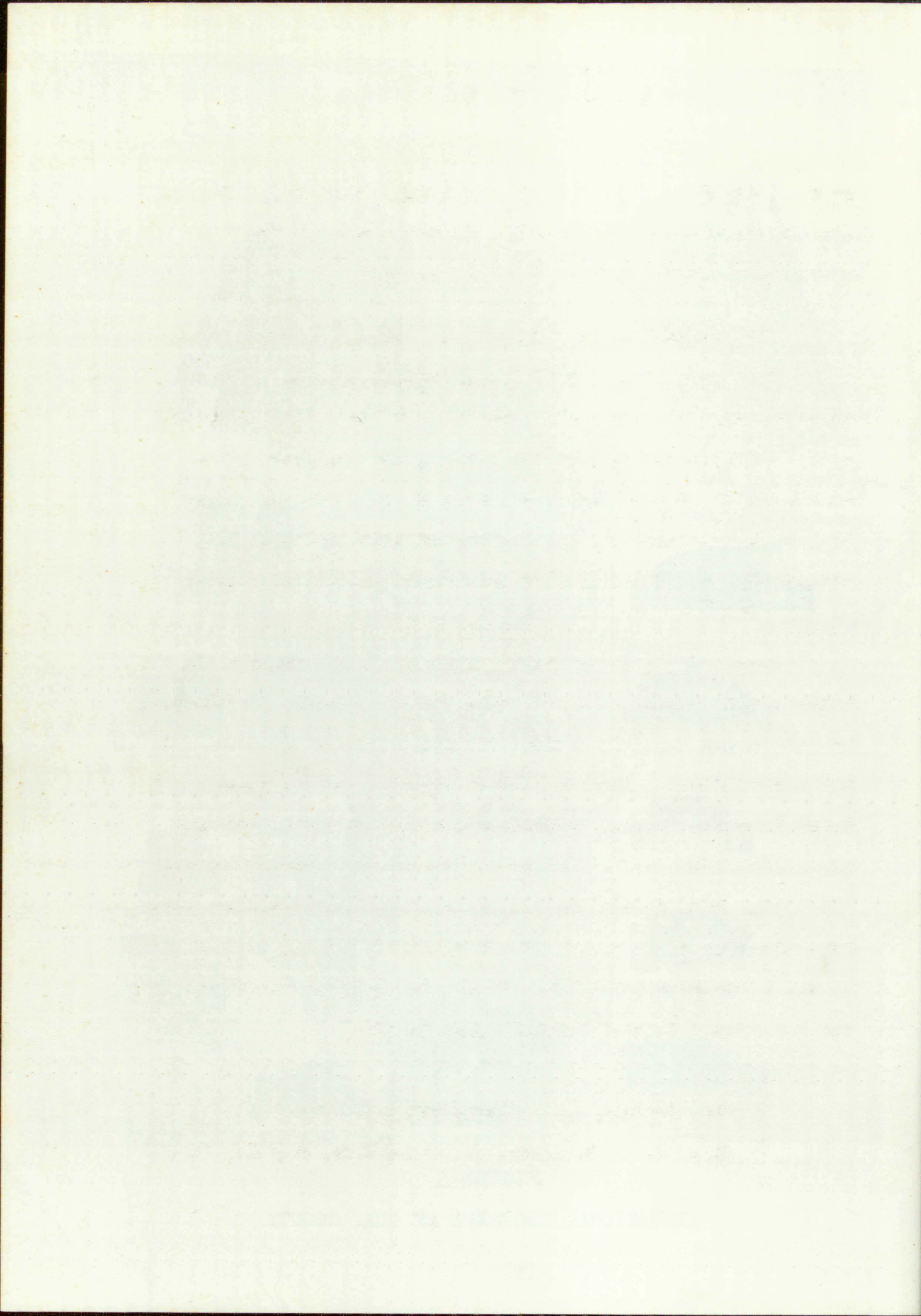


STOCKTON



HUDSON

FIGURE 3
EDUCATIONAL MEMORIES OF QUAY COUNTY



were: Inez Springer, Mrs. W. F. Bonds, Miss Effie Sewell, Mrs. H. H. Miller, and Mrs. W. T. Massengill. The last school was taught by Mrs. Pearson in 1927.²⁵

The Barancos schoolhouse was built in 1907. It was a one-room boxed house with home made desks and painted blackboards. This building was erected by early settlers with donated money and labor. Among the teachers were Roy H. Smith, George Bringle, Mrs. R. L. Scorggins, and Mrs. W. T. Massengill, the latter of whom was the last teacher there. The district was consolidated with Quay in 1921.²⁶

Some of the other early schools that now make up the present Quay district were: The Dodson school, in District 10, which was built in 1900. It was built of pickets and had a dirt floor. Moncus school was located in Township 8, Range 31 East. It was probably started in 1906, but was discontinued in 1912. The West school was located in District 37. Mrs. Arthur Wilkerson was the last teacher before consolidating with Quay. The West Point school in District 55 was a one-room structure, built in 1905 by donations of the citizens. It was discontinued in 1915.

²⁵ Ben Dunlap, interview, May 27, 1940.

²⁶ Mrs. W. T. Massengill, interview, May 28, 1940.

were: Inez Springer, Mrs. H. H. Miller, and Mrs. H. H. Miller, and the school was taught by Mrs. H. H. Miller.

The Barren school was a one-room school with blackboards. This building was of wood and was with donated money and labor. Roy H. Smith, George Smith, Mrs. W. T. Massengill, the father of the teacher there. The district was organized in 1921.

Some of the other early schools were the present Gray District where the school was built in 1910, which was built in 1910, had a dirt floor, and was built in 1910. Range 31 East. It was built in 1910, and was built in 1910. discontinued in 1911. The school was built in 1911. tried 37. Mrs. Arthur W. Smith was the first teacher. consolidating with Gray. The school was built in 1911. 55 was a one-room school, built in 1911. the citizens. It was built in 1911.

25 Ben Dinning, teacher, May 1911.
26 Mrs. W. T. Massengill, teacher, May 1911.

It was proposed in 1917 to consolidate Quay, Dodson, Barancos, and Ward. This was in keeping with the recommendations of the legislature and would have made it possible to teach all grades, including the twelfth. The proposition was defeated by part of the districts, but gradually they were consolidated with Quay, the Ward school being the last. It was not officially consolidated until 1938.

Montoya is twenty-two miles southwest of Tucumcari, the county seat of Quay County. It was really born in May 1903, with the building of the Rock Island Railroad from Tucumcari west. The principal industry is cattle ranching. Montoya is an important shipping point on the El Paso and Southwestern Railroad.²⁷

Montoya established the sixth school district in Quay County. The first school was taught in the winter of 1903. The first building was a little white frame structure of one room. The schoolhouse was built by public subscription.

Some of the early teachers were: Mr. Spriggs, Mrs. Spriggs, Maud Cornett, Edna Link, Stella Peters, Miss Kavanaugh, Mr. Ellis, Pearling Walker, Mrs. Lutterell, Mrs. Murray, and Mrs. Messagee.

The school grew rapidly at first and by 1908 another room had been added to the little building. By 1923

²⁷ Tucumcari News, June 14, 1923.

It was proposed in 1917 to consolidate Gray, Hudson, Baranco, and Ward. This was in keeping with the recommendations of the legislature and would have made it possible to teach all grades, including the twelfth. The proposition was defeated by part of the districts, but gradually they were consolidated with Gray, the Ward school being the last. It was not officially consolidated until 1936.

Montoya is twenty-two miles southwest of Tucuman, the county seat of Quay County. It was really born in May 1903, with the building of the Rock Island Railroad from Tucuman west. The principal industry is cattle ranching. Montoya is an important shipping point on the El Paso and Southwestern Railroad.

Montoya established the sixth school district in Quay County. The first school was taught in the winter of 1903. The first building was a little white frame structure of one room. The schoolhouse was built by public subscription. Some of the early teachers were: Mr. Sprague, Mrs. Sprague, Mrs. Cornett, Edna Clark, Stella Peters, Miss Kavanaugh, Mr. Ellis, Pearlina Walker, Mrs. Luterelli, Mrs. Hurty, and Mrs. Massesee. The school grew rapidly at first and by 1908 another room had been added to the little building. By 1923

Montoya had a three-teacher school. Within a short time, however, the population of Montoya began to decline and this third teacher had to be dropped.²⁸

House school was the first school in that community, and was located about one mile south of the present site of House, on the John House farm. The first building was built by subscription.²⁹ The Roosevelt school was built in the fall of 1906. The first school building was an unpainted boxed structure of eighteen by twenty-six feet with four windows on each side. It was built by donations, each donation ranging from ten to seventy-five dollars, and was located five miles east and one mile south of the present site.³⁰ The Ford school was built in 1908 by funds raised in the community, and built by donated labor. It was located about six miles north and two west of the present school of House.³¹ The Drake school, the Hope school, and the Grand Plains school were started about the same time and in the same manner as the above described schools.

²⁸ G. W. Richardson, interview, July 27, 1940.

²⁹ Creighton Brown, interview, May 11, 1940.

³⁰ W. A. Noffske, interview, May 11, 1940.

³¹ John Eschler, letter, June 22, 1940.

Montevy had a three-teacher school. Within a short time, however, the population of Montevy began to decline and this third teacher had to be dropped.²⁸

House school was the first school in that community, and was located about one mile south of the present site of House, on the John House farm. The first building was built by subscription.²⁹ The Roosevelt school was built in the fall of 1906. The first school building was an unpainted boxed structure of eighteen by twenty-six feet with four windows on each side. It was built by donations, one donation ranging from ten to seventy-five dollars, and was located five miles east and one mile south of the present site.³⁰ The Ford school was built in 1908 by funds raised in the community, and built by donated labor. It was located about six miles north and two west of the present school of House.³¹ The Drake school, the Hope school, and the Grand Plains school were started about the same time and in the same manner as the above described schools.

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- 28 G. W. Richardson, interview, July 27, 1940.
29 Orelan Brown, interview, May 11, 1940.
30 W. A. Hollaker, interview, May 11, 1940.
31 John Eschler, letter, June 22, 1940.

Norton. The first school in the Norton District was the old Puerto school. It was organized in 1902 and was the fourth school district in Quay County. It was located about five miles south of the present site of Norton. The first school was a six-weeks subscription school in a building erected by the people in that community with donated money for materials and labor.

Some of the early teachers were: Mattie Hodges, Carrie Spruggs, Effie Campbell, Mr. Frazier, Mr. De Ambert, Mr. Bruce, Cleve Carmen, Mr. Roark, Mrs. Moncus, and Mr. Stevens. The school was not completely disbanded until 1925, when the children were transported to the Norton school. The district was consolidated a few years later.³²

The Brake school, located east of Norton, was the twenty-fifth school in Quay County and was consolidated with Norton in 1925.

The Norton school was the thirtieth school district created in Quay County. There were eighty-one pupils living in the district when it was created. The first school building was built in the early part of 1907. The building was built with contributions of twenty-five dollars each by J. T. Underwood, R. M. Bates, and two other patrons of the

³² Silas Hodges, interview, June 1, 1940.

Norton. The first school in the Norton district was
 the old Puerto school. It was organized in 1902 and was the
 fourth school district in Gray County. It was located about
 five miles south of the present site of Norton. The first
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 for materials and labor.
 Some of the early teachers were: Mattie Hodges,
 Carrie Sprague, Edith Campbell, Mr. Frazier, Mr. De Robert,
 Mr. Bruce, Olive Carson, Mr. Baker, Mrs. Hodges, and Mr.
 Stevens. The school was not completely organized until 1907.
 When the children were transported to the Norton school. The
 district was consolidated a few years later.
 The Burns school, located east of Norton, was the
 twenty-fifth school in Gray County and was consolidated with
 Norton in 1925.

The Norton school was the thirtieth school district
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 in the district when it was created. The first school build-
 ing was built in the early part of 1907. The building was
 built with contributions of twenty-five dollars each by
 J. T. Underwood, H. E. Bates, and two other patrons of the

community. Mr. Bates then went to Tucumcari and took up a donation, and from the merchants there he secured \$125. The remainder of the money for the building was raised by giving dances in the school house. The building erected was a frame structure of twenty by thirty-six feet. Arnold Upchurch was the first teacher and was succeeded by May Bell and Miss Scroggins.³³

Logan. The town of Logan came into existence in 1901, caused by the terminus of the Rock Island railroad being there, and temporarily on account of building the bridge across the Canadian River. The town was named after Eugene Logan, a familiar figure in the old days, as he was a special officer for the railroad.

Logan school, one of the finest consolidated schools in Quay County, has a splendid record in leadership, scholarship, and athletics. At the time the first school was established, during the year 1902, Logan was still a part of Union County. J. E. Johnson organized the first district. Asa Dyes was the president of the first school board. The first school building was a little frame structure of twelve by fourteen feet and it was under the leadership of a Mexican girl. This building was later converted into a saloon. The next school was held in a building which later became the old

³³ J. T. Underwood, interview, June 1, 1940.

community. Mr. Barker then went to the church and held a
donation, and from the church he returned with a
remainder of the money for the building and for the
dances in the school house. The building needed a
frame structure of heavy timber - the local
Upchurch was the first to build it. It was
and Miss Barrow.

Logan. The town of Logan is a small town in
caused by the tearing of the road during the
there, and the town of Logan is a small town
across the Canadian river. The town of Logan is a
Logan, a familiar figure in the old days, was a
special officer for the town.
Logan school, one of the first established in
in Gray County, was a small school in Logan
ship, and the school was the first school in
lished, during the year 1892. Logan was still a small town
County. J. E. Dyer, president of the town, was the
Dyer was the president of the town, and the school
school building was a small building of one story
fourteen feet and it was the first school in
Logan. This building was the first school in Logan
next school was built in a building of one story

Catholic Church that was blown over and wrecked a few years ago. Lucero Baca was the third superintendent and in 1908 another room was added and Vivian Curns taught with Baca.³⁴

October 2, 1909, Logan approved a bond issue by a vote of fifty-five to two for the purpose of erecting a new school building. The building was erected out of the fine building stone which was found near by. In 1910 the four-room structure was completed. This building served the needs of the community for twelve years, but in 1922 a new addition was added.

Nara Visa. The first school at Nara Visa was started in 1906. The school received sixty per cent of the income that was paid in the form of licenses by the saloons and gambling houses. The school house was furnished by O. O. Gragg, and he and his brother made seats and desks for the school. The school had only been in session one month when it had to close because the saloon and gambling license did not render enough income for school purposes. According to Mr. Gragg, they tried to collect the poll tax, but the law was never enforced.³⁵

Mr. Tooms of Clayton finally got the school started again. As late as 1908 there was no school of any kind in

³⁴ Simm McFarland, interview, May 29, 1940.

³⁵ O. O. Gragg, interview, May 28, 1940.

Catholic Church that was blown over and wrecked a few years ago. Lucero Baca was the third superintendent and in 1908 another room was added and Vivian Curran taught with Baca. On October 2, 1909, Logan approved a bond issue by a vote of fifty-five to two for the purpose of erecting a new school building. The building was erected out of the limestone building stone which was found near by. In 1910 the four-room structure was completed. This building served the needs of the community for twelve years, but in 1922 a new addition was added.

Harry Vias. The first school at Harry Vias was started in 1906. The school received sixty per cent of the income that was paid in the form of licenses by the saloons and gambling houses. The school house was furnished by O. O. Gregg, and he and his brother made seats and desks for the school. The school had only been in session one month when it had to close because the saloon and gambling license did not render enough income for school purposes. According to Mr. Gregg, they tried to collect the poll tax, but the law was never enforced.

Mr. Thomas of Clayton finally got the school started again. As late as 1908 there was no school of any kind in

34 Elmer McFarland, interview, May 29, 1940.

35 O. O. Gregg, interview, May 28, 1940.

Nara Visa except a Union Sunday School. There was a plea by some of the patrons for some enterprising teacher to start a private school there and some people moved away so that they could send their children to a place of learning. It was late in 1908 when Nara Visa approved a bond issue of ten thousand dollars for the purpose of building a school house. A two-story frame building was erected and served the needs of the community for a number of years. School first opened in the new school building on the eighth of March, 1909, under the direction of Miss Fannie Williams and Mrs. E. T. Simpson.³⁶

When the school started in 1909 no attempt at grading had been made, but by 1911 the school employed four teachers and had a regularly graded school to and including the tenth grade, or the second year of high school, with classes in every study in every grade doing work equal to any school in the county, considering their equipment.³⁷

The first graduation exercises of the Nara Visa High School were held in May, 1917, at the Methodist Church. Every one attended, and the church building was not large enough to hold the crowd. There were three boys and three girls in the class. They were: Clay Gebner, Preston McDaniels,

³⁶ O. O. Gragg, interview, May 28, 1940.

³⁷ Nara Visa New Mexican, December 22, 1911.

Watts Vias except a Union... some of the patrons... private school... could send their children... late in 1903 when... thousand dollars for the purchase of... A two-story frame building... of the community for a number of years... in the new school building on the eighth of March, 1903... under the direction of Mrs. William Williams and...

Stinson. 36

When the school started in 1903... had been made, but by 1905 the school... and had a regularly graded school... grade, or the second year of high school... every study in every grade... the county, considering the... The first graduation exercises...

School were held in 1911... Every one attended, and the... enough to hold the... girls in the class. They were...

36

O. C. Davis, Instructor, 1911-1912

37

Watts Vias, Principal, 1912-1913

Adair Whitaker, Daniece Franch, Edith Gray, and Lola Yessler. Professor W. F. Wall made a short address in the absence of State Superintendent J. H. Wagner of Santa Fe. Diplomas were presented by O. O. Gragg.³⁸

The school, in 1917, had more than 170 pupils enrolled and employed five teachers, all of whom held first-grade certificates. The school offered a complete high school course of twelve grades and the instruction included all the common branches, Latin, industrial and manual arts, and domestic science. The school library consisted of more than five hundred volumes. W. F. Wall was principal, L. D. Smith, president of the Board of Education, O. O. Gragg, secretary, and Mrs. John Bell, director.

San Jon. In 1890, cattlemen driving their herds to northern pastures or to the railroad at Los Animas or Dodge City from the staked plains to the south, dammed San Jon tank, thus forming one of the few certain watering places in the long drive. Many herds watered and rested in the valley before continuing on northward.

In May, 1903, James T. Dudley and his nephew, Jess T. Dudley, Jr., arrived in the valley in a covered wagon looking for a homestead. Mr. Dudley decided upon the San Jon Valley and filed on what is still known as the Dudley place, south-

³⁸ Nara Visa News, May 24, 1917.

Adair Whitaker, Director, Bureau of Education, and
Professor W. F. Walling, State Superintendent of Education,
were presented by the school. The school, in 1917, had
and employed five teachers, all of whom were
certificated. The school offered a course of twelve
common branches, including domestic science. The school
five hundred volumes. The school was under the
president of the Board of Education, and Mrs. John
San Jose, in 1917, was the principal. The school
northern portion of the city from the second street
thus forming one of the longest streets in the city
long drive. Many people, who are interested in the
before continuing on their way.
In May, 1903, James T. Dudley, Jr., arrived in the city
for a home. He was a native of the city and had
and filed on what is called the Dudley tract.

west of San Jon, on May 23, 1903. In the spring of 1904 the Dudleys put in fifteen acres of maize. It was a splendid crop and a larger acreage was planted the following year. People travelling through the country saw these crops and were convinced that farming would pay in this cattle range country.³⁹

During 1903-04 there was considerable grading done on the railroad from Amarillo, Texas, and east from Tucumcari, but work stopped in 1904 and was not resumed until 1908-09 when the "railroad" occupied the whole attention of the many settlers who came in. The advertising in Eastern papers by the Rock Island Railroad Company had interested many in the "cheap land" and homesteads of the section and homesteaders and settlers were to be found on nearly every quarter-section of land.

San Jon is situated twenty-three miles east of Tucumcari, the county seat, on the Rock Island Railroad. It is about centrally located in the San Jon Valley, which comprises about one hundred thousand acres of the richest agricultural land in Quay County. Agriculture and stock raising are carried on quite extensively.

The first school at San Jon was a six-weeks subscription school, taught by J. A. Atkins, who later became county

³⁹ San Jon Acantha, January 16, 1930.

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tion school, taught by J. A. Atkins, who later became county

superintendent. The school was located in a little shack on the C. L. Owen place.⁴⁰ The next school was in the old Methodist Church building. The pupils attending the first school in San Jon were: Fay Mullins, George Granham, Mansel Walker, Willia Martin, Fred Elkins, Lula Hill, Martha Doran, Andrew Bryant, Willi Elkins, Cecil New, Earl Coffey, Antie Martin, Denvos Elkins, Jessie Mullins, Noah Coffey, Nellie Coffey, and Harold Bennett.⁴¹ By 1908 the enrollment had grown to thirty-eight.

Bonds in the amount of \$2,185 were voted on the twenty-third day of June, 1913, for the erection and equipment for a new school building in the district. A three-room adobe building replaced the church building and is still in use as the Home Economics, Agriculture, and Manual Training Building. At the time the building was constructed three teachers were employed in teaching the first eight grades.

Forrest. In 1905 when hundreds of families flocked to these fertile lands they found large herds of cattle roaming over the grassy plains. To greet them were such old-timers as Ed Davis, Sam Chadwick, George Yates, and Jack Lewis, all of whom were well established in the ranching business but

⁴⁰ Tom Horne, interview, June 1, 1940.

⁴¹ Quay County Times, July 3, 1908.

still friendly to the newcomer. These men helped the settlers in every way and made it possible for them to stay in their new homes.

In the fall of 1908, the business of homesteading was well on its way, with a sod shanty or a dug-out on practically every quarter-section of land in the plains country. It was in this year that the beginning of the present school of Forrest was laid, for at this time each section of the newly settled country established its community school.

District 54, known as the Plains school, was established in 1908. The first building to be erected was a one-room adobe structure. On the list of early teachers is found the name of Roy Smith, present secretary of the Chamber of Commerce of Tucumcari. Old-timers say that Mr. Smith was an early advocate of consolidation and was instrumental in making the Plains school the first unit of consolidation in Quay County. The Plains school grew until it consisted of three rooms, and was used as the Central school of the entire consolidated district until the present building was completed.

Early in 1908 County Superintendent Rudolph of Quay County granted to the community of Old Forrest a school district, Number 66, with Ed McKee, Watt Farr, and Mr. Blackburn as a Board of Directors, providing the community could maintain a school for at least three months in the year. The money was to be raised by a dollar poll tax collected from the head of

each family and seventy cents per pupil paid by the state. The name "Forrest" was selected by the government officials as the name of the new post office that was to be established near the school, the name having been sent in by Forrest Farr, the small son of Watt Farr, on whose homestead the new school was located.

The next problem was the erection of a building. Edgar McDonald, Ed McKee, and other residents of the community hauled cedar posts from the breaks to Clovis, New Mexico, and traded them for lumber. With this material they built a small one-room box building eighteen by twenty feet, located one mile south of the present site of Forrest. In the fall of 1908 everything was in readiness for the opening of the first school in the Forrest community. This first building served the community until 1917, when a two-room structure was built and Misses Clella and Alta Hudson were employed as teachers.⁴² In 1923 another teacher was added to the faculty.

Kirk, District 61, one of the community schools that helped to form the present district, was established in 1908 on the Joe Curtis place, with Miss Pansy Johnston, now Mrs. Joe Curtis, as teacher. Mrs. Curtis was followed by Miss Flora Prater, now Mrs. C. O. Wasson. The building contained, as did almost all the buildings in the county, one room large

⁴² G. E. McDonald, interview, May 27, 1940.

each family and...
The name "Forest" is...
as the name of the new...
near the school, the...
the small son of...
was located.

The next...
Edgar McDonald, ...
hauled cedar posts...
traded them for...
one-room box...
while some of the...
1908 everything...
school in the...
the community...
and Elsie...
In 1923 another...

Mr. ...
helped to form the...
on the Joe Christie...
Joe Christie, as...
Flora Foster, ...
as did almost all...

enough to seat sixty-five or seventy people. The school was operated until 1925, when it was consolidated into the present Forrest School, but pending the completion of the new building the children were transported by bus to the McAlister School. In 1927 the children of Kirk attended the Plains school.

District 67, the Stockton school, named after the oldest man in the community at that time, W. P. Stockton, was established about the same time and in the same manner as the Forrest school. The first teacher was Mrs. Guy Crawford.

The next year, 1908, saw the establishment of the Murdock school, District 81, by donation of money and labor. The building stood five miles south and two miles west of Forrest. The patrons paid their first teacher, Mr. C. A. Curtis of Albuquerque, by subscription.

The first school of the Frio community, District 97, was taught under a brush arbor on the present site of the L. E. Hunton farm, with Miss Ethel Murdock, now Mrs. L. E. Hunton, as teacher. Later, the school moved to a half-dug-out on the Clyde Rector farm, two and one-half miles north and one mile west of the present location of Forrest. In 1913, a new adobe building was completed and Mrs. Roy Smith, now of Tucumcari, was employed as teacher. This building was used

⁴³ Joe Curtis, interview, August 12, 1940.

enough to feed thirty-five persons. It was
operated until 1885, when it was abandoned.
The present Fortson school building is a
building the children were taught in for many
McAlister School. In 1887 the school was
Blaine school.
District 15, the Blaine school, was the
oldest man in the district. It was established
established about 1880. The first teacher was
Fortson school. The first teacher was
The next year, 1885, a new building was
Murdock school, District 15, was established.
The building was a one-story building.
Fortson. The first teacher was
Curtis of Alameda, who was
The first school in the district was
was taught until 1885. The first teacher
L. B. Hutton, as teacher. Hutton, as teacher,
on the Clyde Hutton farm, and the school was
mile west of the present school building.
The school building was a one-story building.
Tussock, was a one-story building.

until the consolidation of the present Plains and Forrest district.⁴⁴

Porter. So far as has been ascertained, the first school house in this community was the Porter school. It received its name from Jim Porter, the first postmaster there. The first school was taught by Mrs. Pullen in the home of Andy Jackson, while he was in Texas picking cotton. The teacher was paid by subscription. The first school building was located on what is now the Dietrich farm, two miles west of the present location. Soon after this school was established, or perhaps at the same time, due to the sudden influx of settlers, another school, Shady Grove, was made necessary. It was built on the present R. J. Threasher homestead. About the same time the Anniston school was located on the Franklyn farm, now the E. P. Harip home.⁴⁵

Among the families who were living here at the time of the establishment of these three schools, and who are still residents of the county, are: The Shiplets, Threashers, R. J. Smith, Knights, Scotts, Benges, Gowdys, Sherrods, Gaars, Willises, Jacksons, Guests, Gates, Rodgers, Cummings, Warmuths, Foughts, Angles, Pullens, Burtons, Smapps, Wrights, Goodeums, Jenkins, and Mallyneaux.

⁴⁴ C. E. Moon, interview, May 2, 1940.

⁴⁵ Elmer Jackson, interview, June 2, 1940.

until the consolidation of the present Pleasanton district.⁴⁴

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⁴⁴ C. E. Noon, interview, May 2, 1940.
⁴⁵ Elmer Jackson, interview, June 2, 1940.

A few of the teachers of these early schools married and settled in the county. Among these are N. Parker, Mrs. R. L. Bengé, Josephine Parker, Mrs. Pullen, and Mrs. Alsdarf.

Jordan. One of the first schools in the McAlister District was the Jordan school. It was organized during the later part of the year of 1907. The building was a frame structure, about twenty by forty feet. The building was built by money subscribed within the community and by labor donated by the patrons of the school district. The first teacher was Miss Edith Woodward. She was paid a meager salary by the people of the community.

The pupils at first carried their drinking water to school in a jug. Later the people dug a cistern and took time about hauling water to fill it. The people also hauled all the wood needed for fuel to heat the building. It was the teacher's task to see that wood was chopped for school purposes.

This building served its purpose and in 1916 the district voted bonds for the erection of a new one-room adobe school building. This building served the community until 1925, when the pupils were transported to the McAlister school.

This school probably was one of the largest one-room schools in the county. According to Mr. W. C. Montgomery, they had an average daily attendance of eighty-five pupils

... A few of the ... and settled in the ... R. M. Berger, Joseph ...

Jordan. One of the ...

District was the ... later part of the year of 1925. The building was ... structure, about twenty by forty feet. The ... built by money subscribed with the ... donated by the members of the ... teacher was Miss ... salary by the people of the ...

The pupils ... school in a ... time about handling ... All the wood needed for ... the teacher's desk to ... purposes.

This building ... District voted ... school building. This building ... 1925, when the pupils were transported to the ... This school ... schools in the county. ... they had an average daily ...

before the district was divided, when some of the pupils began attending the Browning school.⁴⁶

II. FINANCING THE SCHOOLS OF QUAY COUNTY

An address, by Hiram Hadley, appearing in the Tucumcari News in 1905 gives a very good picture of the educational set-up in New Mexico in regard to finance at that time. He said:⁴⁷

The laws of New Mexico in regard to education are such that the responsibility for schools rests wholly with the local community. Each district can have just the kind of schools and the amount of them that the people wish. They can have these on exactly the same terms they can get anything else--by paying for them. If they do not want to pay for them they can do as they do about anything else--do without them.

The territory levies for educational purposes a general tax of two mills, which is paid into the school fund of the county in which it is collected. Beyond this, the people can levy a tax as high as two to ten mills for educational purposes. The doing of this rests primarily with the board of directors.

Since the responsibility for schools rested wholly upon local communities, Quay County was very fortunate to have settlers coming from Texas, Oklahoma, Kansas, Missouri, and even a few from the more Eastern states. These people were accustomed to public education in the older states and were unwilling for their children to grow up without attending school. By 1910 there were nearly one hundred districts in

⁴⁶ W. C. Montgomery, interview, June 1, 1940.

⁴⁷ Tucumcari News, December 23, 1905.

before the district was divided, when some of the pupils began attending the Browning school. 46

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46 W. C. Montgomery, interview, June 1, 1940.

47 Townsend News, December 23, 1905.

Quay County and almost every district owned its own school house, built by private funds, valued at from \$150 to \$750. Almost every district had had a three-months term of school, some having longer. The chief need was more money to lengthen the term. The patrons did all they could for the cause by voting the limit of tax and extending the term by private funds, raised by donation and entertainments.

The chief means for support of the common schools in Quay County at the founding of the school system came from the following sources: a general 2-mill territorial tax; saloon and gambling license fees (gambling licenses were not issued after January, 1908); finer for certain crimes and misdemeanors; poll tax of one dollar collected from every able-bodied male over twenty-one years of age; and from proceeds of leasing of school lands. Any district by affirmative vote of the people could lay a special tax of not to exceed ten mills. The law also provided for issuing of bonds for the erection of buildings.

In some of the districts very satisfactory results were obtained in collecting the poll tax; in others but little was secured.

From the following table a person may determine the amount of poll tax collected in each school district.⁴⁸

Gray County and almost every district owned its own school house, built by private funds, valued at from \$150 to \$250. Almost every district had a school-house and some had some having longer. The school house was used for the same then the term. The patrons did all the work for the house by voting the limit of tax and entering the term by the funds, raised by donation and subscription.

The chief means for support of the common schools in Gray County at the founding of the school system was the following sources: a general 2-1/2 mill territorial tax; saloon and gambling license fees (passed in 1906 and issued after January, 1907); fines for certain offenses; misbehavior; golf tax of one dollar collected from every able-bodied male over twenty-one years of age; proceeds of leasing of school lands. The school tax of 2-1/2 mill was the native vote of the people could not be raised for the school tax. The law also provided for a school tax of 2-1/2 mill for the erection of buildings.

In some of the districts very satisfactory results were obtained in collecting the golf tax; in others the results were secured.

From the following table a person may determine the amount of golf tax collected in each school district.

POLL TAX COLLECTION 1908

Dist. No.	Name of Dist.	Poll Book No.	Amount Collected
1	Tucumcari	944	\$331.00
2	Revuelto		
3	Endee	86	57.00
4	Puerto	116	105.00
5	Quay	69	55.00
6	Montoya	70	62.00
7	Ojodellano	22	26.00
8	Moore	65	56.00
9	Pajarito	80	34.00
10	Dodson	34	30.00
11	San Jon	77	60.00
12	Allen	59	40.00
13	Ogle	47	47.00
14	Lloyd	72	64.00
15	Liberty	40	35.00
16	New Home	52	35.00
17	Pleasant Valley	66	64.00
18	Smith	33	25.00
19	House	81	
20	Mountain View	45	36.00
21	Barancos	45	39.00
22	Erwin	157	75.00
23	Grady	76	76.00
24	Hollene	75	6.00
25	Brake	42	39.00
26	Jerrel	35	24.00
27	Hemlock	41	37.00
28	Rice	65	64.00
29	Buttles		
30	Norton	108	68.00
31	Shady Grove	64	54.00
32	Logan		
33	Nara Visa	227	
34	San Jon	79	
35	Baker	45	45.00
36	Charco	70	70.00
37	Drake		
38	Ward	51	51.00
39	Bell	57	47.00
40	Walker	63	63.00
41	Muniz	54	35.00
42	Dunlap	60	46.00

POLL TAX COLLECTION 1908

Dist. No. Name of Dist. Poll Book No. Amount Collected

1	Thompson	344	437.00
2	Reverette	86	8.00
3	Ende	116	18.00
4	Pierce	30	28.00
5	Gray	70	28.00
6	Montoya	33	36.00
7	Cobdellano	30	36.00
8	Moore	30	36.00
9	Pajarito	30	36.00
10	Dodson	34	36.00
11	San Jon	34	36.00
12	Allen	34	36.00
13	Ogle	34	36.00
14	Lloyd	34	36.00
15	Liberty	34	36.00
16	New Home	30	36.00
17	Pleasant Valley	30	36.00
18	Smith	30	36.00
19	House	34	36.00
20	Mountain View	34	36.00
21	Barancos	34	36.00
22	Arvin	34	36.00
23	Grady	34	36.00
24	Hollens	34	36.00
25	Brake	34	36.00
26	Jerry	34	36.00
27	Hesslock	34	36.00
28	Rice	30	36.00
29	Butler	103	68.00
30	Norton	84	24.00
31	Shady Grove	227	47.00
32	Logan	30	20.00
33	Hart Vias	34	47.00
34	San Jon	30	20.00
35	Baker	34	47.00
36	Chasco	34	47.00
37	Brake	34	47.00
38	Ward	34	47.00
39	Bell	34	47.00
40	Walker	34	47.00
41	Hunt	34	47.00
42	Dunlap	30	47.00

POLL TAX COLLECTION 1908 (Continued)

Dist. No.	Name of District	Poll Book No.	Amount Collected
43	York	67	56.00
44	Phillips	66	46.00
45	Mount Valley	42	42.00
46	Paradise	31	26.00
47	Blair	94	26.00
48	Hope	76	35.00
49	Jonesville	71	57.00
50	Perry	208	136.00
51	Bonito	44	37.00
52	Jordan	60	83.00
53	Plains	72	68.00
54	McAlister		60.30
55	Borquez	27	27.00
56	Ford	45	35.00
57	Curry	54	30.00
58		37	52.00
59	Alamo	42	9.00
60	Landon	61	17.00
61	Kirk	94	17.00
62	Ard	103	61.00
63	Hassel (Independence)		
64	Eagleson	56	27.00
65	Antioch	42	34.00
66	Forrest	74	59.00
67	Stockton	61	42.00
68	Kelley	65	62.00
69	McDearman	28	19.00

As the enforcement of poll tax law rested with the board of directors and the people elected the board, the responsibility came back to the people. This accounts for the fact, shown in the above tabulation, that some districts paid very little poll tax and others collected more dollars than they had males over twenty-one years of age.

ROLL OF THE DISTRICT OF COLUMBIA

Dist. No. Name of District		
43	York	
44	Phillips	
45	Mount Valley	
46	Paradise	
47	Blair	
48	Hop	
49	Jonessville	
50	Ferry	
51	Belton	
52	Jordan	
53	Plains	
54	Washington	
55	Washington	
56	Ferry	
57	Conry	
58	Alamo	
59	Landon	
60	Klein	
61	And	
62	Hess	
63	Washington	
64	Washington	
65	And	
66	Ferry	
67	Washington	
68	Keller	
69	Washington	

As the enforcement of roll tax was tested with the aid of directors and the people elected the board, the possibility came back to the people. This enforcement was shown in the above table, that was the result of the little roll tax and which showed a more than 100% had males over 21 years of age.

A queer case was brought before Judge McElroy in July, 1914, when fourteen of the residents of the Norton neighborhood were arraigned before the judge in answer to the charge of refusing to pay poll tax or to work out the same.⁴⁹ Most all of the men were among the best citizens of that community and were led to believe in some way that there was no road law in the state and that they were under no obligation to pay a tax or to work the road when ordered to do so by the local commissioner, Mr. Whittington, and he brought suit to test the law or force them to work on the road or pay the tax.

Fourteen of the strikers were served with subpoenas to appear before Judge McElroy to give cause why they had not worked the road or paid the tax. The law reads in part as follows:

That all able-bodied men in the state of New Mexico between the ages of twenty-one and sixty years shall be required to perform labor upon the public roads and highways as herein provided, not less than two days and not more than five days of eight hours each in any one year. If not paid in labor same is to be paid in cash within ten days after said summons are issued.

Judge McElroy had only to ask two questions: "Are you an able-bodied man? Did you do as you were summoned?" Then he gently read the sentence, and each one was let off with paying the tax and costs, which amounted to \$5.95 each.

⁴⁹ Tucumcari News, July 30, 1914.

A queer case was brought before Judge McElroy in July, 1914, when fourteen of the residents of the Burton neighborhood were arraigned before the judge in answer to the charge of refusing to pay poll tax or to work out the same. All of the men were among the best citizens of that community and were led to believe in some way that there was no road law in the state and that they were under no obligation to pay a tax or to work the road when ordered to do so by the local commissioner, Mr. Whittington, and he brought suit to test the law or force them to work on the road or pay the tax.

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Judge McElroy had only to ask two questions: "Are you an able-bodied man? Did you do as you were summoned?" Then he gently read the sentence, and each one was let off with paying the tax and costs, which amounted to \$7.95 each.

This case before the court was significant in that it proved the poll tax could be collected if the collector wanted to bring suit against the one failing to comply. Quay County always ranked higher than fifth in poll tax collected per capita, on the basis of the school census in the state.

For the support of the common school Quay County had, in 1912: (1) state funds, (2) county funds, and (3) district funds. The state fund included the permanent school fund, only the interest of which could be used. The State Current School Fund was distributed among the various counties of the state according to the number of school children of school age (5 to 21) in each. A State Reserve Fund was set up to aid those districts which were unable to hold a five-month's term with the proceeds of the local district levy and other funds allotted to such districts. The Permanent School Fund consisted of the proceeds of five per cent of the United States land sales and of the sale of school lands (4 sections in each township). The interest received was placed in the Current School Fund.⁵⁰ Other amounts covered in the same Current School Fund were amounts received from liquor licenses and leasing school sections 2, 16, 32, 36, in each township. The Current School Fund was distributed among the counties of the state on a per capita basis. Beginning in 1912 the

⁵⁰ Biennial Report of Superintendent of Public Instruction to the Governor of New Mexico for the Year 1911-1912, p. 16.

This case before the court was brought on by the
proved the bill was validly introduced in the assembly
wanted to bring a bill before the assembly in 1912.
County always wanted this case brought on by the
per capita, and a bill of the assembly in 1912.
For the purpose of the bill, the assembly in 1912
in 1912: (1) to amend the act of 1911, chapter 10,
funds. The bill was introduced in the assembly in 1912
only the interest of the bill was to amend the act of 1911,
School Fund and the bill was introduced in the assembly in 1912
the state assembly in 1912, chapter 10, section 1, and
school age (5 to 12 years). The bill was introduced in the
up to the school fund and the bill was introduced in the
month's term with the school fund and the bill was introduced in the
other funds allocated to the school fund and the bill was introduced in the
fund consisted of the school fund and the bill was introduced in the
stated that the school fund was to be used for the purpose of
in each township. The bill was introduced in the assembly in 1912
Current School Fund. The bill was introduced in the assembly in 1912
Current School Fund and the bill was introduced in the assembly in 1912
and the school fund was to be used for the purpose of
The Current School Fund and the bill was introduced in the assembly in 1912
the state on a non-capital basis. The bill was introduced in the assembly in 1912

proceeds of one-half mill state tax, the proceeds of escheated estates, and fines and forfeitures collected under general laws were added to this fund.

The State Reserve Fund was made up of half of the Current School Fund set aside before distributions. At the end of each fiscal year that part of the Reserve Fund that had not been needed and used to aid weak districts was returned to the Current School Fund for general apportionment.

The County General Fund was composed of each county's portion of the State Current School Fund, the proceeds of a three-mill county tax, and a part of the liquor licenses. The County General Fund was distributed among the districts, cities, and towns by the county superintendent of schools on a per capita basis. Out of this fund was paid the office expense and salary of the county superintendent of schools.

The district funds were composed of the proceeds of a local levy, which could not exceed fifteen mills in rural districts and twenty mills in incorporated cities and towns. The rural school levies were made by the county commissioners by request of the district directors, but such levies had to produce the sufficient funds with other monies allotted to the district necessary to maintain at least five months of school on the basis of an annual expenditure of three hundred dollars per school room. Quay County had a fifteen-mill levy in

proceeds of general will...
cheated estates, and...
general laws were...
The State...
Current...
end of each...
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per school...

sixty-five districts, and a ten-mill levy on the remaining district, making an average of about fourteen mills in Quay County.

Table I shows the receipts and expenditures of the schools of Quay County for the fiscal period ending June 30, 1912. The county superintendent's report for 1912 showed a total of 103 teachers, of which twenty-eight were men and seventy-five were women. The average monthly salary for the men was \$55.04; for the women it was \$48.15. The total average annual salary for the men was \$334.13; for the women it was \$297.31.

In 1913 Quay County received \$560.30 from the School Aid Fund, which had been created for the purpose of having at least five months of school in every district of the State. In Quay County this money was distributed in seven districts.

The law for the helping of indigent districts did not say anything about building school houses. There were some districts and some communities of considerable size in which there were no school houses. It was manifestly impossible to hold a five-months school in such districts unless a little broader interpretation was read into the bill. So, commencing in the fall of 1913, the State Department of Education authorized the directors in such districts to rent buildings in every community where there was no school house and as many as fifteen children of school age. Then, after holding school

sixty-five districts, and a ten-mill levy on the remaining district, making an average of about fourteen mills in Gray County.

Table I shows the receipts and expenditures of the schools of Gray County for the fiscal period ending June 30, 1913. The county superintendent's report for 1912 shows a total of 103 teachers, of which twenty-eight were men and seventy-five were women. The average monthly salary for the men was \$25.04; for the women it was \$20.12. The total average annual salary for the men was \$300.48; for the women it was \$241.44.

In 1913 Gray County received \$500.00 from the School Aid Fund, which had been created for the purpose of having at least five months of school in every district of the State. In Gray County this money was distributed in seven districts. The law for the helping of indigent districts did not say anything about building school houses. There were some districts and some communities of considerable size in which there were no school houses. It was manifestly impossible to hold a five-months school in such districts unless a little broader interpretation was read into the bill. So, commencing in the fall of 1913, the State Department of Education authorized the directors in such districts to rent buildings in every community where there was no school house and as many as fifteen children of school age. Then, after holding school

TABLE I
RECEIPTS AND EXPENDITURES OF THE SCHOOLS OF QUAY
COUNTY JUNE 30, 1912

RECEIPTS	
Poll taxes	\$ 2,043.00
Special levies	30,278.76
Fines	169.96
Licenses fees	3,618.66
Sale of property	150.00
Tuition fees	227.75
Miscellaneous purposes	1,041.38
Total	\$44,678.39
EXPENDITURES	
Teachers wages	\$31,796.84
New buildings and grounds	3,532.82
Repairs and improvements	2,541.64
Rent	24.25
Fuel	958.93
Books for indigent children	25.30
Interest on bonds	3,005.14
Collecting poll taxes	154.40
Janitors wages	1,359.30
Miscellaneous purposes	2,433.30
Total	\$45,831.92

NOTE: This table shows the expenditures to be larger than the receipts. The difference was paid from a balance on hand from previous years.

RECEIPTS AND EXPENDITURES OF THE BOARD OF
 COUNTY COMMISSIONERS

DATE	DESCRIPTION	AMOUNT
1911	Roll Taxes	
	Special Taxes	
	Fines	
	Miscellaneous	
	Sale of Property	
	Public Lands	
	Miscellaneous	
	Total	

DATE	DESCRIPTION	AMOUNT
1911	Salaries	
	Expenses	
	Interest	
	Books for Library	
	Interest on Bonds	
	Collection of Taxes	
	Landlord's dues	
	Miscellaneous	
	Total	

1911. The total amount of the receipts and expenditures of the Board of County Commissioners for the year ending December 31, 1911, is as follows:

for at least five months, the district was aided in building a school house from this fund.

From this fund during the school year of 1914 County Treasurer Pearson received a draft of \$1,326.34, which was the amount asked for by County Superintendent Pack to be distributed among the school districts which were unable to pay for a five months term. It was distributed among nineteen districts and the amount ranged from \$9.47 to \$185.22. As there were seventy-eight districts in the county, this seems to show that fifty-nine of them were self supporting.⁵¹

This program helped on the teachers' salaries, helped on rent of buildings, and helped in building school houses, which was a very marked improvement over the conditions of but a few years ago, when only about three-fourths of the districts had any school at all, when three months was the maximum in many districts, and fifty dollars for the three months was the standard pay for teachers.

During the first half of 1914 Quay County led the counties of the state in the percentage of taxes collected. Quay County collected 57.63%, or more than seven per cent more than the nearest rival, Curry County, which had a per cent of 50.45. Sandoval County was at the bottom of the list with only 27.30 per cent collected. The taxes collected by

⁵¹ Tucumcari News, July 23, 1914.

Quay County for this period amounted to \$68,764.96, of which \$22,615.99 was contributed by railroad companies.⁵² Being able to collect the taxes, to a great extent, determined the ability of a district to maintain its school.

The Quay County Commissioners, F. W. Nations, John F. Bell, and W. A. Dodson, at their regular meeting in July, 1917, made an important step forward by requiring all schools in Quay County to hold an eight-month term for the school year. County Superintendent J. A. Atkins advocated the eight-month term, presented the matter to the board, and asked them to adopt it. The board was in favor of better education and, believing the greatly increased taxable valuation of Quay County justified an eight months term of school, honored the county superintendent's request.

III. TEACHERS' REQUIREMENTS AND QUALIFICATIONS

A person could become legally qualified to teach by securing a county first, second, or third-grade certificate in any one of several ways. (1) By examination before the county superintendent at the close of the summer institute or at other dates set by the Territorial Board of Education. The Quay County Institute was usually held in August for two weeks. The county superintendent forwarded all

⁵² Tucumcari News, July 23, 1914.

Gray County for the year ending 1917, which was \$22,312.32. Being able to collect the taxes, the county was able to maintain the schools. The Gray County Board of Education, Bell, and W. S. Hodson, at their regular meeting of 1917, made an important step for the schools in Gray County by holding a public school year. County Board members, the eight-month term, presented a petition to the board asking them to adopt it. The board was in favor of education and, believing the present system was better, valuation of Gray County furnished an estimate of the school, honored the county and the school.

III. TEACHING SUPERVISORS AND TEACHERS
A person could become a teaching supervisor by securing a county license. The license was given in any one of several ways: (1) an examination by the county superintendent or the board of the county superintendent or at other dates set by the superintendent of education. The Gray County Institute was usually held in August for two weeks. The county superintendent, however, could

examination papers to the office of the Territorial Superintendent for grading. (2) By presenting the Territorial Board of Education satisfactory credits from Territorial Educational Institutions in those branches prescribed for the county certificates. (3) By completing specified courses in specified schools. (4) By graduation from the full four-year course at St. Michael's College. (5) By securing a permit to teach from the county superintendent or the Superintendent of Public Instruction.⁵³

Candidates for the third-grade certificates were examined in the following branches: Reading, penmanship, orthography, English grammar and composition, geography, physiology, and arithmetic. Third-grade certificates were recognized for one year and were granted on a lower percentage than was required for second-grade certificates.

Candidates for the second-grade certificates were examined in the same courses as third-grade candidates, with addition of the following courses: United States history and an elementary course in teaching and school management. An applicant had to obtain a general average as high as 75 per cent, with no mark in one branch lower than 50%.

examination report of the Board of Education
tendent for grading. The Board of Education
Board of Education reported that the
Educational Institutions of the State
the county certificate. The county certificate
in specified subjects. (a) The county certificate
year course at St. Michael's College. The county
permit to teach in the county. The county
Superintendent of Public Instruction
Candidates for the third grade certificate
examined in the following subjects: English, history,
orthography, English grammar and composition, arithmetic,
physiology, and civics. The county certificate
recognized for one year and was graded with the lowest passing
grade than was received for second grade certificate.
Candidates for the second grade certificate
examined in the same subjects as the third grade certificate, with
addition of the following subjects: English grammar, history,
and an elementary course in science. The county certificate
An applicant had to obtain a personal interview of the Board
per cent, with no part for a grade lower than 75.

A candidate for first-grade certificate was examined in all subjects required of second-grade candidates with the addition of the following: Elementary applied psychology; elementary algebra, elementary botany, elementary zoology, and elementary physics or elementary bookkeeping. To be entitled to the first-grade certificate he must receive a general average as high as 90 per cent, with no mark lower than 70 per cent. Candidates for the first, second, and third-grade certificates were examined upon the same sets of questions in so far as the subjects were the same.

There were no educational requirements for taking these examinations, and some of the pioneers say that a child of the fifth or sixth grade of average mentality could pass the tests for the third-grade certificate and a child in the seventh or eighth grade could pass the second. Many with nothing more than an eighth grade education did obtain first and second-grade certificates. Not only were third-grade certificates issued but the county superintendent had a legal right to issue permits without examination. These were issued to meet emergencies only and expired on the date of the next examinations of teachers. A great number of these permits were issued because of the need of teachers in Quay County. If teachers could not be found to teach the school, the county superintendent would grant almost any applicant a permit to teach in the county. It was

later stipulated that a teacher teaching on a county superintendent's permit could not draw more than fifty dollars a month.⁵⁴

By 1908 eighty per cent of the teachers held first or second-grade certificates. This percentage was higher than that of any other county of the state. Twenty per cent of the teachers of Quay County held third-grade certificates and permits.

In addition to the above provisions it was necessary in order to draw public money to present a certificate of attendance from the annual teachers' institute or to present an accepted excuse for non-attendance. A health certificate had to be presented also, certifying that the holder had no communicable form of tuberculosis.⁵⁵

Superintendent Cramer on July 18, 1909, gave the following report:

Quay County has about thirty summer school in progress and more will start soon. There are now 64 rural school buildings in the county and several under construction. 45 school rooms being the standard for a county in New Mexico, this places Quay County in the "A" class. In respect to the number of teachers hired, Quay stands second in the territory with 51 teachers.⁵⁶

⁵⁴ Sarah D. Ulmer, interview, May 27, 1940.

⁵⁵ Seventeenth and Eighteenth Annual Reports of the Territorial Superintendent of Public Instruction, 1907-1908, p. 24.

⁵⁶ Tucumcari Sun, June 18, 1909.

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74...
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Territorial...
p. 24...
76...
Territorial...

Quay County Teachers Institute in 1912 was attended by 106 teachers. Thirty-one of these held unexpired first or second-grade certificates; thirty-four were candidates for second-grade certificates and twenty-nine for third-grade certificates. This institute showed an average daily attendance of 104.9.

The Quay County school report was submitted to the State Department of Education in June, 1914. The school census was given at 3,588, of whom 931 were at Tucumcari. Nara Visa reported 139, Logan 125, and San Jon 100. The other school districts, almost a hundred in number, reported a school census of less than 100 each.

There were sixty-seven schools with one teacher; seven with two teachers, and two with four or more teachers, the total teaching force of the county being 103. The salaries of the teachers ranged from twenty dollars to \$166 per month and the school term from one to nine months.⁵⁷

The report of 1916 showed only seventy-six school districts in Quay County. Tucumcari had five buildings, one twelve-room concrete structure, one four-room brick building in excellent condition, and three one-room frame buildings in fair condition. Outside of Tucumcari there were seventy districts of one room each, three with two rooms, one with

⁵⁷ Quay County Press, June 17, 1914.

County Board of Education is hereby notified that the
by 100 teachers. The Board of Education is hereby notified
or second-grade certificate holders who are not
for second-grade certificate holders who are not
certification. This instruction should be given to all
attendance of 100%.

The County Board of Education is hereby notified that the
State Department of Education is hereby notified that the
census was taken at 100% of the total population of the
New York State Department of Education is hereby notified that the
other school districts of the County of New York are hereby notified
a school census of 100% of the total population of the County of New York.

There were also reported to the County Board of Education
seven with two teachers and two with one teacher. The
the total teaching force of the County of New York is 100%.

selection of the Board of Education is hereby notified that the
per month and the Board of Education is hereby notified that the
The report of 1910 showed only 100% of the total population.

districts in the County of New York are hereby notified that the
twelve-room concrete structure, one for each of the twelve
in excellent condition, and a new one-story building
in fair condition. The Board of Education is hereby notified that the
districts of one room each, and the Board of Education is hereby notified

five rooms. All but five of these buildings were owned by the districts. The value of all school property in the county was \$113,709, of which \$57,700 was in Tucumcari.⁵⁸

Quay County had 102 teachers, only eight of whom were teaching with third-grade certificates. Three teachers held life certificates, fifty-two first-grade, thirty-seven second-grade certificates, and one a permit. In Tucumcari eighteen teachers were employed. One teacher held a life certificate and the others held first-grade certificates. No teachers holding second or third-grade certificates were employed.

Practically every teacher in the county and city schools attended the meetings of the New Mexico Educational Association. Quay County held a record for being the banner county in attendance for several years during this period. In 1919, one hundred thirty teachers left Tucumcari in special coaches for the meeting at Albuquerque. The railroad fare to Albuquerque was \$13.90 for the round trip, and each teacher was to pay his or her individual expenses while there. The county and city schools boards paid the railroad fares of those attending, and also paid the regular salaries while the teachers were attending the meeting. The county allowed twenty dollars and the city fifteen additional, as an

⁵⁸ Tucumcari Sun, January 14, 1916.

inducement for a large attendance from Quay County. The greater amount allowed the county teachers was due to the fact that they incurred more expense in coming to Tucumcari from their respective districts to join the delegation.⁵⁹

IV. THE FOUNDING OF HIGH SCHOOLS IN QUAY COUNTY

Miss Sarah D. Ulmer, a graduate of Northwestern University, came to Tucumcari in 1907 and opened a private academy. The school furnished a full four-year high school course, embracing the ninth, tenth, eleventh, and twelfth grades, and also taught students of the grammar grades, because of the crowded conditions in the Tucumcari schools. This school was one of the first opportunities for high school work offered in the county, and was taught by Miss Ulmer for two years.⁶⁰

For several years Tucumcari High School had offered some high school work, but in 1908 the first class, composed of Ruby Besse, Margaret Chapman, Virgil Arom Cowart, Lula Lee Gentry, Marguerite May Jackson, Cleo Jackson, Isac Ray Kirkpatrick, and Evaline May Walker, was graduated.⁶¹

⁵⁹ Tucumcari Sun, November 21, 1919.

⁶⁰ Sarah D. Ulmer, interview, May 27, 1940.

⁶¹ Tucumcari News, October 10, 1908.

inducement for a large number of the students to
greater mental effort. The school was organized on the
fact that the student is a person of high ability and
from their high school, and the fact that the student

IV. THE FOUNDED OF THE SCHOOL OF THE UNIVERSITY OF
Miss Sarah D. Adams, who was the first principal of the
University, came to the school in 1880, and remained there
several years. The school was organized in 1880, and
course, embracing the subjects of English, History, and
Grades, and also the subjects of the sciences. The
because of the fact that the school was organized in 1880,
This school was one of the first of its kind in the
school work of the school was organized in 1880, and
Union for two years.
For several years the school was organized in 1880,
some high school work, and the school was organized in 1880,
of high school, history, and the subjects of the sciences.
Lee Gentry, president of the school, and the school was
Kirkpatrick, and William H. Baker, who were the first

57	THE SCHOOL OF THE UNIVERSITY OF
60	Sarah D. Adams, who was the first principal of the
61	THE SCHOOL OF THE UNIVERSITY OF

Mr. Roy Smith, one of the pioneer educators of the county, stated that the rural communities offered high school work in subjects in which the teacher was well versed. He recalls a time when he taught bookkeeping as the one high school subject offered in a one-room school. It was almost impossible for the rural youth to receive a high school education. However, a great many of them did obtain a high school education in the larger towns of the state, such as Las Vegas and Albuquerque. A large number attended Montezuma High School, a school under the supervision of the Baptist Church.⁶²

The question of establishing a County High School was one of importance during 1913. Tucumcari was the only school in the county that offered four years of high school work. There were others offering two, but the greatest per cent of them offered elementary school work only. In substance the legal provisions for the establishment of County High Schools were as follows:⁶³

1. One fifth of the men and women electors petition the Board of County Commissioners to call an election to determine the question. (Any man or woman who is a citizen of the United States over 21 years old, has lived in New Mexico twelve months, in Quay County 90 days, in the school district thirty days next, preceding this petition, or election, except idiots, insane

⁶² Roy Smith, interview, April 3, 1940.

⁶³ Tucumcari News, January 17, 1913.

Mr. J. H. ...
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were as follows:

1. One ...
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persons, persons convicted of an infamous crime, unless restored to political rights, and Indians not taxed, are entitled to petition and vote on this question, as well as to vote at all school elections.

2. Upon receiving the petition, the Board of County Commissioners call the election within thirty days, and conduct it the same as for the election of county officers. If the majority of the votes cast in said election were in favor of the establishment of said County High School, the said Board shall declare it established.

3. The cost of the site and the building shall be furnished free by the school district in which the County High School is located.

4. The high school must continue to teach all the subjects now taught in it, and the additional branches of manual training, domestic science, elements of agriculture, and commercial science.

5. The County Superintendent, by virtue of his office, together with the board of directors in which the County High School is established, shall manage, and exercise full control, over the said County High School.

6. All children of school age residing in the county, and who have completed the work of the eighth grade as prescribed by the State Board of Education, shall be admitted to the County High School free of charge.

7. The Board of Directors of the County High School shall levy annually a small tax, not to exceed two mills on the dollar, which shall be used for the maintenance of the school.

There were several arguments advanced by the Tucumcari News in favor of the County High School, such as:⁶⁴

A. Each rural school pupil in Quay County may have a high school education free. There are young people all over the county who are ready to do high school work but cannot do it under the present conditions.

⁶⁴ Tucumcari News, January 24, 1913.

B. The interests of the county as a whole should be considered in selecting the school for a County High School and the school located where it will meet the needs of the majority of the people. The Tucumcari High School enrolls twenty non-resident pupils this year, and these came from all parts of the county. Residents prefer to attend the Tucumcari High School for no other school in the county has such a non-resident attendance.

C. Tucumcari has already an excellent High School with a standard four years course that meets all the requirements of the State Board of Education. Quay County people outside of the Tucumcari District will get the benefit of the new \$45,000 building, equipped throughout in the most modern manner, including a public school library of 2100 volumes--and all without cost.

D. The taxes for maintenance of the proposed high school are so insignificant to each taxpayer that no reasonable argument can be produced against it on the grounds of being too expensive.

E. The farmer, above all others, needs expert knowledge in manual training, domestic science, business branches and agriculture. If the County High School is established, these subjects will be taught to each person by first-class teachers, and Quay County will get the benefit of better conditions on the farms and each person in it will get more out of life.

Mr. J. W. Campbell, in a newspaper article, wrote:

I am sorry that it is not possible for every district in the county to have a high school, but as that is an impossibility at this time, on account of financial conditions, the question to be settled now is: "Shall Quay County have a High School?"

There is not a district in the county that is able financially to erect, equip and maintain a high school building, such as is required for the proper instruction of our boys and girls today, and District Number 1 (Tucumcari) is only able to meet the requirements because of the splendid building and equipment already provided for.

To receive the benefits of a High School course free of tuition, a small levy will be made on the citizens of the county, which will not exceed one mill on the dollar's

B. The interest of the community in the school should be considered as a factor in the selection of the school site. The school should be located in a place where the needs of the community are met. The school should be located in a place where the needs of the community are met. The school should be located in a place where the needs of the community are met.

C. The school should be located in a place where the needs of the community are met. The school should be located in a place where the needs of the community are met. The school should be located in a place where the needs of the community are met.

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worth of taxable property, and as property is assessed at one third value under the new law, this tax will not be more than one third of a mill on the dollar, or thirty-three cents tax for each thousand dollars.⁶⁵

This was one of the liveliest elections ever held in Quay County. The city of Tucumcari did not vote solidly for the county high school, but stood 643 for and eighty-seven against. The rural communities voted against the proposition very nearly to the man. The final vote of the county was 696 for and 833 against.

The question had not been discussed freely by educators and people did not understand just what they were voting for. The people in the county turned the proposition down because they thought that Tucumcari would receive all of the benefits.

In 1917 the Tucumcari High School became an accredited member of the North Central Association of Colleges and Secondary Schools. The aims of the North Central Association of Colleges and Secondary Schools was to bring about better acquaintance, a keener sympathy, and heartier cooperation between secondary schools and colleges, to consider common educational problems and devise the best ways and means of solving them, and to promote the physical, intellectual, and moral well-being of students by urging proper sanitary conditions of school buildings, adequate library and laboratory

⁶⁵ Tucumcari Sun, May 23, 1913.

...at one time ...
...the county ...
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...In 1917 the ...
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...of Colleges and ...
...acquainted ...
...between secondary ...
...educational problems and ...
...solving them, and ...
...moral well-being ...
...tions of school buildings ...

facilities, and higher standards of scholarship and remuneration of teachers.⁶⁶

The following course of study for New Mexico high schools was adopted:

Requirements for graduation.

The required number of units for graduation shall be fifteen (15) in which number physical training, chorus, glee club, and orchestra work shall not be counted. A unit of work represents five recitation periods of not less than forty minutes each per week for a term of not less than thirty-six weeks for a one year--two or three year high school.

Of the fifteen units the following eleven were required: Three units of English, two units of a foreign language, one and one-half credits of history, two units of mathematics, one and one-half units of science, one-half unit of civics, and one-half unit of industrial education. It is recommended that students take one or two units more along the basis indicated above.⁶⁷

The following courses were offered in the high schools of Quay County: English, Latin, mathematics, history, Spanish, physics, chemistry, botany, agriculture, drawing, manual training, home economics, commercial subjects, instrumental music, orchestra, chorus work, physical training, physiology, and psychology.

⁶⁶ Biennial Report of the Superintendent of Public Instruction to the Governor of New Mexico for the Years 1916-1918, p. 14.

⁶⁷ Ibid., p. 15.

At the time this program was adopted, Tucumcari was the only school offering four years of high school work. The others offered one, two, and three. The above program was adaptable only to the larger schools. The smaller schools taught only the required subjects and alternated them in order to offer a wider curriculum while the student was in school.

CHAPTER IV

EDUCATION IN QUAY COUNTY 1920-1940

The first consolidation for the definite purpose of securing for the children better educational opportunities appears to have occurred in Montague, Massachusetts . . . in 1875. The second was probably established in Concord, Massachusetts in 1879. A central building was constructed to replace several one-teacher schools. Before the consolidation was effected there had been twelve teachers in the eleven school buildings.¹

Quay County was composed of 106 school districts at the beginning of the consolidation movement which had its inception during the last part of the administration of J. A. Atkins. Mr. Atkins was succeeded by Mrs. Nelle Hauser as county superintendent of schools in Quay County in 1920. Mrs. Hauser was a graduate of the Nevada, Missouri, High School. She received her Bachelor of Arts degree at Cooper College in Missouri. After coming to New Mexico, she attended the Normal University at Las Vegas. She taught school several years in Union County and served as superintendent of the Nara Visa schools. In 1918 she taught in the Tucumcari schools. In 1919 she was elected superintendent of the Logan schools. While there she received the nomination for county superintendent of Quay County schools and

¹ A. C. Monahan, Consolidation of Rural Schools and Transportation of Pupils at Public Expense (Bureau of Education, Bulletin No. 30, 1914. Washington, D. C.: Bureau of Education, 1915), p. 8.

served in that capacity for four years. After that time she was employed in the Tucumcari schools until 1932. She was twice elected secretary of the New Mexico Educational Association Educational Council.²

The idea of consolidation had been discussed, to a great extent, by the Quay County Board of Education before Mrs. Hauser took office in 1921. During her administration the following districts were formed by the consolidation of adjacent one-room schools: San Jon, Nara Visa, House, Wheatland, McAlister, Porter, Endee, and several smaller schools.

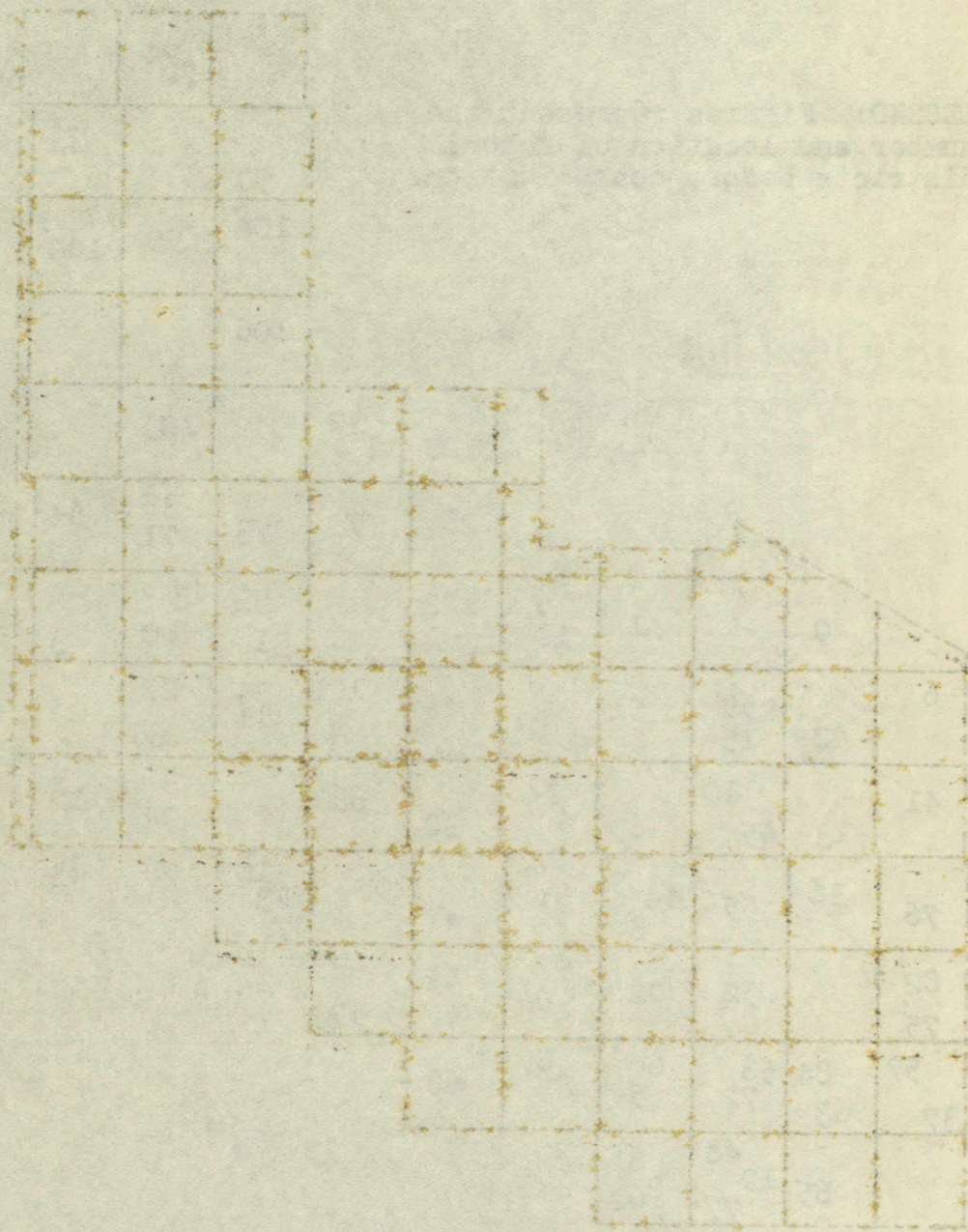
An examination of Figure 4 of this study reveals the necessity for consolidation. Each number on this map corresponds to the number of the district in which a school was taught. The well-organized rural high school was an accomplishment beyond the reach of most of the country children of Quay County. It was an institution that the small poverty-stricken community could not maintain standing alone. The only hope for adequate high-school opportunities for the country children of Quay County lay in the reorganization of the existing system of rural schools. There were many ambitious country children who could not go to the town high school. If they were to receive a high school education it must be brought to them. The only practicable instrumentality

² Nelle Hauser, letter, March 31, 1940.

served in that capacity for a number of years. He was employed in the school system for many years and was twice elected secretary of the National Education Association Educational Council.

The lines of demarcation between the various great extent, by the County Board of Education. Mrs. Henshaw took office in 1911. During her administration the following districts were formed by the consolidation of adjacent one-room schools: Oak Grove, East View, Lewis, Wheatland, McMillan, Porter, and several others.

An examination of the records of this study reveals the necessity for consolidation. It was found that the correspondence to the number of the schools in each district was taught. The total number of children in each district was ascertained by the census and the results were as follows: children of Gray County. It was ascertained that the children of poverty-stricken country were not attending school. The only hope for these children was consolidation. The county children of Gray County are in the same condition as the existing system of rural schools. There were no schools in the county children who were not attending school. If they were to receive a high school education it must be brought to them. The only way to do this is by consolidation.



LEGEND: Figures represent the number and location of the present school districts of Quay County.

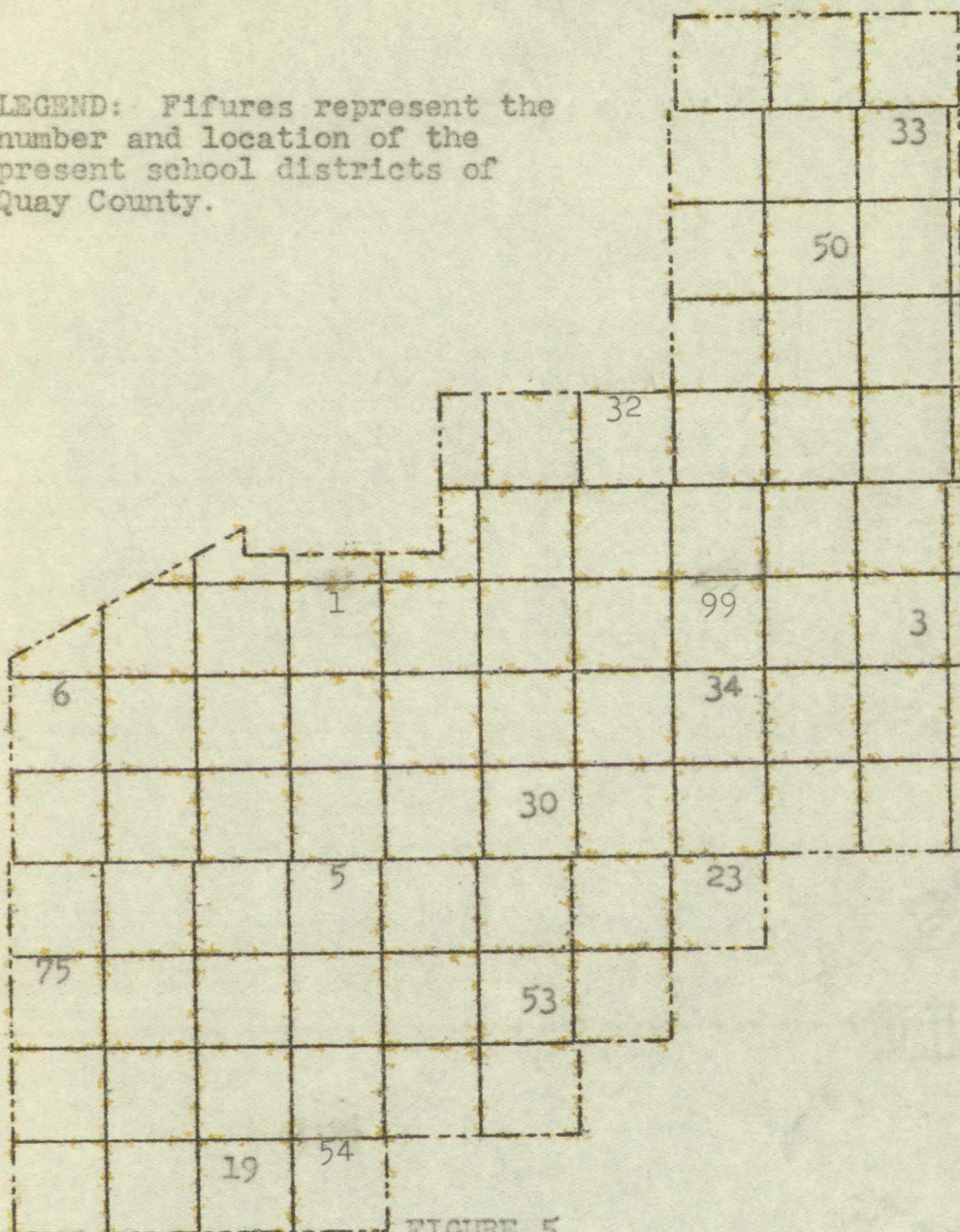
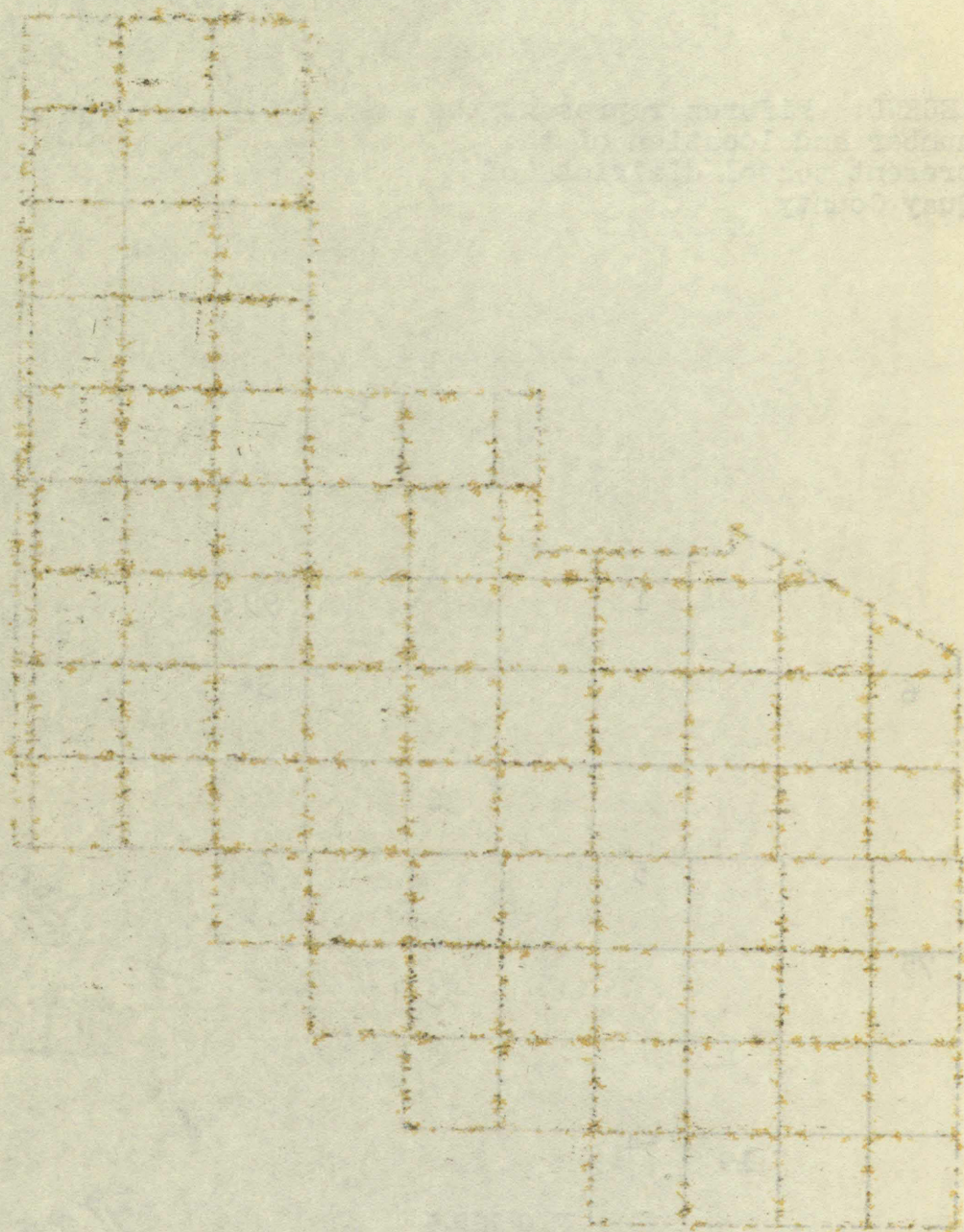


FIGURE 5

LOCATION OF SCHOOLS IN QUAY COUNTY, AFTER CONSOLIDATION
1940



by which this could be done was the consolidated rural high school.³

Through consolidation, schools secured far better buildings and material equipment than was possible in the communities which maintained one-room schools.

From the beginning of the movement for the consolidation of schools, the primary reason for consolidation was the necessity of having schools large enough to secure efficiency. The small school was inefficient and wasteful for many reasons. In the first place the taxing unit was so small that sufficient revenues were not available to equip an efficient school. The furniture and appliances were usually outmoded. The numbers in school were not sufficient to provide the variety of stimulation that was necessary to help fit pupils for a complex, democratic society. Neither could the small schools attract the kind of trained teacher that the pupils required for educational development.

Indoors the country schools were badly lighted and heat was spread by a big coal stove that pinked the cheeks of the pupils who sat near by and chilled the backs of those farther away. As the day advanced, the air of the unventilated room became stale and escaping smoke made young eyes red.

³ Nelle Hauser, letter, March 31, 1940.

The centralized school buildings could be better heated, lighted, and ventilated. Some of them had special rooms for the library, commercial subjects, science departments, and manual arts. In the newer plants there were suitable auditoriums for assemblies and public gatherings, and gymnasiums, baseball diamonds, and tennis courts were common.

The County Board of Education was composed of men who were far-sighted and knew that the future of the children of the county depended upon their ability to secure a high school education. But the path of the County Superintendent and County Board was not strewn with roses. They met with violent opposition from some quarters. The principal hindrances in the way of consolidation were:⁴

(1) Vested interest of land-owners. One man said, "My farm joins the school playground. The school enhances the value of my land. Consolidation would cause my property to suffer a decrease in value. I shall do all I can to defeat the consolidation plan." The schoolhouse in question was a frightful affair,--one room, unpainted, neglected, and run down. The community could scarcely have had a poorer advertisement for itself. It would cause a desirable home-seeker with children to educate to turn away and locate elsewhere. It compelled some of the best white families of the

⁴ R. L. Darr, interview, May 2, 1940.

The centralized school building could be better heated, lighted, and ventilated. Some of them had special rooms for the library, commercial subjects, science laboratories, and manual arts. In the newer plants there were suitable auditoriums for assemblies and public gatherings, and gymnasiums, baseball diamonds, and tennis courts were common.

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(1) Vested interest of land-owners. One man said, "My farm joins the school playground. The school authorities the value of my land. Consolidation would mean my property to suffer a decrease in value. I should like to see the defeat the consolidation plan." The schoolmaster in question was a frightful fellow,--one room, unpainted, lighted, and run down. The community could scarcely have had a better advertisement for itself. It would cause a feeling of despair in the seeker with children to educate to turn away and look elsewhere. It compelled some of the best families of the

community to sell their homes and move away to educate their children.

(2) Inadequacy of the laws providing for consolidation. When fifty per cent of the electors of each respective district signed a petition and filed it with the County Board of Education prior to the first day of April, the rural school districts could be changed or consolidated. It was necessary for the County Board to give written notice to the State Department of Education within twenty days after the filing of the petition regarding the proposed consolidation. The State Department had to give its approval. If a majority of the votes cast as an election were in favor of the consolidation, it could then take place upon the order of the County Board of Education. An election on the questions of consolidation could not take place in the same combination of districts oftener than once in two years. As a rule, it was very difficult for needed consolidations to be made where they had to be decided by popular vote. It often resulted in divided communities and hard feelings among neighbors. People were too often swayed by petty prejudices and vested personal interests detrimental to the community's general welfare. Consolidation could have been made more constructive if it had been done by some legally constituted board or commission set up for that purpose.

community to sell their property and
children.
(2) In the event of the failure of the
When fifty per cent of the electors are in favor of
trial stages a petition and filed in the county clerk's
Education prior to the first day of April, the school
district could be organized and the school
for the County Board to the school board of the
Department of Education within twenty days after the
of the petition and the school board of the
State Department and the school board of the
the votes cast as an official vote in favor of the
tion, it could then be organized and the school
Board of Education. In the event of the failure of the
dation could not be filed in the county clerk's
district of the school board of the county clerk's
very difficult for the school board of the county clerk's
they had to be decided by the school board of the county clerk's
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were too often swayed by the school board of the county clerk's
interests detrimental to the community and the school board of the county clerk's
Consolidation could have been done by some legal method and the school board of the county clerk's
had been done by some legal method and the school board of the county clerk's
set up for that purpose.

(3) The backward district. In some places reactionary districts and persons delayed centralization. This sometimes resulted in leaving isolated strips of territory that could not come into any centralized district. Many of the districts left behind had insufficient valuation for adequate support.

(4) Reluctance to send children to school far from home, away from oversight of parents.

(5) Danger to health and morals. Children were sometimes obliged to travel too far in cold stormy weather; or had to walk a portion of the way to meet the wagon or bus and then ride to school in damp clothing and with wet feet. It was also difficult to secure proper conveyance on reasonable terms.

(6) Natural proneness of some people to object to any innovation, whatever the measure or how well it was received elsewhere. They always imagined that anything beneficial for their neighbor would be detrimental to them.

The above reasons are well illustrated in the following case before the meeting of the County Board of Education on May 10, 1920:⁵

Regarding Dist. No. 27 consolidation with several other districts. Mr. M. B. Keator puts in appearance in behalf of patrons of District 27 and presents a petition from Hemlock residents protesting against consolidation

⁵ Minutes of the Quay County Board of Education, May 10, 1920.

(3) The lack of...

any districts and various... sometimes resulted in... that could not... the districts felt... adequate support.

(4) Reinstating...

home, away from... (5) Danger to... times obliged to... had to walk a... and then ride to... It was also difficult to... also terms.

(6) Natural progress...

innovation, whatever... elsewhere. They always... for their neighbor would be...

The above reasons...

case before the... May 10, 1930.

Regarding... district... of patrons of... Hemlock residents...

Minutes of the... May 10, 1930.

(District #27) which was ordered filed. Marion S. Pierce, Jas. L. Bradley, C. S. Olsen, Arch Murray, H. A. New, being duly sworn.

H. A. New residing 3 miles S. E. of Hemlock School District #27 Quay Co. N. M. has 3 children, lives 10 miles from San Jon District. Roads are good in good weather bad in bad weather to send children to San Jon. Couldn't get his children to school at all times on account of roads. We have a school house in #27 and same is in condition to have school. School building is out of debt. As a resident and tax payer protests against consolidation. Is willing to pay his share of taxes if district is not consolidated.

Mr. Marion S. Pierce, District #27 resided there 12 or 13 years, owns property and title in his name. How far from your land to San Jon school district? About six miles. $2\frac{1}{2}$ miles from Hemlock School. As to road says that they are bad on account of sand. They are compelled to travel a mile further on account of bad roads. Is opposed to consolidation. School house is paid for and fully equipped, loaned some of the equipment to San Jon District. Children could be transferred if they had a proper truck. Consolidation inadvisable on account of it might endanger childrens health and they would have to get up at daylight to get to San Jon School. Is willing to pay his share to continue school at Hemlock Dist. Have tried to increase population and property value would increase if left. Has no children.

Arch Murray lives in Hemlock Dist. #27 is against consolidation with San Jon. Is willing to pay taxes if school is continued. Three miles from one corner of his land to San Jon. Is carrier of school children. Roads can't be traveled at times. Children and I suffered during the time I was carrier for 30 days. Impossible to carry children on account of snow storm. Would be advantage to keep school where it is. School house is heated by stove. Has no children nor family.

Jas. I. Bradley lives at Bard. My place is 3 miles from there, has 3 children, ages 10-7-6. Bought land to have school. Against Consolidation. From my house it is $\frac{3}{4}$ miles to Hemlock District, 7 miles to San Jon School House. What about hauling children from your district to San Jon? Opposed to moving school. Will pay the taxes if the school building is left where it is. Has purchased the place and intends to make home there.

Has only lived on place a month. Expect to keep my wife and children on my place. My house will be 3/4 mile from school house. No Witnesses on behalf of San Jon. Action of Board is as follows:

That said District #27 be left intact and not consolidated. It is brought to the attention of those protesting against consolidation, that in case of failure to have ten scholastics that there will be no school and teachers contract will be cancelled.

The first attempts at consolidation in Quay County were conducted on an experimental basis. Porter, district 99, affords a good explanation as to how it was carried out. Porter, Shady Grove, William, and Prairie Dell moved their old school buildings to the present site of the Porter schools in 1919 and 1920, with the agreement that if they were not satisfied with the proposed consolidation they could move them back to their respective districts. The first faculty to teach in the new school consisted of N. Parker, superintendent; Florence Jones, high school principal; Miss Effie Smith, upper grades; Miss Parker, intermediate grades; Miss Defore, primary grades. Two years of high school work were offered. The subjects taught were English, mathematics, science, and Spanish. W. H. L. Jackson, R. J. Smith, and L. A. Shiplet were the members of the board of education. The bus drivers that year were Fred Levander, Henry Rogers, Elmer Jackson, Levi Wright, and Roy Wood.⁶

The attempt was a success and in 1921 the people of

⁶ N. Parker, interview, April 19, 1940.

has only lived on place a month. Expect to keep my wife and children on my place. My house will be 3/4 mile from school house. No witnesses on behalf of Sam Lee. Action of board is as follows:

That said District 127 be left intact and not consolidated. It is proposed to the action of this protesting against consolidation. That in case of failure to have the consolidation that there will be no school and teachers contract will be annulled.

The first attempt at consolidation in Gray County were conducted on an experimental basis. Porter, assisted 99, after a good explanation as to how it was carried out. Porter, Shady Grove, Wilber, and Elmer Jackson moved their old school buildings to the present site of the Porter schools in 1919 and 1920, with the agreement that if they were not satisfied with the proposed consolidation they could move them back to their respective districts. The first faculty to teach in the new school consisted of H. Barker, superintendent; Florence Jones, high school principal; Miss Billie Smith, upper grades; Miss Barker, intermediate grades; Miss Deane, primary grades. Two years of high school work were offered. The subjects taught were English, mathematics, science, and Spanish. H. L. Jackson, and A. G. Smith were the members of the board of education. The bus drivers that year were Fred Loveland, Henry Rogers, Elmer Jackson, Levi Wright, and Roy Wood.

The attempt was a success and in 1921 the people of

the Porter and neighboring communities realized the need of a larger and better-equipped school building. These communities consolidated and promptly voted to bond the district for \$19,800. By this means they put up a building that not only cared for their present needs but also allowed for future gains. The twenty acres of land on which the building was built was donated by W. H. L. Jackson, a fine public-spirited citizen who was a friend to the schools.

On January 27, 1919, Drake, district 37; Hope, district 48; Ford, district 56; Grand Plains, district 72; and Roosevelt, district 77; consolidated with the House district, thus forming one of the best rural schools in New Mexico.⁷ The first buildings were erected on the site of John House's residence. The consolidated school obtained its four-year accrediting in 1919. In 1922 bonds were voted for the purpose of building the concrete structure that the school now occupies, a building with eight class rooms and a large auditorium, a library, and superintendent's office. The first class was graduated in 1923.

On April 19, 1920, the following school districts consolidated with San Jon: Nos. 11, 24, 27, 34, and a part of No. 83, and came to be known as District No. 34. These

⁷ Minutes of the County Board of Education, January 27, 1919.

the former and latter... a larger and better... municipalities consolidated... for \$12,500... only cared for... future gains... ing was built... apirited citizens... On January 22, 1912, District 48, Ford, District 49, and Roosevelt, District 50, consolidated with District 51, thus forming one of the largest school districts in Mexico. The first building was erected on the corner of John House's residence. The consolidated school opened its four-year course in 1912. For the purpose of building a new school, a building was erected on a large and desirable site. The first class was graduated in 1912. On April 19, 1912, the consolidated school was consolidated with San Juan, New Mexico, District 52, and No. 83, and came to be known as District 53.

districts approved by an overwhelming vote a bond issue of \$35,000 on the twenty-eighth day of June, 1920. District 80, known as Bard, consolidated with San Jon May 2, 1927.⁸ Bard voted against the first consolidation. Revuelto, district 2, was consolidated with San Jon, March 5, 1930. District 94, called Fairview, now sends its children to the San Jon school but has refused to consolidate.

On February 17, 1921, district 54, known as the McAlister schools, was consolidated, taking in the original districts of McAlister, district 56; Browning, district 54; and Ard, district 62. For the first three years the school gave two years of high school work. It first became a fully accredited four-year high school in 1924. Jordan, district 52, has been sending her children to the McAlister school since 1925, but thus far has refused consolidation.

On February 18, 1921, Mineosa, district 74; Larosh, district 100; and district 104 consolidated with Nara Visa, district 33. Districts 42, Cherokee; 89, Lockney; and 98, Lone Star, refused consolidation.⁹ There have been several other attempts to consolidate these districts but all have been failures. These districts voted bonds for a new school

⁸ San Jon Sentinel, June 4, 1920.

⁹ Minutes of the Quay County Board of Education, February 17, 1921.

districts approved by an overwhelming vote a bond issue of \$37,000 on the twenty-eighth day of June, 1920. District 80, known as Barb, consolidated with San Antonio 4, 1927. Barb voted against the first consolidation. District 8, was consolidated with San Antonio, 1920. District 94, called Keweenaw, now sends its children to the San Jon school but has refused to consolidate.

On February 17, 1921, District 94, known as the McAllister schools, was consolidated, taking in the original districts of McAllister, District 52, Browning, District 34 and 46, District 62. For the first three years the school gave two years of high school work. It first became a fully accredited four-year high school in 1924. District 75, has been sending its children to the McAllister school since 1927, but has not yet been consolidated.

On February 18, 1921, District 100, known as the Jones Star, and District 104 consolidated with District 33. Districts 42, Elmwood, 68, Lockney, and 93, Jones Star, refused consolidation. There have been several other attempts to consolidate these districts but all have been failures. These districts voted bonds for a new school

8 San Jon Sentinel, June 1, 1920.

9 Minutes of the Gray County Board of Education, February 17, 1921.

building soon after consolidation and today have one of the best school plants in Quay County.¹⁰

There were several other consolidations of minor importance while Mrs. Hauser was in office.¹¹ Districts 105, 47, and 23 were consolidated, thus forming the present Wheatland school. The County Board of Education appointed Goldie Martin, Harry Frost, and Verge Tillman as directors of the new school. The building was located near the center of the newly formed district. The present Endee school, in district 3, was also formed by consolidation of the Endee and Glenrio schools. District 12 has refused several times, to consolidate with Endee but sends its children to the Endee school.

Other consolidations during this period were: Districts 28 and 29, later separated again; districts 79 and 53; and districts 64 and 20. Districts 21 and 55 were consolidated with district 5, thus forming the beginning of the present Quay school.

In 1924 T. I. Runyan succeeded Mrs. Hauser as county superintendent and continued to carry out the policies started by her. Mr. Runyan came with his parents from Missouri in 1907. The first rural schools which he attended

¹⁰ Minutes of the Quay County Board of Education, February 17, 1921.

¹¹ Ibid., 1920-1925.

building soon after consolidation and today stands as the
best school plant in any county.

There were several other consolidations of that
importance while Mrs. Hester was in office. Districts
102, 47, and 23 were consolidated. The County Board of Education of
Goldie Martin, Harry Hester, and for a short time
of the new school. The building was erected by the
of the newly formed district. The present building of
District 3, was also built by common action of the
and District schools. District 12 has a new school building
to consolidate with Anderson and stands as a fine building in the
Anderson school.

Other consolidations during this period were
Districts 26 and 29, later separated again. District 10 and 11
and districts 64 and 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, 294, 295, 296, 297, 298, 299, 300, 301, 302, 303, 304, 305, 306, 307, 308, 309, 310, 311, 312, 313, 314, 315, 316, 317, 318, 319, 320, 321, 322, 323, 324, 325, 326, 327, 328, 329, 330, 331, 332, 333, 334, 335, 336, 337, 338, 339, 340, 341, 342, 343, 344, 345, 346, 347, 348, 349, 350, 351, 352, 353, 354, 355, 356, 357, 358, 359, 360, 361, 362, 363, 364, 365, 366, 367, 368, 369, 370, 371, 372, 373, 374, 375, 376, 377, 378, 379, 380, 381, 382, 383, 384, 385, 386, 387, 388, 389, 390, 391, 392, 393, 394, 395, 396, 397, 398, 399, 400, 401, 402, 403, 404, 405, 406, 407, 408, 409, 410, 411, 412, 413, 414, 415, 416, 417, 418, 419, 420, 421, 422, 423, 424, 425, 426, 427, 428, 429, 430, 431, 432, 433, 434, 435, 436, 437, 438, 439, 440, 441, 442, 443, 444, 445, 446, 447, 448, 449, 450, 451, 452, 453, 454, 455, 456, 457, 458, 459, 460, 461, 462, 463, 464, 465, 466, 467, 468, 469, 470, 471, 472, 473, 474, 475, 476, 477, 478, 479, 480, 481, 482, 483, 484, 485, 486, 487, 488, 489, 490, 491, 492, 493, 494, 495, 496, 497, 498, 499, 500, 501, 502, 503, 504, 505, 506, 507, 508, 509, 510, 511, 512, 513, 514, 515, 516, 517, 518, 519, 520, 521, 522, 523, 524, 525, 526, 527, 528, 529, 530, 531, 532, 533, 534, 535, 536, 537, 538, 539, 540, 541, 542, 543, 544, 545, 546, 547, 548, 549, 550, 551, 552, 553, 554, 555, 556, 557, 558, 559, 560, 561, 562, 563, 564, 565, 566, 567, 568, 569, 570, 571, 572, 573, 574, 575, 576, 577, 578, 579, 580, 581, 582, 583, 584, 585, 586, 587, 588, 589, 590, 591, 592, 593, 594, 595, 596, 597, 598, 599, 600, 601, 602, 603, 604, 605, 606, 607, 608, 609, 610, 611, 612, 613, 614, 615, 616, 617, 618, 619, 620, 621, 622, 623, 624, 625, 626, 627, 628, 629, 630, 631, 632, 633, 634, 635, 636, 637, 638, 639, 640, 641, 642, 643, 644, 645, 646, 647, 648, 649, 650, 651, 652, 653, 654, 655, 656, 657, 658, 659, 660, 661, 662, 663, 664, 665, 666, 667, 668, 669, 670, 671, 672, 673, 674, 675, 676, 677, 678, 679, 680, 681, 682, 683, 684, 685, 686, 687, 688, 689, 690, 691, 692, 693, 694, 695, 696, 697, 698, 699, 700, 701, 702, 703, 704, 705, 706, 707, 708, 709, 710, 711, 712, 713, 714, 715, 716, 717, 718, 719, 720, 721, 722, 723, 724, 725, 726, 727, 728, 729, 730, 731, 732, 733, 734, 735, 736, 737, 738, 739, 740, 741, 742, 743, 744, 745, 746, 747, 748, 749, 750, 751, 752, 753, 754, 755, 756, 757, 758, 759, 760, 761, 762, 763, 764, 765, 766, 767, 768, 769, 770, 771, 772, 773, 774, 775, 776, 777, 778, 779, 780, 781, 782, 783, 784, 785, 786, 787, 788, 789, 790, 791, 792, 793, 794, 795, 796, 797, 798, 799, 800, 801, 802, 803, 804, 805, 806, 807, 808, 809, 810, 811, 812, 813, 814, 815, 816, 817, 818, 819, 820, 821, 822, 823, 824, 825, 826, 827, 828, 829, 830, 831, 832, 833, 834, 835, 836, 837, 838, 839, 840, 841, 842, 843, 844, 845, 846, 847, 848, 849, 850, 851, 852, 853, 854, 855, 856, 857, 858, 859, 860, 861, 862, 863, 864, 865, 866, 867, 868, 869, 870, 871, 872, 873, 874, 875, 876, 877, 878, 879, 880, 881, 882, 883, 884, 885, 886, 887, 888, 889, 890, 891, 892, 893, 894, 895, 896, 897, 898, 899, 900, 901, 902, 903, 904, 905, 906, 907, 908, 909, 910, 911, 912, 913, 914, 915, 916, 917, 918, 919, 920, 921, 922, 923, 924, 925, 926, 927, 928, 929, 930, 931, 932, 933, 934, 935, 936, 937, 938, 939, 940, 941, 942, 943, 944, 945, 946, 947, 948, 949, 950, 951, 952, 953, 954, 955, 956, 957, 958, 959, 960, 961, 962, 963, 964, 965, 966, 967, 968, 969, 970, 971, 972, 973, 974, 975, 976, 977, 978, 979, 980, 981, 982, 983, 984, 985, 986, 987, 988, 989, 990, 991, 992, 993, 994, 995, 996, 997, 998, 999, 1000.

In 1924 T. L. Hester succeeded Mr. Hester as
superintendent and continued to carry out the policy
started by Mr. Hester. His administration was a
success in 1927. The first year of his administration was
marked by the consolidation of the school system.

10 Minutes of the Board of Education
February 14, 1921
11 Ibid., 1920-1921

in New Mexico were six-week subscription terms, held in one-room buildings erected by the same method. These school terms were lengthened to three and five months and maintained by taxation. He received his college training at the New Mexico Normal School at Silver City and the New Mexico Normal University at Las Vegas. He taught for several years in the rural schools of the county and at the time of his election to the position of county superintendent of Quay County in 1924 he was head of the McAlister Consolidated Schools.

During the first term of Mr. Runyan as county superintendent, the State Tax Commission proposed to reduce the terms of the few remaining one-room schools to seven months and leave the term of the consolidated schools stand at nine months. The county superintendent prevailed upon them to provide a nine-months term for all the schools. While he was in office the consolidated high schools became state accredited, teacher qualifications were raised, and the schools were coordinated.¹²

On January 4, 1926, petitions for the calling of elections to vote on the consolidation of school districts 53, 60, 66, 81, and 97 were duly presented and found in accordance with law. These districts voted in favor of consolidation

¹² T. I. Runyan, letter, April 5, 1940.

in New Mexico were six-week subscription terms, held in one-room buildings erected by the same method. These schools terms were lengthened to three and five months and maintained by taxation. He received his college training at the New Mexico Normal School at Silver City and the New Mexico Normal University at Las Vegas. He taught for several years in the rural schools of the county and at the time of his election to the position of county superintendent of Gray County in 1924 he was head of the Healthier Consolidated Schools.

During the first term of Mr. Brown as county superintendent, the State Tax Commission proposed to reduce the terms of the few remaining one-room schools to seven months and leave the term of the consolidated schools stand at nine months. The county superintendent prevailed upon them to provide a nine-month term for all the schools. While he was in office the consolidated high schools became state accredited, teacher qualifications were raised, and the schools were coordinated.¹²

On January 4, 1925, petitions for the calling of elections to vote on the consolidation of school districts 33, 34, 35, 36, 37 and 38 were duly presented and found in accordance with law. These districts voted in favor of consolidation.

¹² T. I. Ryan, Jetter, April 2, 1940.

and agreed to bond the newly formed districts for the sum of \$31,500 for the purpose of erecting a school building. This school is now known as Forrest School, district 53. On the third day of March, 1928, the Stockton school, in district 67, agreed to consolidate with Forrest, thus completing the consolidation of the present Forrest School.

Rufus E. Brazil was named county superintendent in the election of 1928. He was born in 1895 at McGregor, Texas, moved to the Panhandle of Texas in 1898, and located at Hereford, Texas. He received his grade school education in the Hereford schools, his high school and junior college training at Wayland Baptist College at Plainview, Texas, and his last two years and his degree at the New Mexico Normal University. He was elected as principal of Porter schools in the fall of 1923, elected as principal of the Grady schools in the fall of 1924, called back and elected as superintendent of Porter schools in 1925, and remained there during 1926, 1927, and 1928 in that capacity.¹³

Mr. Brazil was a firm believer in consolidation. His idea was to make larger schools the centers in the field of education by consolidation of the surrounding districts, thereby increasing the evaluation of the district, which in

¹³ Rufus E. Brazil, letter, April 12, 1940.

and agreed to send the newly formed district for the year of
\$31,500 for the purpose of erecting a school building. The
school is now known as Forrest School. In 1923, the third
day of March, 1923, the district school board, in a
67, agreed to consolidate with Forrest School, and the
consolidation of the present Forrest School.
Rufus E. Brail was elected county superintendent in
the election of 1925. He had been in the district of
Texas, moved to the Panhandle of Texas in 1915, and was
at Hereford, Texas. He received his preparation for
in the Hereford schools, his high school and later
training at Wayne Baptist College at Winston, Texas, and
his last two years and his degree at the Law School of
University. He was elected as principal of the
in the fall of 1925, elected as principal of the
schools in the fall of 1924, called back to the
superintendent of Foster schools in 1927, and
during 1926, 1927, and 1928 in that capacity.
Mr. Brail was called back to the county
idea was to make larger schools for the
education by consolidation of the
thereby increasing the efficiency of the system.

turn would permit an increase of the district expenditure fund within the district and would enable the county the better to equip the schools already operating. The outstanding accomplishments during his tenure of office were the consolidation of many small districts and the construction and improvement of buildings and equipment to accommodate the increased enrollment because of these consolidations.

The largest of these consolidations was in the Ima community. Curry, Hassel, Ima, and Lakeview attempted to consolidate for the purpose of establishing better educational advantages. These districts, with the exception of Hassel, approved the consolidation and a school building was located in about the center of the district and transportation routes were established.

Revuelto district also expressed its desire to consolidate with San Jon, since Revuelto had no high school and most of the grade pupils were already attending the San Jon school. They were of the opinion that the proposed consolidation would benefit San Jon and Revuelto districts.

Before the depression the County Board of Education and Mr. Brazil encouraged and successfully promoted construction of several buildings in the districts. The first of these was a four thousand dollar gymnasium at Porter, which was built largely by contributions on the part of the patrons.

turn would permit an increase of the district expenditure fund within the district and would enable the county to better to equip the schools already operating. The outstanding accomplishments during his tenure of office were the consolidation of many small districts and the construction and improvement of buildings and equipment to accommodate the increased enrollment because of these consolidations. The largest of these consolidations was in the San Joaquin community. Curry, Hassel, Lee, and Johnston attempted to consolidate for the purpose of establishing better educational advantages. These districts, with the exception of Hassel, approved the consolidation and a school building was located in about the center of the district and transportation routes were established.

Reynolds district also expressed its desire to consolidate with San Joaquin, since Reynolds had no high school and most of the grade pupils were already attending the San Joaquin school. They were of the opinion that the proposed consolidation would benefit San Joaquin and Reynolds districts.

Before the departure the County Board of Education and Mr. Brazil encouraged and successfully promoted construction of several buildings in the district. The first of these was a four thousand dollar gymnasium at Corcoran, which was built largely by contributions on the part of the patrons.

The following account was found in an issue of the

Tucumcari News:¹⁴

The Porter community met at the school house Saturday night for the purpose of discussing ways and means of constructing a community building. The need of a community building was expressed by everyone present. The cost of the building that would meet the needs of the community was estimated in the neighborhood of \$3,500, with much of the work donated. The building will be similar to the one being constructed at the House School.

After making a temporary survey of how much cash could be raised in the community, some sixteen men voted to give one hundred dollars each to the enterprise. A committee was selected for the purpose of making all necessary arrangements and soliciting the necessary fund for the community building. On the committees are: A. Warmuth, selected as general manager of the building project, R. C. Cantrell was appointed financier and E. F. Jackson, treasurer. The committee said it would be easy to raise two thousand dollars in the community this to be supplemented with a five-mill tax levy upon the district which would add \$1,200.00 more, giving them \$3,200 to put up the building.

About this same time the Endee school district was circulating a petition calling for a six thousand dollar bond issue for the purpose of constructing a modern gymnasium and auditorium and reconditioning the present school with adequate water and lighting system. Out of this bond issue some laboratory science equipment was purchased, to meet the needs of the courses offered in the high school.

In 1931 Logan district approved an eleven thousand

¹⁴ Tucumcari News, March 13, 1940.

dollar bond issue. With this was built a combined auditorium and gymnasium of adequate size to meet the needs of the district. It also provided funds with which to construct two class rooms from the old auditorium.

At Quay, through consolidation of several districts, an increased evaluation enabled the district to vote a twelve thousand dollar bond issue, with which a five-room modern school building was built and equipped.

At Montoya by direct expenditure the old school building was torn down and modern two-room unit was built to serve the educational purposes of that community.

The village of San Jon built an addition to the main building, consisting of a modern gymnasium and three class rooms, with an approved ten thousand dollar bond issue.

Tucumcari schools also were adding to their school plant. In 1930 they approved what was probably the largest bond issue for school purposes ever floated in Quay County. The district approved bonds for \$90,500 for the purpose of erecting an auditorium and sixteen new class rooms.¹⁵ All of these projects were started and completed prior to the depression.

M. B. Jumper became county superintendent in 1932. He was born in Mississippi. He received his elementary and

¹⁵ Tucumcari News, April 17, 1930.

dollar bond issue. With this was built a combined auditorium and gymnasium of adequate size to meet the needs of the district. It also provided funds with which to construct two class rooms from the old auditorium. At Gray, through consolidation of several districts, an increased evaluation enabled the district to vote a twelve thousand dollar bond issue, with which a live-room modern school building was built and equipped. At Montoya by direct expenditure the old school building was torn down and modern two-room mill was built to serve the educational purposes of that community. The village of San Jon built in addition to the main building, consisting of a modern gymnasium and two class rooms, with an approved ten thousand dollar bond issue. Thousand schools also were added to their school plant. In 1930 they approved what was probably the largest bond issue for school purposes ever floated in Gray County. The district approved bonds for \$20,500 for the purpose of erecting an auditorium and sixteen new class rooms. All of these projects were started and completed prior to the depression.

M. E. Jumper became county superintendent in 1931. He was born in Mississippi. He received his elementary and

secondary education in private schools and his college training at Millsap College, Jackson, Mississippi, the University of North Carolina, and the University of Michigan. He received his Bachelor of Arts degree from Transylvania University, Lexington, Kentucky, in 1914. He taught school for several years in Oklahoma and served as county superintendent of McIntosh County in Oklahoma before coming to New Mexico in 1926. He taught summer school in the New Mexico Normal University and served as superintendent of schools at San Jon in 1926-27. He taught education and philosophy in Tucumcari High School and was also high school principal.¹⁶

When he came into the office of county superintendent he was confronted with:

(1) Lack of adequate buildings.

(2) Shortage of money for school equipment, school repairs, and salaries of school teachers and other employees. However, the United States Government came to the aid of the schools through C.W.A., F.E.R.A., and W.P.A. to build new school buildings, helped to buy new equipment, to feed underprivileged children, and to pay teachers.

According to Mr. Jumper the government helped to pay salaries and gave Quay County approximately \$75,000. New school buildings were built at House, Ima, McAlister, Forrest,

¹⁶ M. B. Jumper, letter, May 19, 1940.

secondary education in private schools and his college training at Millsap College, Jackson, Mississippi, the University of North Carolina, and the University of Michigan. He received his Bachelor of Arts degree from Transylvania University, Lexington, Kentucky, in 1914. He taught school for several years in Oklahoma and served as county superintendent of McIntosh County in Oklahoma before coming to New Mexico in 1926. He taught summer school in the New Mexico Normal University and served as superintendent of schools at San Jon in 1925-27. He taught education and philosophy in Tucuman High School and was also high school principal. When he came into the office of county superintendent

he was confronted with:

- (1) Lack of adequate buildings.
 - (2) Shortage of money for school equipment, school repairs, and salaries of school teachers and other employees.
- However, the United States Government came to the aid of the schools through C.W.A., F.R.H.A., and W.P.A. to build new school buildings, helped to buy new equipment, to feed underprivileged children, and to pay teachers.

According to Mr. Jumper the Government helped to pay salaries and gave Quay County approximately \$75,000. New school buildings were built at House, Las Alamos, Forest

San Jon, Endee, Porter, Logan, and Nara Visa.¹⁷

One of the advanced steps in improving the rural schools in Quay County was to make the school the social and educational center of the community by building the teachers a home and letting them live comfortably near the school. The teacherage enabled the district to get better teachers at the same salary, or less, than nearby districts.

Where two or more districts consolidated it was not an expensive problem to build the teachers a home. Some of the teachers' homes were financed by volunteer subscriptions from those who were eager to show their appreciation of the school and the teachers. But more often the old school buildings in some of the districts consolidating were moved to the new school building and there remodeled to make the teachers a home. There are many plans used in management of these teacherages. The Porter school has a local fund designated as the Porter Teacherage Fund which is provided by rents paid by teachers occupying the teacherages on the school grounds. It is hoped gradually to improve these homes until they are modern in every respect.

Some of the improvements contemplated the installation hot and cold running water and a modern bathroom in each home, electric lights, and, above all, room enough to make the

¹⁷ M. B. Jumper, letter, May 19, 1940.

San Jose, Kansas, and other places.

One of the principal reasons for the establishment of the schools in Gray County was to make the school the educational center of the community, to give the children a home and letting them live in the community. The teachers received the highest salary in the county at the same salary, or less, than in other counties. There were no more schools established in the county an expensive property to build and maintain. The teachers' houses were furnished by the county, and from those who were asked to move their families to the school and the teachers, but none of them did so. Buildings in some of the districts were being used to the new school buildings and these were being used by the teachers' houses. There are no more schools in the county of these teachers. The Board of Education has been designated as the Board of Education for the county by rents paid by teachers and the county. It is hoped that the school grounds. It is hoped that the school grounds will be improved and the school will be improved.

Some of the improvements which have been made in the school and cold running water and a new building for the electric lights, and, above all, the school grounds.

TABLE II

VALUES OF SCHOOL PLANTS IN QUAY COUNTY*
1939-1940

Name of school	Number of district	Value of school buildings			Total value of school buildings
		Teacherage	Elementary	Senior high	
Tucumcari	1		\$97,500	\$96,000	\$193,500
Endee	3	\$ 750		60,000	60,900
Quay	5	1,000		10,000	11,000
Montoya	6		1,000		1,000
House	19	1,200	6,000	14,000	21,700
Wheatland	23	2,500		67,000	69,500
Norton	30			1,200	1,400
Logan	32			50,000	52,000
Nara Visa	33			50,000	50,875
San Jon	34		10,000	35,000	46,000
Obar	50		1,500		1,550
Forrest	53			30,000	30,200
McAlister	54	500		30,000	30,680
Ima	75	400	4,000		4,450
Porter	99	200		26,000	28,500

*Term Reports of the Superintendents to County Superintendent, Years 1939-40

TABLE III

VALUES OF SCHOOL EQUIPMENTS IN QUAY COUNTY*
1939-1940

Name of school	School furniture	Science	Home economics	Manual training	Commerce	Libraries	Total value of buildings and equipment
Tucumcari	\$15,875	\$1,350	\$2,950	\$1,175	\$2,500	\$5,800	\$244,725
Endee	2,500	75	200	100	420	950	75,045
Quay	500	70		125	100	325	12,120
Montoya	300					100	1,500
House	2,500	250	1,000	600	1,000	1,200	28,250
Wheatland	2,000				280		71,780
Norton	250	70			100	250	2,070
Logan	2,000	300	300	150	750	1,500	57,000
Nara Visa	2,500	200	500	375	800	1,500	56,750
San Jon	3,000	400	400	300	600	1,400	52,100
Obar	150					40	1,740
Forrest	2,000	250	1,000	500	500	925	35,375
McAllister	700	300	500		350	1,750	33,280
Ima	400				100	300	5,250
Porter	500	50	400	50	250	400	30,150

*Term Reports of the Superintendents to County Superintendent, Years 1939-40

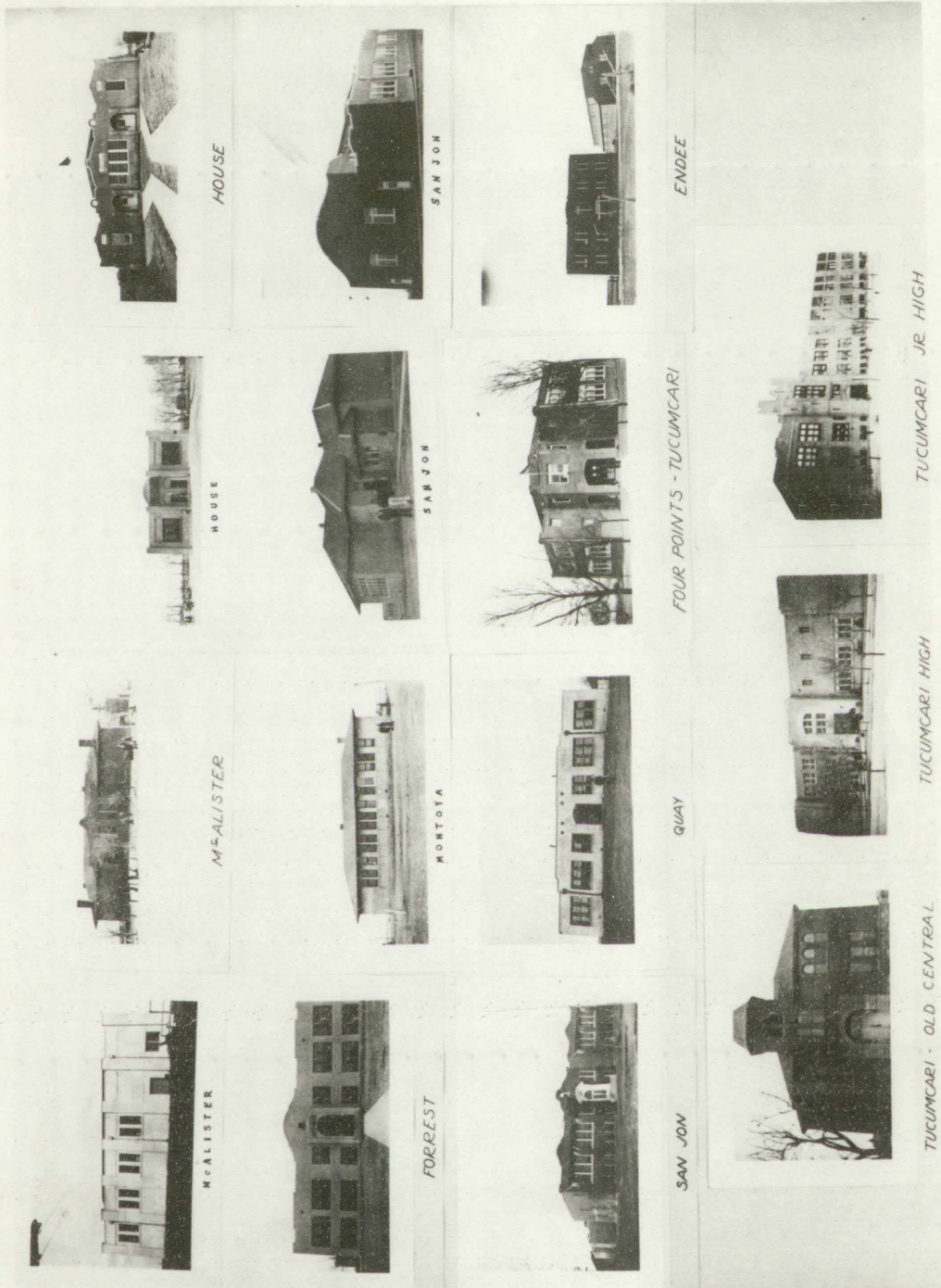
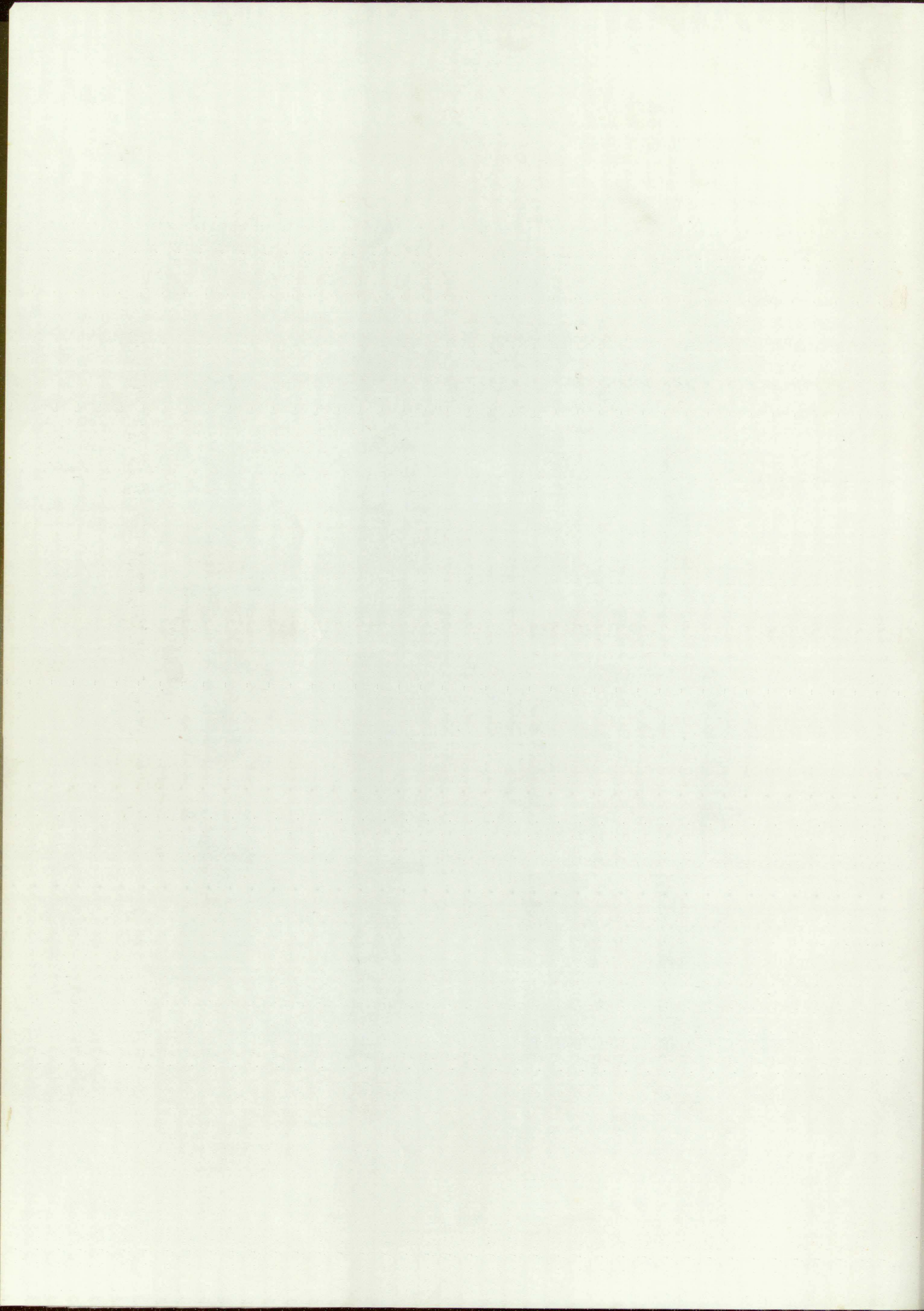


FIGURE 6

SCHOOL BUILDINGS OF QUAY COUNTY 1939



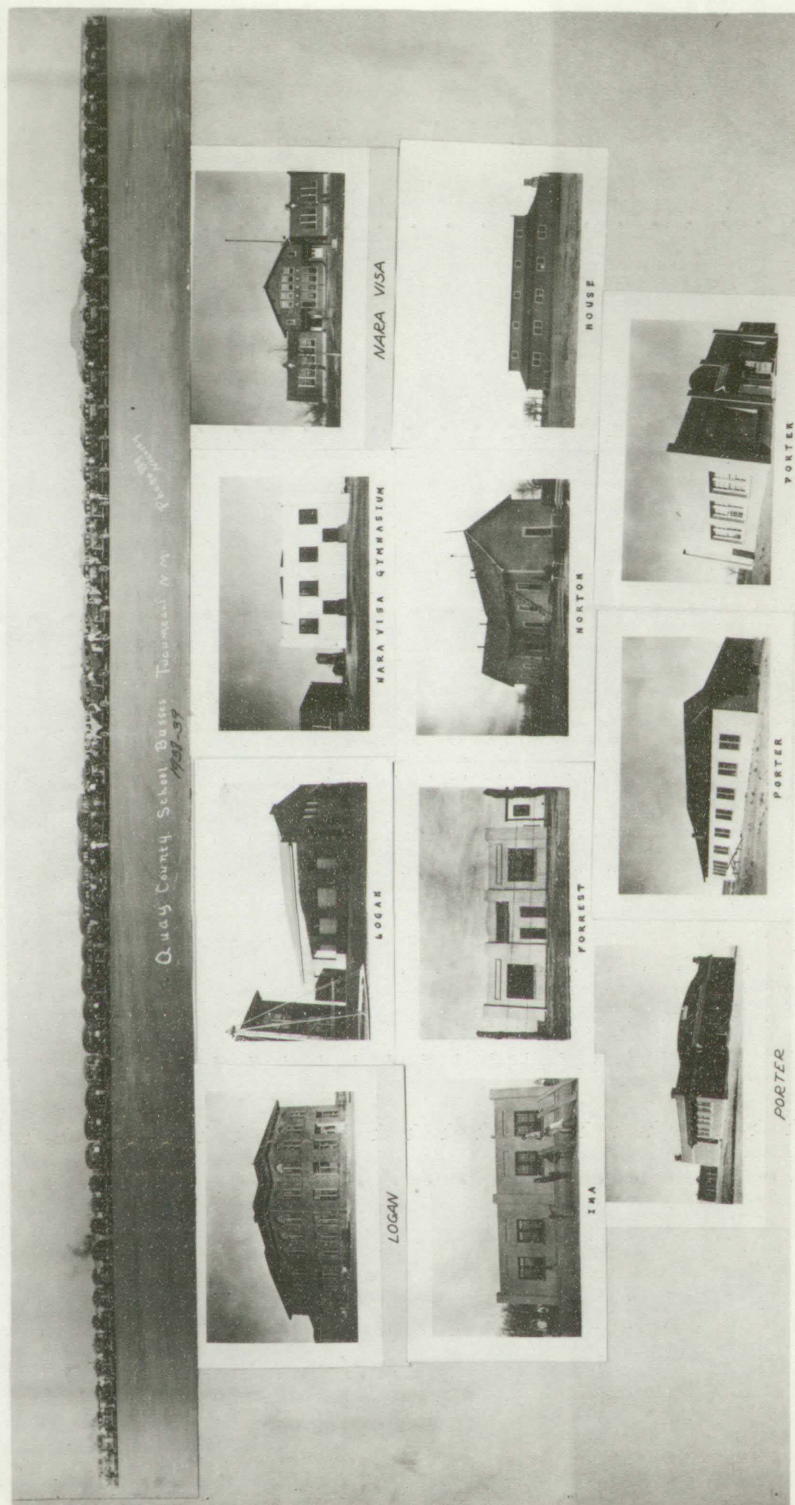
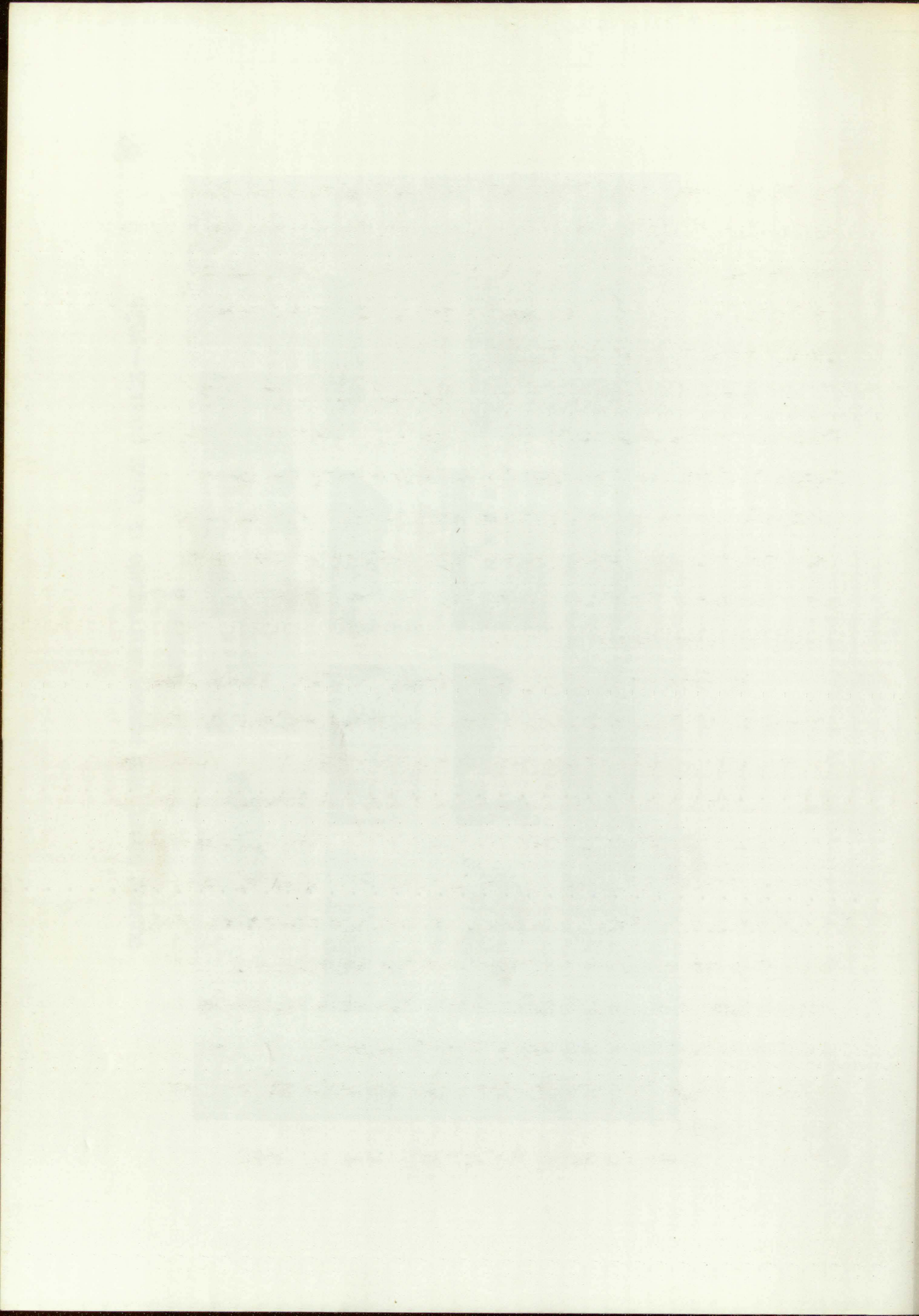


FIGURE 7

SCHOOL BUSES AND SCHOOL BUILDINGS OF QUAY COUNTY--1939



teachers' homes real homes and not just places to exist. Porter had (1940) five teacherages and janitor's quarters on the school grounds.¹⁸ The value of these teacherages is estimated at \$2000. The entire value of teacherages in Quay County is estimated at \$8,350.

James A. Atkins, county superintendent of Quay County, in his report to the State Department of Education March 5, 1920, stated that there were ninety teachers employed, of which sixty-three were holding first-grade certificates and twenty-seven were holding second-grade certificates. No third-grade teachers were employed in the county at that time.

On January 2, 1923, Miss Isabel Eckles, State Superintendent of Public Instruction, and other members of the State Board of Education passed a resolution which abolished third-grade certificates and raised the requirements for the first and second-grade certificates. The first-grade certificate, formerly issued on graduation from high school, now required twenty-four term hours of college credit in addition thereto and nine months' teaching experience. The legislature that year repealed the law with reference to permits issued by the county superintendent. Another pronounced change in certification requirements in 1923 was a

¹⁸ Elmer Jackson, interview, June 1, 1940.

teachers' homes were not placed in the
Porter had (1940) five teachers and Janice's quarters on
the school grounds. The value of these quarters is
estimated at \$2000. The entire value of teachers' in Gray
County is estimated at \$2,500.

James A. Atkins, county superintendent of Gray
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certificates and twenty-seven were holding second-grade
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required twenty-four years of college credits in addi-
tion thereto and the teacher's experience. The
legislature that year passed the law which provided for
permits issued by the county superintendent. Another two-
nounced change in certification requirements in 1933 was a

law requiring teachers to obtain their certificates through the State Department of Education. Prior to that time incorporated towns had issued their own certificates.

This change in teacher requirements brought to an end the annual meeting of the Quay County Teachers' Institute. The institute was not held after that year for the reason that the raise in the standard of examinations for teachers' certificates was taking most of the teachers to some of the summer schools. Most of the teachers of Quay County attended teachers' classes at Las Vegas.¹⁹

After the certification revision of 1923, few changes were made for a period of eight years. During that time the standards for accrediting high schools were gradually being raised and more attention was being given to the qualification of high school teachers. Mrs. Hauser, the county superintendent, required all high school teachers to hold degrees in order that the larger schools might be accredited by the State Department of Education.

In June, 1930, the State Board of Education passed a resolution which abolished the issuance of certificates on examination and raised the requirements of a first-grade certificate from twenty-four to forty-five term hours of college credit in addition to high school graduation, and to

¹⁹ Tucumcari American, May 10, 1924.

law requiring teachers to obtain their certificates through the State Department of Education. Prior to that time incorporated towns had issued their own certificates. This change in teacher requirements brought to an end the annual meeting of the Quay County Teachers' Institute. The institute was not held after that year for the reason that the raise in the standard of examinations for teachers' certificates was taking most of the teachers to some of the summer schools. Most of the teachers of Quay County attended teachers' classes at Las Vegas. 19

After the certification revision of 1923, few changes were made for a period of eight years. During that time the standards for accrediting high schools were gradually being raised and more attention was being given to the qualification of high school teachers. Mrs. Hansen, the county superintendent, required all high school teachers to hold degrees in order that the larger schools might be accredited by the State Department of Education.

In June, 1930, the State Board of Education passed a resolution which abolished the issuance of certificates on examination and raised the requirements of a first-grade certificate from twenty-four to forty-five hour hours of college credit in addition to high school graduation, and to

nine term hours of college credit, one-half of which had to be in education, for a second-grade certificate.

The State Board of Education ruled that after September 1, 1938, the state requirement of six semester or nine term hours must be earned in residence. They also ruled that all first-grade certificates were to be abolished after September 1, 1941. No three-year high school certificates were to be renewed after September 1, 1941.

These changes in certification meant that teachers with less than two years of college work could not be employed in the state. They also required a teacher to have done four years of college work in order to teach in the high schools of New Mexico.

As consolidation of schools continued, the problem of school transportation increased. According to the laws of New Mexico:

No school shall be maintained, or budget allowance be made in any school district of this state unless there are at least eight pupils of school age whom it is necessary to transport and no budget allowance shall be made for the transportation of pupils residing within three miles of the school building.²⁰

Before consolidation a person could cast his eyes in the direction of the school house on any school day and he would see a flock of burros, for the burro was the favorite

²⁰ New Mexico School Code, 1938, Section 181, p. 71.

nine term hours of college credit, one-half of which had to be in education, for a second-grade certificate.

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mode of transportation with the children living from three to five miles from school.

The consolidation of schools often meant that children would have to be transported from ten to twenty miles a trip. School transportation during the period following consolidation brought much dissatisfaction in a great many districts, as evidenced by the Minutes of the County Board of Education:

Mr. Pearl Fisher, district 30, appeared before the County Board of Education with a complaint that his children were not being properly taken care of by the transportation route driver, Mr. Waldo Gilbert. Mr. Gilbert and Mr. Brown of district 30 also appeared before the Board explaining the conditions governing the route. After having examined all parties and received all information possible in regard to the route, the County Board recommended that these parties co-operate to the extent that the road may be changed that all the children can be accommodated.²¹

Usually the bus contract was issued to the lowest bidder contracting to render the service. The person getting the bid built whatever type of body he wished to use upon his route.

By 1931, the County Board of Education began to require bus drivers to conform to certain county regulations in addition to those required by the state, such as:²²

²¹ Minutes of the Quay County Board of Education, April 1, 1929.

²² Loc. cit.

mode of transportation with the children living from five to five miles from school.

The consolidation of schools means that children would have to be transported from ten to twenty miles a trip. School transportation during the winter following consolidation brought much dissatisfaction in a large number of districts, as evidenced by the minutes of the County Board of Education.

Mr. Pearl Fisher, District 30, appeared before the County Board of Education with a complaint that his children were not being properly taken care of by the transportation route driver, Mr. Walter Gilbert. Mr. Gilbert and Mr. Fisher of District 30 also appeared before the Board explaining the conditions prevailing on the route. After hearing charges and defenses and receiving all testimony possible in regard to the route, the County Board recommended that these parties co-operate to the extent that the route may be changed so that all the children can be safely transported.

Usually the bus contract was issued to the lowest bidder contracting to deliver the service. The board feeling the bid might whatever type of body he wished to use upon his route.

By 1931, the County Board of Education began to require bus drivers to conform to certain county regulations in addition to those required by the state, such as:

21 Minutes of the Gray County Board of Education, April 1, 1939.

22 Sec. 411.

Trucks are not to be more than one year old.

Bodies are to be substantially and comfortably constructed.

No driver will be permitted to drive a transportation route younger than eighteen years of age.

Any additional mileage added to original route will be paid for on the basis of original bid.

All trucks must stop at railroad crossings.

Transportation drivers will be paid by the day rather than the months, and all days missed will be docked.

All trucks transporting school children must be in Tucumcari on Saturday prior to the beginning school and be examined by the board.

When drivers are late without any reason they are docked.

The County Board of Education discussed at length, several times, the proposition of instituting a change in the transportation for the rural schools of the county. They encouraged the proposal that manufactured bus bodies be used where it would be practical and where the expenditure for transportation would permit. It was suggested that many districts might be able to budget for buses to be controlled by the local board of the districts, and that when the route was contracted the contractor furnish the chassis only. It was also suggested that the contractor might buy the bus bodies instead of the local board, provided that the route be contracted for more than one year. They suggested this for the simple reason that it was found that many of the buses operating and transporting pupils were very uncomfortable, unsanitary, and unsubstantial. It was believed that the handling and safety of the children would be less affected

Trucks are not to be more than one year old. Bodies are to be substantially and comfortably constructed. No driver will be permitted to drive a transportation route younger than sixteen years of age. Any additional mileage added to original route will be paid for on the basis of original bid. All trucks must stop at railroad crossings. Transportation drivers will be paid by the day rather than the month, and all days missed will be booked. All trucks transporting school children must be in town on Saturday prior to the beginning of school and be examined by the board. When drivers are late without any reason they are booked.

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with an all-steel manufactured bus body.

It was not until 1937 that much progress was made in regulation of pupil transportation in Quay County. This may be noted by comparing the buses shown in Figures 3 and 7, pages 34 and 96. During this year the legislature created a department of transportation under the direct supervision of the State Board of Education. The purpose of this department was to investigate, supervise, and control the transportation of pupils throughout the state in the interest of economy, efficiency, and safety. The Director of Transportation was appointed by the State Board of Education with instructions to establish standards in transportation, to reestablish bus routes where necessary, and to set up requirements for drivers and specifications for school buses.

During the school term of 1937-38 a survey was made of all transportation routes and types and conditions of buses being used for the transportation of pupils. Following this survey there was set up certain requirements and specifications which called for the best type of driver obtainable, steel equipment to replace unsatisfactory types of buses, and for a uniform bus driver's contract. In Quay County a reorganization of transportation was made with the thought in mind of eliminating illegal routes, combining routes where it was practical, and re-routing other routes

with an all-steel manufactured bus body.
It was not until 1937 that such a vehicle was first
regulation of pupil transportation in any country.
may be noted by examining the data in the
pages 34 and 35. During this time the Federal Department
Department of Transportation under the direct supervision of
the State Board of Education. The purpose of this depart-
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During the school year of 1937-38 a survey was made
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specifications which called for the use of certain
obtainable, steel equipment to replace wooden bodies. The
of buses, and for a uniform bus driver's certificate. In
County a reorganization of transportation was made after the
thought in mind of eliminating illegal routes, reducing
routes where it was practical, and re-educating the trans-

where it meant more safety and comfort to the pupils transported.

Transportation has been increasing so rapidly in this county in the past few years that it is now a major problem in education; however, the increased cost in transportation has been more than off-set by better educational advantages that have been offered through larger consolidated units. Today practically every boy and girl in the county is given not only the advantages of a good grade school education but high school advantages as well.

Quay County spent on transportation in 1937-38 \$56,817.84. Only Roosevelt, Lea, and Union Counties spent more.

where it meant more safety and comfort to the pupils

transported.

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Gray County spent on transportation in 1937-38 \$56,817.84. Only Roosevelt, Lee, and Union Counties spent

more.

CHAPTER V

SUMMARY AND RECOMMENDATIONS

I. SUMMARY

Quay County is located in the east central portion of New Mexico, just on the edge of the Great Plains and at the foothills of the Rocky Mountains. It occupies 2,905 square miles of territory between the 103rd and 105th degrees of west longitude and 34th and 36th degrees of north latitude. The topography is diversified, consisting mostly of plains country, although there are some mountains, isolated peaks, and bluffs. The climate is subhumid, the average annual rainfall being about 17.39 inches.

A number of factors hindered permanent settlement in the early days, chief of which were the Indians and the buffalo. By 1875, however, the Indians had been put on reservations and the buffalo were driven off, leaving the country open for ranching and settlement.

The occupation but not the actual settlement began about 1880 when the cattle began coming into the country. From 1880 to 1900 the ranchers controlled most of Quay County. Ranching was a paying industry but with the decline of free grass and lowered prices the large ranches disappeared and by 1901 the country began to be filled with farmers and small

ranchers. The early settlers located near water holes and along the railroads.

After the El Paso and Southwestern and the Rock Island, Chicago and Pacific Railroads built across Quay County, settlement progressed rapidly. Seven years after the county was created in 1903, there were 14,912 people living within its boundaries.

The public educational system of Quay County was started in 1903 by Milnor Rudolph, the first county school superintendent of Quay County. When he came into office there were only 320 pupils of school age in the county and only a few subscription schools had been taught in the county. In 1903 he created Tucumcari, Revuelto, Endee, Puerto, Quay, and Montoya school districts in Quay County. As the adjoining communities began to be settled, schools became a necessity and new districts were organized as demanded. During his six years as county superintendent eighty new additional school districts were created and schools maintained in most of them.

In regard to education, the laws of New Mexico were such that responsibility for schools rested almost wholly with the local communities. Almost every district owned its own school building, built by private funds and valued from \$150 to \$750. In many cases the communities paid the teachers' salaries. The average salary was about thirty-five dollars a

ranchers. The early settlers located near water holes and along the railroads.

After the El Paso and North American railroads came the Chicago and Pacific Railroad built across Grant County. Settlement progressed rapidly. Before long the county was created in 1903. There were in 1912 people living within its boundaries.

The public educational system of Grant County was started in 1903 by William Robinson, the first county superintendent of Grant County. When he came into office there were only 350 pupils of school age in the county and only a few subscription schools had been started in the county. In 1903 he created four districts, including Grant, Montezuma and Montezuma school districts in Grant County. In the following communities began to be settled, schools became a necessity and new districts were organized as needed. During his six years as county superintendent Robinson organized school districts were created and schools established in most of them.

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month and the terms varied from one to nine months.

By 1910 Quay County had sixty-four rural school buildings and several under construction. In respect to the number of teachers employed, Quay County stood second in the territory with fifty-one teachers.

The chief means of support for common schools came from the following sources: A general two-mill territorial tax, saloon and gambling licenses, fines for certain crimes and misdemeanors, poll tax of one dollar collected from each able-bodied male over twenty-one years of age, and the proceeds of leasing school lands. Any district by affirmative vote of the people could levy a special tax of not to exceed ten mills. The district could also issue bonds for the erection of buildings.

The chief need was for more money to lengthen the term. The patrons did all they could for the cause by voting the limit of tax and by extending the term by private funds, raised by donation and entertainments.

Certain changes were made when the state constitution was adopted in 1912. The New Mexico Constitution definitely encouraged and commanded the legislature to provide a democratic school system for all children of school age in the state for at least five months in the year. A Reserve Fund was created to aid those districts which were unable to hold a five-months term with the proceeds of the local levy. As

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it was impossible to hold a five-months school in districts where there were no school houses, in 1913 this fund was used also to aid in building school houses.

The population of the county had increased very rapidly between 1906 and 1912. After this period there was a constant decline in population. Some four thousand people left the county during this period. This allowed educational leaders a chance to place the educational system on a sounder basis. Important changes were made in such matters as: securing better qualified teachers, improving the curriculum, improving of teachers' salaries, improving of school equipment, and enforcing of school laws. School house building, for the most part, consisted of additions to the present plants.

The period from 1920-1940 was one in which the present educational system was built. At the beginning of this period Quay County was composed of over a hundred school districts with one room each, three with two rooms, and one with five rooms.

The well organized rural high school was a thing beyond the reach of most of the country children. The only hope for adequate high school opportunities for the country children of Quay County lay in the reorganization of the existing system of rural schools. There were many ambitious country children who could not go to a town high school. If

it was impossible to find a first-class school in the area where there were no school houses. In 1913, however, a school was used also to risk in building school houses.

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they were to receive high school education it had to be brought to them. The only practicable instrumentality by which this could be done was the consolidated rural high school.

The County Board of Education was composed of men who were far-sighted and knew the future of the children of the county depended upon their ability to secure a high school education. But the path of the county superintendent and County Board was not strewn with roses. They met with violent opposition from some quarters. The principal hindrances were: (1) vested interest of land owners, (2) inadequacy of laws providing for consolidation, (3) the backward districts, (4) unwillingness of the parents to send children to school far from home and away from parental oversight, (5) danger to health and morals, and (6) difficulty of securing proper conveyance on reasonable terms.

The consolidation of districts had its inception during the administration of J. A. Atkins and the first attempts at consolidation in Quay County were conducted on a trial basis. When Mrs. Hauser was installed as the official educational leader in 1921, the work went on at an amazingly rapid rate. Nara Visa, San Jon, McAlister, Porter, Wheatland, and House were unified from surrounding one-room districts, and bonds were voted and the present buildings erected and

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The consolidation of districts had its inception during the administration of J. A. Atkins and the first attempts at consolidation in Gray County were conducted on a trial basis. When Mrs. Harner was installed as the official educational leader in 1921, the work went on as an amazingly rapid rate. Mrs. Vias, Sam Jon, McAllister, Foster, Westland, and House were unified from surrounding one-room districts and bonds were voted and the present buildings erected and

dedicated. T. I. Runyan had the honor of promoting the consolidation of the Forrest District and the erection of the school building and gymnasium. Rufus Brazil consolidated the Ima and Quay districts.

That consolidation was a success is evidenced from the fact that in 1916 there were seventy-five schools in the county and by 1930 this number through consolidation had been reduced to eighteen, with thirteen of them offering some secondary education. In 1940 Quay County had only fourteen schools, of which only two were one-room schools. Nine of these were accredited high schools.

Endee, Logan, Porter, San Jon, House, McAlister, Wheatland, Nara Visa, and Forrest have erected gymnasiums, which are also used for community meetings.

The schools of Quay County have been constantly building since consolidation. The schools, outside of Tucumcari, have buildings and equipment valued at \$462,423.

Standardized buses with capable drivers transport children to and from the schools. Under the supervision of the Quay County Board of Education there are at present (1940) eighty-nine teachers, sixty-eight truck drivers, and twelve janitors serving thirteen schools.

dedicated. J. L. Runyan has the honor of presenting
consolidation of the Forest District and the
the school building and equipment. The school building
dated the Lee and Gay Districts.
That consolidation was a success in that
the fact that in 1916 there were only 12 schools in
county and by 1930 this number had been reduced to
been reduced to eight, with a school building
some secondary character. In 1930 the
teen schools, of which only two were
of these were accredited high schools.
Indes, Logan, Foster, Lee, Gay, and
land, Kate Vian, and Forest have
are also used for community meetings.
The schools of Gay County have been
building since consolidation. The schools, however, of 1916
ent, have buildings and equipment which are
Standardized buses with capacity for twenty
children to and from the schools. These buses are
the Gay County Board of Education there are 12 buses
eighty-nine teachers, sixty-eight pupils, and
tenters serving fifteen schools.

II. RECOMMENDATIONS

One of the outstanding contributions to modern educational research is the fact that within reasonable limits the per capita cost of secondary education bears an inverse relation to the size of the school--the larger the school the smaller the per capita cost. This is true in spite of the fact that larger schools offer the pupils much more in the way of instruction, under better trained and more experienced teachers, better equipment in every department, a better health program, and a richer extra-curricular life. To offer in small schools a program even roughly the same as is available in the larger schools would make the per capita cost greater in the aggregate than society would sanction.

One would expect, therefore, to see a pronounced movement toward elimination of small, inefficient schools and the establishment of strong central high schools. Parents in each community want their children to have a high school education but they want that education to be given in that community. They want their daughters to have the advantages of a good home economics department, their sons to profit by work in industrial arts or vocational agriculture. They want them to take foreign language and receive instruction in speech work and music. The schools of Quay County are too

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small and inadequately equipped to meet the demands of the student effectively in his home community and the parents must reconcile themselves to a program of consolidation.

Quay County schools through consolidation have made much progress in meeting these demands. With the population of the rural districts decreasing, and with the improvement of roads and transportation vehicles, Quay County should begin preparation for further consolidation.

On the map of Quay County, Figure 8, the present district boundaries are shown by red line. There are thirty-eight school districts remaining in Quay County, with school being taught in only fifteen of them. These schools are listed below with the enrollment of each.

TABLE IV
ENROLLMENT ACCORDING TO SCHOOLS IN QUAY COUNTY
1939-1940

Name of school	Enrollment	Name of school	Enrollment
Tucumcari	1325	Nara Visa	150
Endee	94	San Jon	225
Quay	60	Obar	12
Montoya	23	Forrest	151
House	294	McAlister	145
Wheatland	81	Ima	44
Norton	66	Porter	189
Logan	246		

With these and other considerations in mind, a study has been made in order to discover the reasonable arrangement for school districts. The green lines on Figure 8 indicate

small and inadequate, and the student effort is not sufficient to meet the needs of the community. The school must be reorganized to meet the needs of the community.

On the basis of the above, the school district is hereby organized into four districts, each of which shall be under the supervision of a principal. The districts are hereby organized as follows:

TABLE IV

REORGANIZATION OF THE SCHOOL DISTRICT

Name of school		Principal	
Trumbull	100	Mr. [Name]	100
Enders	100	Mr. [Name]	100
Gray	100	Mr. [Name]	100
Montjoy	100	Mr. [Name]	100
Horne	100	Mr. [Name]	100
Whitland	100	Mr. [Name]	100
Norton	100	Mr. [Name]	100
Lozen	100	Mr. [Name]	100

With these four districts, the school district is hereby organized into four districts, each of which shall be under the supervision of a principal. The districts are hereby organized as follows:

Legend

- Figures - represent present school districts.
- ~~~~~ - Canadian River
- ||||| - Cap Rock
- - Red line present districts
- - Green proposed districts
- ⊗ - Proposed location of district building

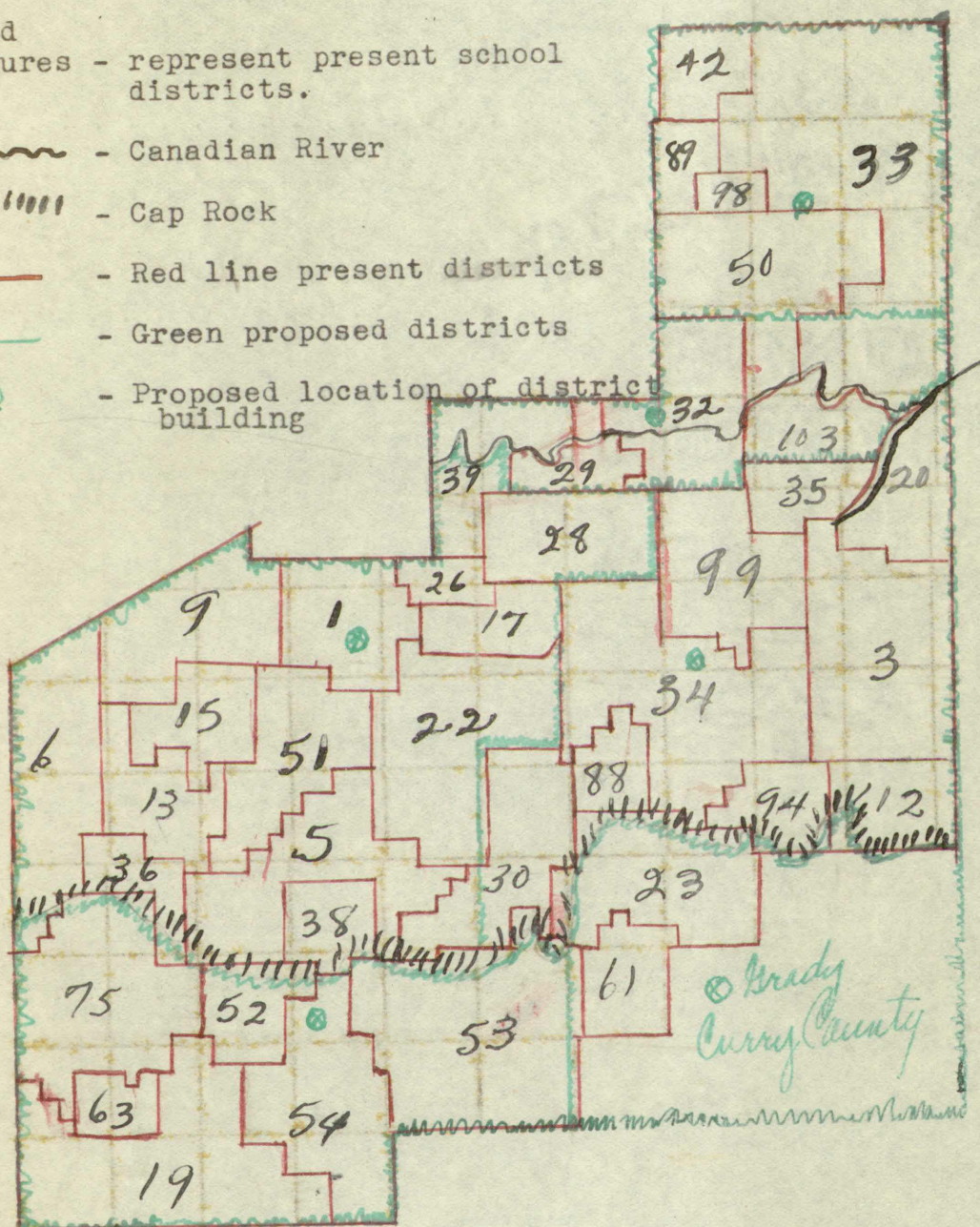


FIGURE 8

PRESENT SCHOOL DISTRICTS AND SUGGESTED DISTRICTS FOR
FUTURE CONSOLIDATION

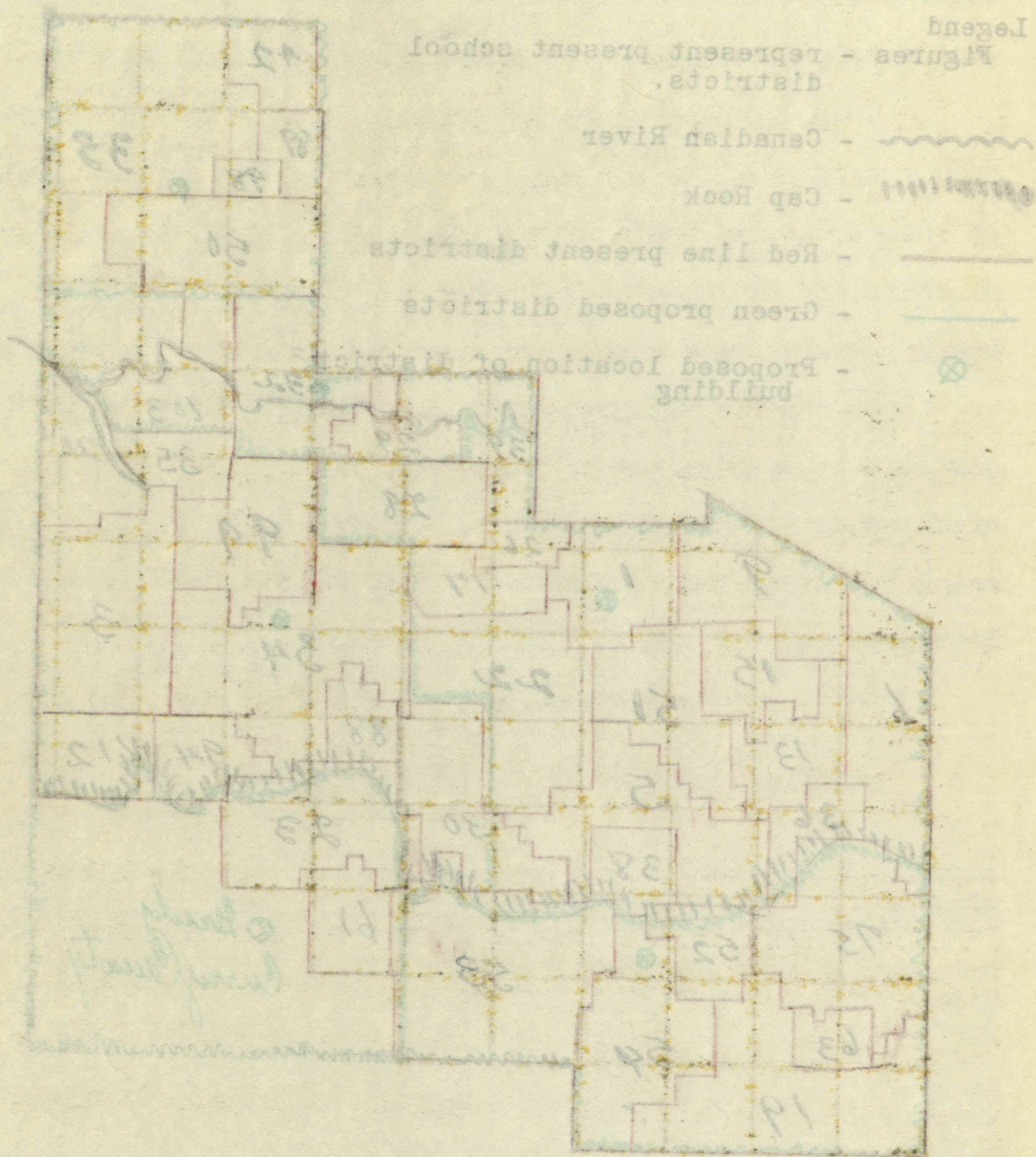


FIGURE 8
PRESENT SCHOOL DISTRICTS AND SUGGESTED DISTRICTS FOR
FUTURE CONSOLIDATION

the suggested school districts under a program of further consolidation.

Wheatland lies eight miles north and west from Grady. If these two schools could be united, a much better school would result than is possible in either alone. District 61 is already consolidated with Grady. As indicated on the map, Wheatland is not a part of this consolidation. It is suggested that the Wheatland district, with District 61, unite with Grady for school purposes. Both Grady and Wheatland have erected modern school buildings during the past five years, but if this consolidation could be made the saving in the operation would soon more than offset the cost of a new building.

Another very profitable consolidation could be made by the consolidation of Endee, Porter, and part of Norton with San Jon. Endee is located ten miles east of San Jon, with good roads leading to San Jon. Porter is six miles north of San Jon, with good roads leading to San Jon. The consolidation of Norton with San Jon would necessitate construction of better roads in this district. The people living in some of these districts will naturally oppose consolidation because of the vested interest of land owners.

This consolidation would bring together approximately six hundred children and a combined assessed valuation of \$850,000. This amount of valuation would produce sufficient

the suggested method of...
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This...
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\$650,000...

revenue with state appropriations to finance a sound educational program. The majority of the school buildings in these districts are about twenty years of age, and some of them are in need of repair. Before much additional money is spent for repairs and new buildings, this matter of consolidation should be given careful consideration.

Obar and Nara Visa. This consolidation would make no noticeable difference in enrollment, but the consolidation of these two districts, and districts 42, 89, and 98, the latter of which maintains no schools, would bring together an assessed valuation of \$609,249. This would make it possible to offer a much better educational program.

Logan. Not much change can be made in the Logan district because of the Canadian River running through the district. The most pressing need in this district is more assessed valuation. When better roads are constructed in the district there might be a possibility of consolidating all of the territory north of the Canadian River into one large school district.

House, Forrest, McAlister, Ima. It would be possible to consolidate the present Forrest, McAlister, Ima, and House schools into one large district. This country is all of the plains type, with good roads leading in all directions. The consolidation could be planned so that no child would be transported more than twenty miles. The school house should

revenue with state expenditures to finance a sound educational program. The majority of the school buildings in these districts are about twenty years of age, and some of them are in need of repair. Before much additional money is spent for repairs and new buildings, the matter of consolidation should be given careful consideration.

Over and here Vice. This consolidation would make no noticeable difference in enrollment, but the consolidation of these two districts, and districts 43, 39, and 38, the latter of which maintains no schools, would bring together an assessed valuation of \$609,247. This would make it possible to offer a much better educational program.

Logan. Not much change can be made in the Logan district because of the Canadian River running through the district. The most pressing need in this district is more assessed valuation. When better roads are constructed in the district there might be a possibility of consolidating all of the territory north of the Canadian River into one large school district.

House, Forest, McAllister, Inn. It would be possible to consolidate the present Forest, McAllister, Inn, and House schools into one large district. This country is all of the plains type, with good roads leading in all directions. The consolidation could be planned so that no child would be transported more than twenty miles. The school house would

be placed in the center of the district. By bringing in school districts 63 and 52, which maintain no schools, the new district would have an assessed valuation of approximately \$1,250,000 and an enrollment of approximately 650 children.

Tucumcari. With the improvement of roads all of the children in districts 5, 6, 9, 13, 15, 17, 22, 26, 28, 36, 38, 39, and 51 could be transported to Tucumcari in District 1. All districts except 5 and 6 are already attending the Tucumcari schools.

Since a large percentage of the children of Quay County must be transported to school, the investigator does not believe it advisable to consolidate the above districts to form Union High Schools.

Libraries. Increased emphasis upon independent study and individual work necessitates an outstanding development in libraries and library facilities. Only a small minority of the Quay County schools are provided with adequate libraries and librarians. Much larger collections of carefully selected books, added facilities and training in their daily use, and many more library units in the school are sure to be needed in the next few years. The day of reliance upon a single textbook is past. The recognition of the library as the vital part of the school is at hand.

be placed in the center of the district by building an
 school districts 63 and 55, which contain no schools, the
 new district would have an assessed valuation of approximately
 \$1,250,000 and an enrollment of approximately 650
 children.

Township. With the improvement of roads all of the
 children in districts 5, 6, 9, 13, 15, 17, 22, 24, 26, 30,
 38, 39, and 51 could be transported to Township in
 District 1. All districts except 2 and 4 are already
 attending the Township schools.

Since a large percentage of the children of Gay
 County must be transported to school, the investigation does
 not believe it advisable to combine with the above districts
 to form Union High Schools.

Libraries. Increased emphasis is being placed on
 study and individual work necessitates a considerable invest-
 ment in libraries and library facilities. The majority
 of the Gay County schools are provided with adequate
 libraries and librarians. Much larger collections of books
 fully selected books, added facilities and training in their
 daily use, and many more library units in the school system
 to be needed in the next few years. The day of reliance upon
 a single textbook is past. The recognition of the library as
 the vital part of the school is growing.

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1909	1909
1910	1910

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F. INTERVIEWS

Batson, Clarence, a resident of Quay County since 1900.
 Brown, Creighton, a student in the early schools of Quay County and present coach at House.
 Caton, W. Barnie, an early pupil and teacher in the Quay County schools.
 Curtis, Joe, a resident of Quay County since 1907.
 Darr, R. L., a resident of Quay County in 1910.
 Dunlap, Ben, a resident of Quay County since 1907.
 Gragg, O. O., a resident of the Nara Visa community since 1906 and at present in the grocery business there.
 Greaser, O. S., a resident of the Obar community from 1906 to 1935 and at present operating a cafe and hotel in Tucumcari.

Hodges, Silas, a student in the old Puerto school in 1903.

Horne, Tom, an early merchant of San Jon and resident of Quay County since 1907.

Jackson, Elmer, a resident of the Porter community since 1906.

Massengill, Mrs. W. T., an early teacher and resident of the Quay Valley schools.

McDonald, G. E., a resident of the Forrest community since 1907.

McFarland, Simm, a resident of Quay County since 1895 and at present connected with the McFarland Brothers Bank at Logan.

Montgomery, W. C., a resident of the Jordan Community since 1906.

Moon, C. E., a resident of Quay County since 1906.

Noffsker, W. A., a resident of Quay County since 1907.

Parker, N., an early student of Quay County schools, for the past twenty-five years engaged in teaching in the schools of the county, and at present superintendent of House schools.

Rhodes, L. H., a resident of Quay County in 1924 and again in 1937; present superintendent of schools at Tucumcari.

Richardson, G. W., a resident of the Montoya community since 1906 and at present in the grocery business.

Ridley, Tom, a resident of Quay County, since 1901, one of the first pupils in the Tucumcari schools, and at present in the grocery business.

Smith, C. J., an early pupil of Quay County and a teacher the past eighteen years.

Smith, Roy, Resident of Quay County since 1908, former school teacher, former postmaster of Tucumcari, and at present secretary of the Chamber of Commerce.

Underwood, J. T., a resident of Quay County since 1906 and member of the first school board at Norton.

Vance, W. C., a resident of Quay County since 1906.

Yates, A. W., a resident of Quay County since 1899.

Hodges, Elias, a student of the University of Chicago since 1907.

Horne, Tom, an early merchant of the University of Chicago since 1907.

Jackson, Elmer, a resident of the University of Chicago since 1906.

Kassanoff, Mrs. E. T., an early teacher in the University of Chicago since 1906.

McDonald, G. E., a resident of the University of Chicago since 1907.

McFarland, Elmer, a resident of the University of Chicago since 1907.

Montgomery, W. C., a resident of the University of Chicago since 1908.

Moore, C. E., a resident of the University of Chicago since 1907.

Hoffman, W. A., a resident of the University of Chicago since 1907.

Parker, E., an early student of the University of Chicago since 1907.

Rhodes, E. H., a resident of the University of Chicago since 1907.

Richardson, G. W., a resident of the University of Chicago since 1906 and at present in the University of Chicago.

Ridley, Tom, a resident of the University of Chicago since 1907.

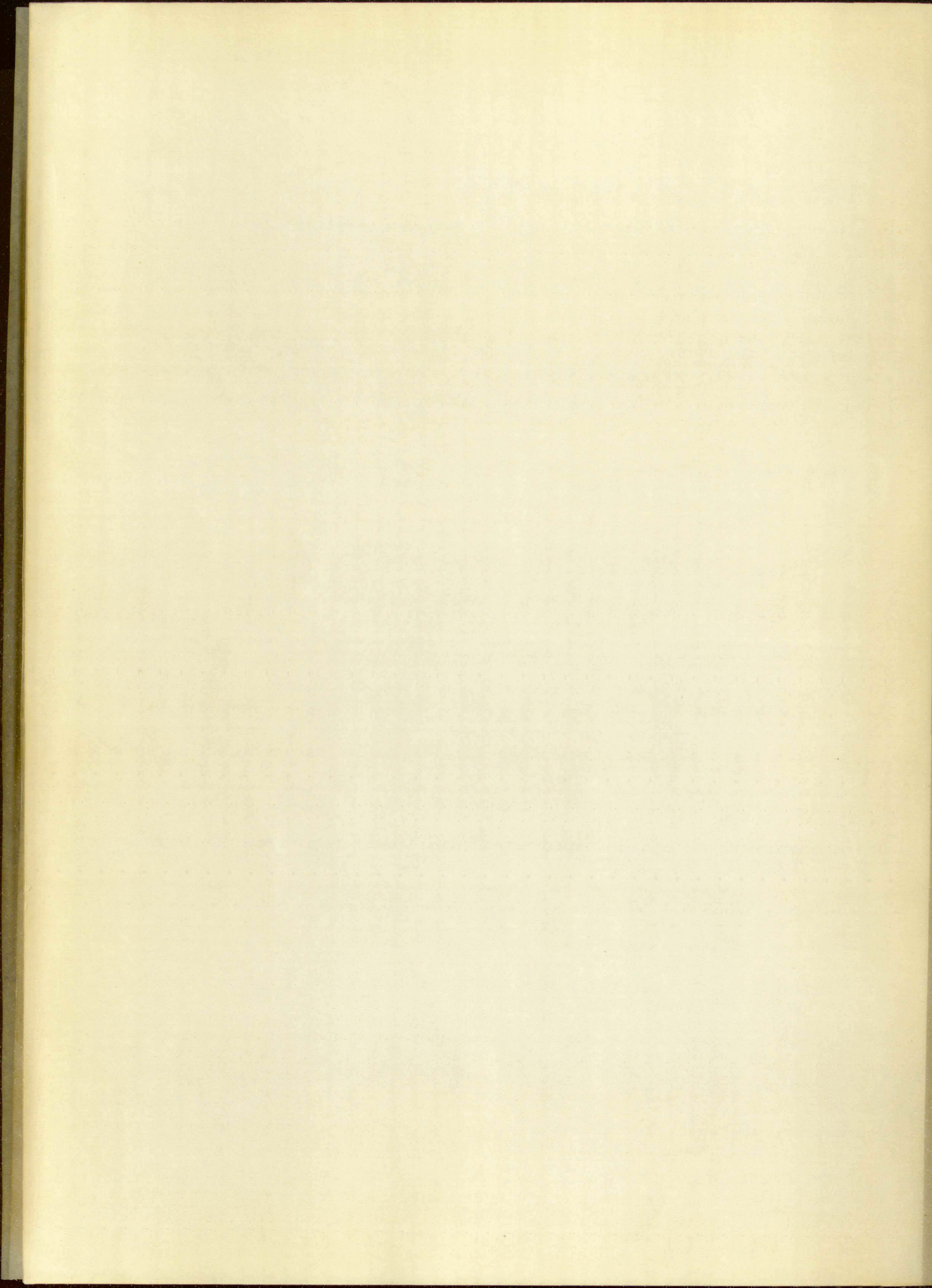
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