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A History of Education in San Juan County, New Mexico

Fred Mabry Renfro

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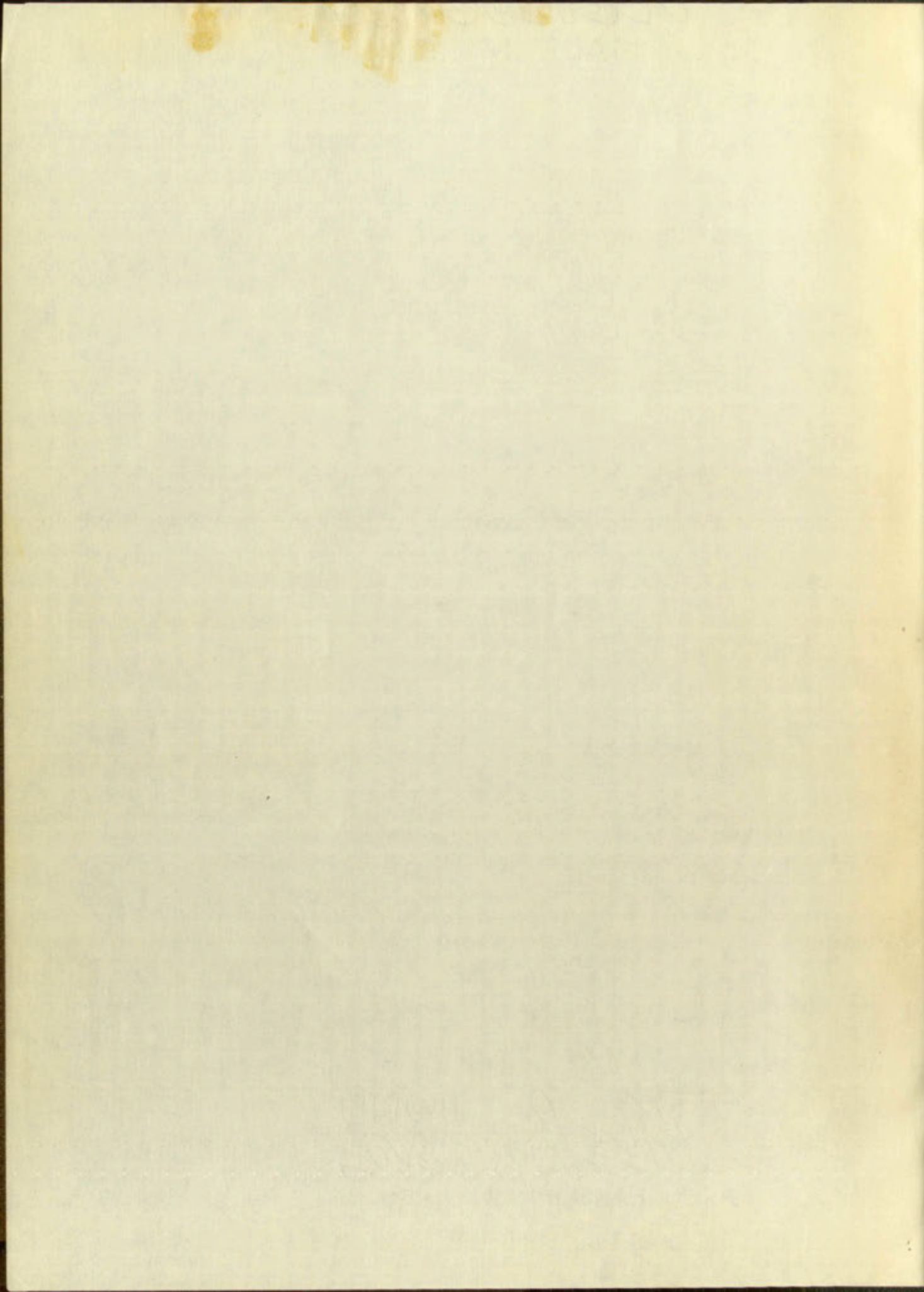


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A HISTORY OF EDUCATION IN
SAN JUAN COUNTY, NEW MEXICO



By

Fred Mabry Renfro

EFFICIENCY
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A Thesis

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

University of New Mexico

June 1950



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

MASTER OF ARTS

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4/11/50
DATE

A HISTORY OF EDUCATION IN
SAN JUAN COUNTY, NEW MEXICO

By

Fred Mabry Renfro

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requirements for the degree of

MASTERS OF ARTS

John Edgar

1971

A THESIS SUBMITTED TO THE
UNIVERSITY OF NEW SOUTH WALES

IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE DEGREE OF

MASTERS OF ARTS

John Edgar
1971

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1. The following is a list of the names of the persons who have been

admitted to the club since the last meeting.

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CHAPTER I

INTRODUCTION

The study of education covers many broad fields. Not the least among these fields is the history of education. As the rise and fall of a civilization is dependent to a large degree upon the extent of its history of education in a particular area, the student gains an insight into our history beyond the normal scope. He derives a better understanding of the people, their thoughts, their lives; he examines a restricted view in the story of our civilization.

I. THE PROBLEM

Statement of the problem. The object of this thesis is to present the story of education and its related activities from 1878 to 1949 in the public schools of San Juan County, New Mexico.

Importance of the problem. By studying past events connected with education and watching those events mould the present picture, the student appreciates more what he has inherited. He is able to criticise practices of today with a better understanding.

Education ranks among its critics most of the people in the United States. By studies such as the present one, this group becomes more familiar with the object of its criticism.

The history of education in New Mexico is incomplete.

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Compiling the histories of the counties is an invaluable aid to the historian for the state.

An available source of material is represented in the old people who were eye witnesses of the story of early education. It is important that the histories be written before this source becomes non-existent.

Delimitation of the problem. Private and parochial schools are mentioned but are not considered at any length, although schools connected with the Catholic, Methodist, and Presbyterian churches contributed to education in the county. The education of the Indians is touched only briefly regardless of the fact that over half the area of the county is Indian Reservation. In connection with the public schools mention is made of literary societies, teachers' organizations, the Parent-Teachers' Association, the consolidation movement, physical education, transportation, the hot lunch program, the Dixon case, music, extra-curricular activities, curriculums, certification, and qualification of educator, but the subjects are not treated exhaustively or critically.

II. SOURCES OF THE DATA

The data are taken from books of history of New Mexico, biennial reports of the state superintendents of public instruction, reports of the territorial superintendents of public instruction, reports of the territorial

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superintendents, files of newspapers in Aztec and Farmington, personal interviews, and unpublished papers.

A valuable source of material in the historical files of the educational department at Santa Fe proved to be a scrapbook that contained old miscellaneous material about the schools. The library of the University of New Mexico provided biennial reports of the state superintendent of instruction and Duke's thesis on the political history of the county.

III. METHOD OF PROCEDURE

The newspaper editors were generous in making their files available. From the early files all notations regarding the schools were listed. These notations were gathered under headings that approximate the titles to the chapters. The editors recommended subjects for possible interviews. The interviewees told of others.

IV. ORGANIZATION OF THE REMAINDER OF THE STUDY

By locating the county and describing its physical characteristics, an orientation is provided for the reader. A history of the county, accompanied by the social and economic picture, familiarizes him with the people and their means of livelihood. Chapter III deals with the beginning of education in La Plata, Aztec, and Farmington. Other

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schools in the early days of the county are pictured in Chapter IV, with an examination at the county level. In Chapter V activities associated with the early schools and the higher education movement are presented. The rise of the high schools is treated in Chapter VI, and the general picture is discussed to the present day. A summary and conclusions are contained in Chapter VII, followed by a bibliography.

CHAPTER II

THE COUNTY

I. PHYSICAL DESCRIPTION

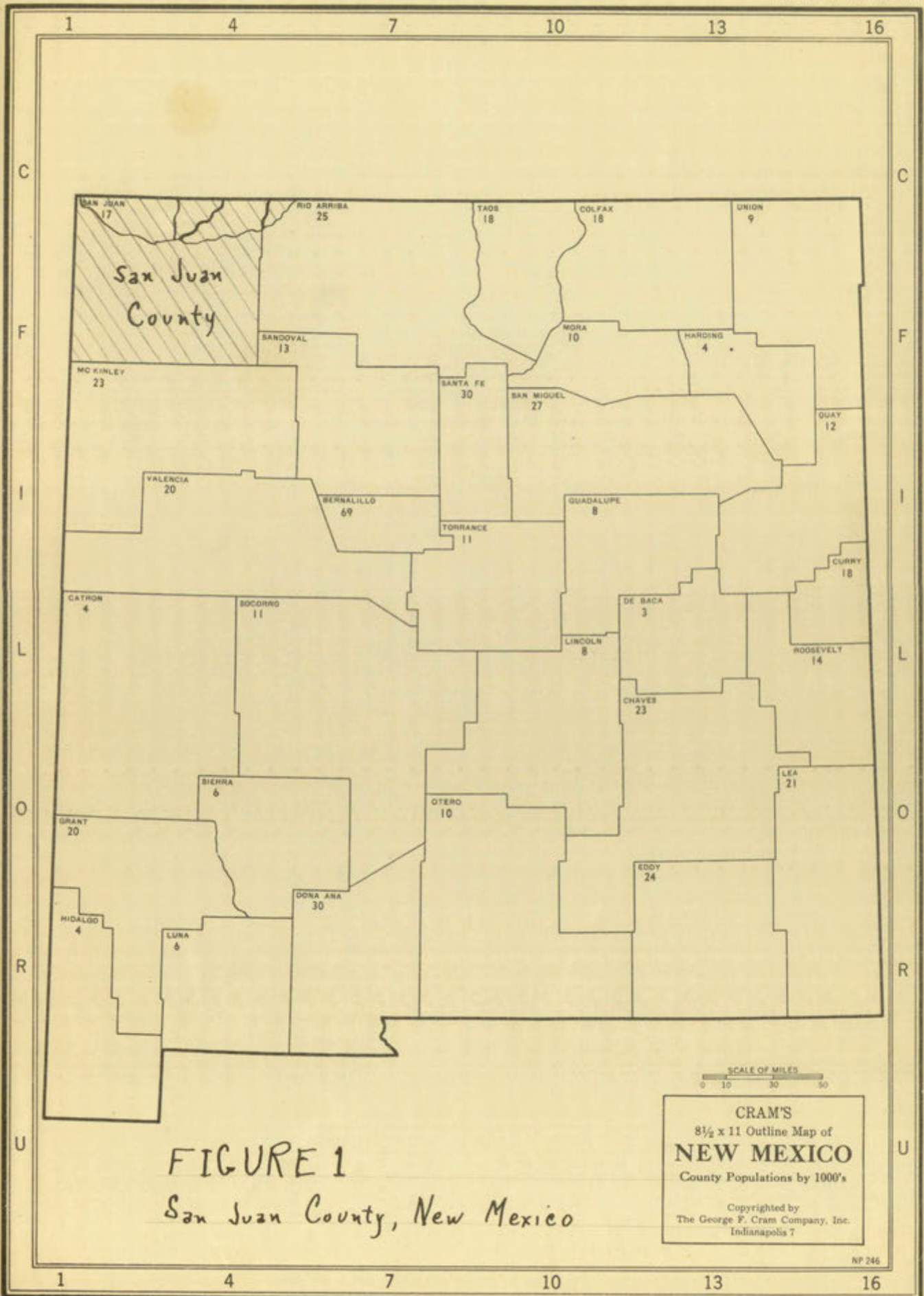
San Juan County occupies the north and west corner of New Mexico. Peculiarly, its northwest corner adjoins the states of Arizona, Utah, and Colorado. On the north, the county is bounded by Colorado; to the west by Arizona. Rio Arriba and Sandoval counties are to the east, and McKinley County is to the south.

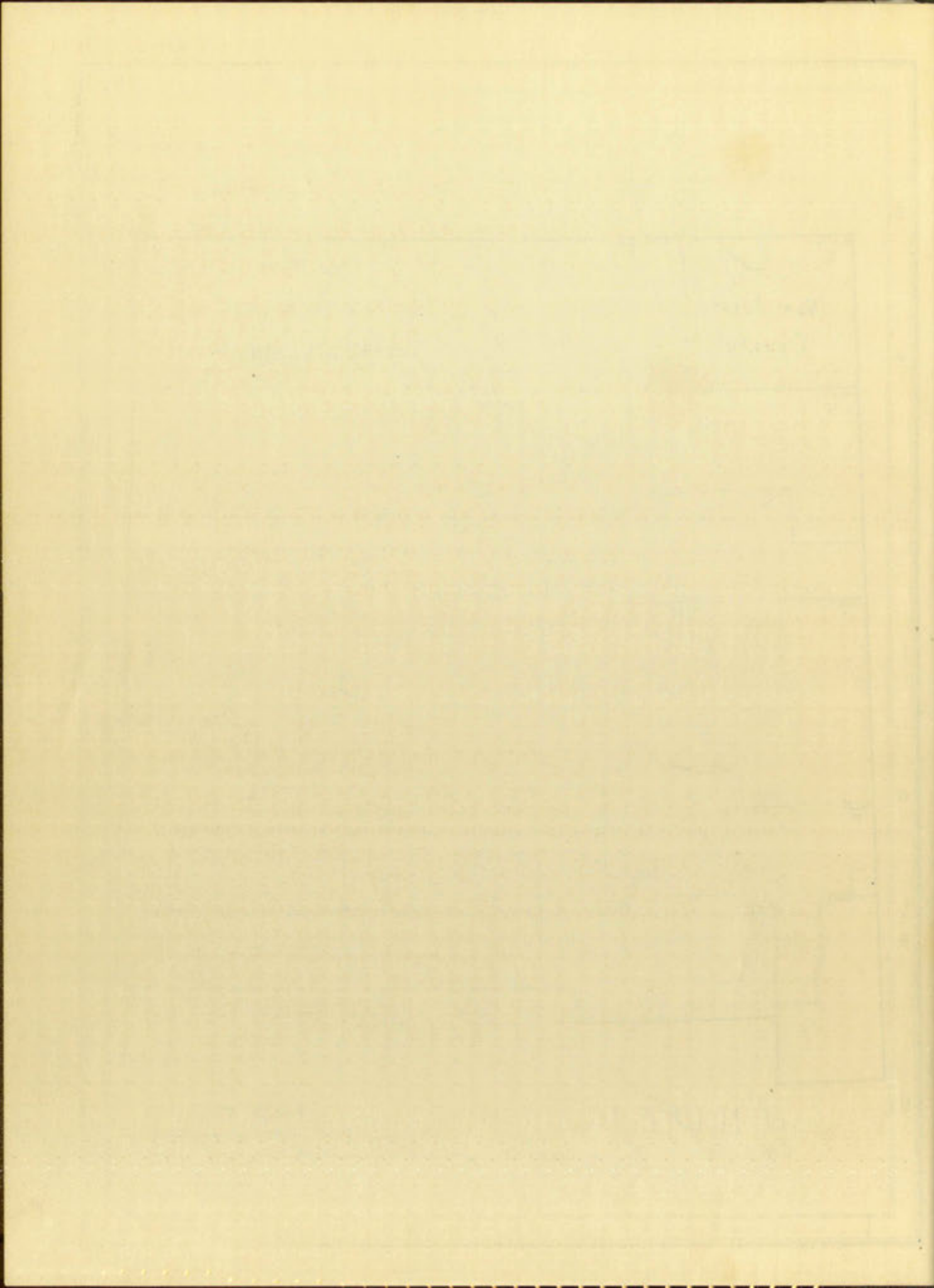
The San Juan River enters at the northeastern boundary, flows through the north-central portion, and leaves near the northwestern boundary. Its length in New Mexico is 124 miles. Tributaries which meet the river in New Mexico are the Pine, Animas, and La Plata. They rise in the high mountains of southern Colorado and flow generally south to their rendezvous. Because 54 per cent of the state's total flow of water is contained in these rivers,¹ this county is unique in New Mexico. Between the rivers the country consists of table lands which are largely uninhabited. South of the San Juan River the vast mesas are broken by long, broad arroyos. Largo Canyon is the longest and broadest. This land of much

¹

Ralph E. Twitchell, The Leading Facts of New Mexico History (Cedar Rapids: The Torch Press, 1912), IV, 187.

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water is separated from the rest of New Mexico by deserts. Consequently, intercourse with the rest of the state has been retarded. Ute and Navajo reservations contain over half the total acreage of the county.² The Navajos are the most numerous; their large reservation occupies the western portion. The Utes are in the north. One-twentieth of the state's area, or 5,942 square miles, are contained in the boundaries of San Juan County.

II. BRIEF HISTORY

The early colonizers settled along the rivers. G. Kootnz located in the area that became Aztec in 1871.³

Spanish American families from Tierra Amarilla, Santa Fe, and the San Luis Valley in Colorado first occupied the region of the upper San Juan. Here they established Manzonares Community, later called Alcatraz, in 1875-76. However, as early as 1817 Anglo-American settlers began to locate below the mouth of Largo Canyon on the San Juan River. In early 1877 settlements had also begun in the Animas Valley, and the following year several families occupied lands in the La Plata valley. By 1879 then, there were settlements in all three of the important areas,⁴ and the natural development of the region had begun.

The legislature of the territory created a San Juan County in 1861, but abolished it in 1862. The greater part

² George B. Anderson, History of New Mexico (Los Angeles: Pacific States Publishing Company, 1907), p. 524.

³ Ibid., p. 862.

⁴ Robert W. Duke, "Political History of San Juan County, New Mexico, 1876-1926," (unpublished Master's thesis, The University of New Mexico, Albuquerque, 1947), p. 15.

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became two Indian reservations: Jicarilla Apache to the east and Navajo to the west. The western portion of the Apache reservation was opened to settlement in 1876. The colonized area was a part of Taos County. In 1881 the legislature rearranged boundaries, and the San Juan area came into Rio Arriba. San Juan County, as bounded in this history, dates from the year 1887.

A county seat was not specified by the legislative act that created the county. Aztec assumed the situation temporarily. In 1890 an election for the purpose placed the permanent county government at Junction City across the river from Farmington. Aztec protested to the presiding judge of the district. Judge Seeds ordered that Aztec be the permanent seat. Junction City appealed to the Supreme Court of the Territory. Judge Seed's ruling was upheld and Aztec⁵ became the permanent county seat in 1892.

Indian uprisings occurred in 1879, 1881, and 1893. The Stocton Cattle War, similar to the famed Lincoln County War, lasted from 1880 to 1882. The cattlemen warred with the sheepmen in 1885 and 1886. In the following year a Spanish-American, Anglo-American melee nearly occurred when a gentleman from Largo was lynched at Bloomfield.⁶

In 1903 telephone lines invaded the county. The

⁵ For a full discussion of the fight for the county seat, see Duke, op. cit., Chapter III.

⁶ Ibid., Chapter II.

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telephone preceded the railroad by two years. The Denver and Rio Grande Western came down the Animas from Durango to terminate in Farmington. The territory became a state in 1912. The prosperous years of the twenties and the depression of the thirties did not reach the extremes in the county that were experienced by more urban counties.

II. SOCIAL AND ECONOMIC FEATURES

Today the people are distributed along the rivers. On the upper San Juan around Blanco the people are predominantly Spanish-American. Where San Juan, Animas, and the La Plata meet, is Farmington; its population approximates 5,000. Latter Day Saints populate the valley of the San Juan west of Farmington to the Navajo Reservation. Kirtland is fifteen miles west of Farmington. North and east of Farmington, fifteen miles up the Animas River, is Aztec, the county seat.

Scant rainfall makes irrigation necessary, although a few dry-farm crops are raised. Of the streams mentioned only the La Plata dries up during the late summer.

The principal occupation of the people is farming. Cattle and sheep raising, Indian and tourist trading, and petroleum products and coal provide lucrative livelihoods. Peaches, apples, pears, apricots, plums, and cherries abound. Truck gardening is the rule, although specialization is in beans at Bloomfield and in wheat on the upper La Plata.

The mesas between the rivers afford good pasturage for cattle and sheep. Mineral resources are carboniferous in nature. Extensive coal deposits, virtually untapped, underlie the area. Tremendous deposits of natural gas supply much of the state. The presence of oil is undetermined specifically, though a large field was located recently twenty miles north in Colorado. The Indian trade is cited as one reason for the steady growth of Farmington. The Aztec ruins and Chaco Canyon are year-round goals of tourists.

Because of its peculiar location, people of the county are allied with southern Colorado, socially, economically, and educationally. The San Juan Basin, comprising parts of New Mexico, Colorado, and Utah, has come to be regarded as a geographical entity. Durango, Colorado, is the largest city in the Basin. New Mexican people in the area look to it for cultural leadership. A junior college located at Ft. Lewis serves the Basin.

CHAPTER III

EARLY EDUCATION IN THE LA PLATA VALLEY, AZTEC AND FARMINGTON (1878-1912)

Available records point toward La Plata as the site for the first school in San Juan County. W. F. Thomas, a resident of the town of La Plata, said that education in that area dates from the year 1878.¹ Locke stated that the first school in the county was located in the Farmington area in 1879.² Sherman Howe of Aztec thinks that there was a term of school in Aztec in 1879.³

Following the evident order of chronology the writer will treat first with education in the La Plata area.

I. EDUCATION ON THE LA PLATA RIVER, 1878-1912

Edward Thomas came to La Plata on Thanksgiving Day, 1878. He organized a school which met in his cabin and

¹ Personal interview with W. F. Thomas of La Plata, New Mexico, April 10, 1949. Mr. Thomas was born in La Plata in 1879. His uncle was Edward Thomas, who came to the San Juan area in 1878. Hereafter this interview will be cited as W. F. Thomas, personal interview.

² Robert W. Duke, "Political History of San Juan County, New Mexico, 1876-1926." (Unpublished Master's thesis, The University of New Mexico, Albuquerque, 1947), Appendix III, p. 175, citing William Locke, "Journal of Early San Juan County."

³ Personal interview with Sherman Howe of Aztec, New Mexico, December 12, 1948. Sherman and his brother, Dean, came to the Aztec area in 1880. Sherman did some of the earliest exploring of the Aztec ruins. Hereafter cited as Sherman Howe, personal interview.

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which he himself taught. There were fifteen pupils in the class. Their ages varied from six years to twenty-one years. Reading, writing, and arithmetic made up the subject matter; no books were available. Edward Thomas had a "good education in the Welsh language"; and he taught what he knew, accepting no pay for his first year of teaching.

The early settlers had squatted on land that belonged to Ute and Piute Indians. Whiteman and Redman lived fairly peaceably side by side and their children played together. The Indians never seemed to understand the school. When the white children went into the cabin for their meager exposure to learning, the bucks would sometimes sit together and speculate on the practice. Indian children would oftentimes loiter about the cabin in anticipation of the release of their comrades. It was not until 1900 that the area⁴ was opened to white settlement.

A few years after 1878 Mr. Thomas built an adobe chapel that also served as a school. It contained much more room than his cabin.

The first school district was organized on the lower La Plata in 1882. It was numbered three, and because it was built on Hobb's place it became known as the Hobb's district. Prior to 1882 schools were dependent entirely upon voluntary contributions or subscriptions for support.

⁴ W. F. Thomas, personal interview.

After 1882 the territory assisted them financially and the school on Hobb's place received some of that aid. Miss Rhetta Mercer was the school's first teacher and the term lasted three months.⁵

By 1883 Thomas' adobe school higher up the river had twelve or thirteen students and a woman teacher had replaced Ed Thomas.⁶ Women teachers nearly always maintained better order than men teachers. Frontier boys, coerced into attending school, were guided more effectively by the gentler nature of women than by the rougher tactics of the men.

In a few years enough pioneers had moved into the upper region of the La Plata valley near the Colorado line to outnumber the settlers of the Hobb's area. District 11 was organized to meet the educational needs of the children there. The men hauled logs from the mountains and built a school house sixteen by thirty, which was much too small. Horace Moffet now lives on land where it was built.⁷

J. W. McDermott, a Republican from La Plata, became superintendent of schools in the county in 1888. Having a native of the La Plata valley in such a position proved beneficial to the local cause of education.

5

Ibid.

6

Personal interview with Al Dustin of Farmington and La Plata on April 20, 1949. Mr. Dustin came to the region in 1881. He participated in a cattle war, and he later became sheriff. Hereafter cited as Al Dustin, personal interview.

7

W. F. Thomas, personal interview.

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The length of the La Plata river in New Mexico is about twenty miles. Having schools on the upper and lower extremities of the river made attendance difficult for children in the middle area. Superintendent McDermott remedied the situation by creating a middle district which was numbered eighteen. Its school house was built on top of the tableland west of the river. That location proved unsatisfactory, probably because of transportation difficulties, and the school was abandoned. A community house was constructed for school and social purposes nearer to the river. The old chapel-school which Ed Thomas built had been abandoned for school purposes by 1888.⁸ McDermott also caused the lower, or Hobb's, district to be extended farther down the river.⁹

An indication of the poor roads and inadequacy of transportation facilities is seen when in a line of twenty miles in length three school districts were necessary.

The public school law of 1891 provided for the levying of local taxes for school purposes. In District 18 in 1892 a special tax of that nature netted \$3.74.

F. M. Neal, who later became principal of the larger school in Farmington, obtained his start toward an educational career in New Mexico by teaching the school in La

⁸ W. F. Thomas, personal interview.

⁹ Ibid.

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Plata in 1892.¹⁰ By then there were thirty-five students in the middle district and twenty in the upper. In the former school Mrs. Grace Chase of Durango began the term on October 16; the latter school under a Mrs. Dunlap of Flora Vista began on October 9.¹¹

Another La Platan in the person of Harry Allen became superintendent of the county schools in 1894. The school law of 1891 required annual teachers' institutes in the counties. Mr. Allen and the Board of School Examiners held the annual teachers' examination at his residence on the La Plata in 1896.¹²

The territory financially assisted schools for three months of the year. If a district desired a longer term, it relied upon tuition or subscription schools. Mr. Sallee closed the regular school on February 1, 1895, and Mrs. Rhetta Allen was employed to teach a special term beginning the tenth. Subscription schools were sometimes in session during the public school session. In October, 1896, Mrs. Harry Allen did not start her usual subscription school because of the scarcity of pupils. At this time the two upper schools on the river were progressing, but the Hobb's

¹⁰ News item in The San Juan Times (Farmington), August 14, 1893.

¹¹ Ibid., October 5, 1893.

¹² Ibid., November 6, 1896.

district was having trouble. Eighteen pupils enrolled that year, but attendance became so irregular that the teacher, Will Magraw, had to close the school before the regular term expired.¹³ However, a new school was completed in that district the following year.

In 1898 special school levies in the upper and middle districts netted \$3.68 in each district.¹⁴ The enrollment of the latter district was thirty-three in 1900, and the residents voted for a special levy of three mills to be used for school purposes. The upper district voted a five-mill special levy. By 1901 the school term had been lengthened to 6 months, and Miss Hattie Henry closed the school as late as March 22. Mr. Grommet and Mrs. Allen, teachers the following year, found it necessary to close school on November 8 to allow the children to recover from the effects of the vaccination treatment recently rendered by Dr. Condit.¹⁵ A new school was dedicated in the upper La Plata district on March 4, 1904.

The picture in 1908 as contained in the report by county superintendent C. D. Smith follows:

The Hobb's lower, or third district, has two teachers, C. Eblen and R. Hale with a second-grade certificate and a

¹³ Ibid., February 14, 1897.

¹⁴ Ibid., January 6, 1898.

¹⁵ Ibid., November 8, 1901.

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county permit respectively. Miss Eblen had spent ten days in training at the annual institute; Mr. Hale had not attended the institute. Both teachers received a monthly salary of \$50.00, and both taught school for eight months. Eighty-two students enrolled in the school.

In the Pendleton district, Number 11, the teacher had attended the institute for seven days. His monthly salary was \$70.00. Only six months of school were held, and the class enrollment was twenty-four. The school property was valued at \$2,000. The assessed valuation of the taxable property was \$62,340. Special tax levies amounted to fifteen mills on the dollar. Bonded indebtedness was \$1,000, and \$17.00 has been collected from the poll tax.

In District 18, or the La Plata district, the teacher had attended nine days of institute training. His monthly salary was \$40.00, and he taught seven months of school to twenty-six pupils enrolled. School property was valued at \$800, and \$40,545 represented the assessed valuation of the taxable property, on which a tax of five mills had been levied. There was no indebtedness; \$36.00 had been raised by the poll tax.

By 1910 the enrollment figures for the three schools were: District 3, 28; District 11, 25; District 18, 39.¹⁶

¹⁶ The Farmington Times Hustler, November 10, 1910.

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II. EDUCATION IN AZTEC, 1879-1912

The first term of school ever held in Aztec was in the year 1879,¹⁷ and the instructor was Will Ray. His brother, Paul Ray, taught the following year. The school was a log cabin located in the west part of the area now contained in the city park. The cabin had a door at one end and a fireplace at the other. Long benches with no backs to them served as desks; the pupils sat with books on their laps. The books had been brought by the early settlers when they came to the county. Present in the infant library were Ray's Second and Third Arithmetic, and Barnes' Brief History of the United States.

The Howe brothers, Dean and Sherman, attended the school in 1880; the term lasted only through November and December. There were approximately twenty students ranging in age from eight to twenty. Dean Howe was eight years old at the time.¹⁸

Education seems to have dissolved in 1881 but in the following year school was held on the Howe place one and one-half miles north of town. A man named Snyder began as teacher but quit because of disciplinary difficulties. The older boys were antagonistic, "they had him bluffed and he

¹⁷ Sherman Howe, personal interview.

¹⁸ Personal interview with Dean Howe in Aztec, December 12, 1948. Hereafter cited Dean Howe, personal interview.

knew it."¹⁹ Mr. Rush took Snyder's place and he got along all right with the boys.

During these first hard years, schools of a temporary nature were organized wherever a group of children were centered and enough parents had a sufficient faith in education to go to the trouble of providing a building and a teacher. The latter provision was the hardest to fulfill.

In 1883 the community of Aztec built an adobe school that contained desks, seats, and a blackboard. Longinbaugh, an ex-bull-whacker, was employed as teacher. It is possible that the people saw a close correlation between bull-whacking, or driving oxen with the aid of a long whip, and school teaching. "Longinbaugh was cross and the kids were mean."²⁰ He whipped one boy so hard that there were red and blue welts on the boy's back. The youth's father protested the chastisement in such a vehement manner that the teacher found it expedient to resign. Before the disruption there had been six weeks of school, but school was over for that year. As the following term approached and the prospects for a local school dimmed, the Dean brothers and two other boys set out for Farmington in the hope of bettering their education. They traveled in a wagon and were equipped to

¹⁹ Ibid.

²⁰ Sherman Howe, personal interview.

stay as long as they deemed necessary. The oldest boy of the four was twenty, the youngest boy was twelve. They found the school in Farmington and went in to discover "the nicest and most beautiful lady that they had ever seen."²¹

Her name was Middlie L. Jackson. She had come to Farmington from Tennessee. Miss Jackson was also the Sunday School teacher, and she discouraged her students from participation in dances. Sherman Howe attended only one dance during that term, and it was given specifically for the children of the school. This teacher never scolded the boys, and no disciplining was necessary. She recognized their appreciation of education and encouraged them to carry on. Her school was housed in one big room and consisted of graded classes that ranged from the primer to the eighth grade.²² Home-made desks, blackboards, and a dictionary were available to her thirty or thirty-five pupils. But the teacher got married and quit teaching. The boys were in Farmington for four months; school let out on May 4, when they returned to Aztec.

In 1884 Hugh Griffin, a Methodist preacher, contracted to teach the school. He was very prejudiced against dancing. Hearing that one of his girl pupils had attended a dance, he promptly expelled her. Coincidentally, this girl's father

²¹ Ibid.

²² Ibid.

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was the same man who had scared Longinbaugh, the bull-whacker, from the educational scene for whipping his son. Upon hearing of the expulsion the father, with blood in his eye, came seeking the teacher. The teacher-preacher was little and Irish. With the bold words, "I have contracted to teach and I'll stick it out," he began a contest of fisticuffs with protesting father. The duel with primeval weapons occurred on a Saturday when traffic about the school was ordinarily slack, but it was witnessed by three cowboys who happened to be riding by. The purveyor of education eventually lowered his antagonist to the dust, much to the admiration and approbation of the spectators. After rendering the final blow, the little Irishman was heard to remark, "Well, that's enough of that."²³ He was a popular man after that. Later he took the girl back into school.

In 1889 a school was attempted four miles down the Animas River from Aztec. As only a half-dozen pupils attended, the venture was discontinued.²⁴ At the time there was an established school in Aztec. It was a frame building of one room only and was situated about where Joe Hartman's place is now.²⁵ Mrs. MacWilliams went to school on horseback, as did most of the children who lived outside of the

²³ Ibid.

²⁴ Personal interview with Mrs. MacWilliams of Aztec, March 12, 1949. Hereafter cited as Mrs. MacWilliams, personal interview.

²⁵ Ibid.

immediate town. The school had no grades; everyone in the room was handled according to his own capacities and according to the limitations of the teacher.

In 1894 a special school tax levied in District 2, the Aztec district, netted \$9.30.²⁶ The following year the district voted to levy a tax of five mills on the dollar of assessed valuation of property for school purposes. There was twenty-three cents in the school fund at the time.²⁷

The regular term of the Aztec school closed on February 10, 1899. Exercises were held by the school which parents and friends were invited to attend. The number enrolled for the year was forty-eight. The average daily attendance amounted to forty-five or 95.2 per cent. Twenty pupils were neither absent nor tardy during the last two-week period. Mr. C. A. Grommet, the teacher, was glad to acknowledge that there had been "a great many visitors since the last report. Come again."²⁸ Mrs. Noble announced that she would open her subscription school on March 27 at the Aztec school house, the tuition to be \$1.50 per month.²⁹

In August, 1900, new seats were placed in the school, which added greatly to its "appearance and convenience."

²⁶ The San Juan Times, June 12, 1894.

²⁷ Ibid.

²⁸ The San Juan County Index, February 10, 1899.

²⁹ Loc. cit.

The school was in "excellent condition" that year. Mrs. F. C. Spencer, whose husband had been employed to head a normal school in the town, was principal and in charge of the lower room, which contained thirty-nine pupils.³⁰ Miss Maud Waring had the upper room with thirty-four students. By November 30 ninety-four pupils had enrolled in the two rooms, an increase of twenty-one since the start of school.³¹ Miss Waring taught the fourth, fifth, sixth, and seventh grades. School was dismissed the following spring on March 22.

About October 1, 1902, the Aztec school reopened. Miss Waring again had the upper room; Miss Louise H. Hallet of Silverton, Colorado, had the primary. By October 25 it was obvious that more room was needed.³² The two teachers gave their pupils treats just before the Christmas vacation. School closed on April 11. One hundred and thirty pupils were enrolled by then, revealing a teacher load of sixty-five, if the rooms were evenly divided. A week after the close, Miss Carrie Eblen opened a subscription school.

The school law of 1891 required the election of three directors in each district to handle the business of the schools. L. Current, F. Murr, and A. Villman were directors

³⁰ Ibid., September 28, 1900.

³¹ Ibid., November 30, 1900.

³² Ibid., October 25, 1901.

for District 2 in 1902.³³

On September 4, 1903, the Aztec school opened. Miss Maggie M. Meyers, graduate of a Minneapolis high school, master of a course in Normal training, thoroughly trained in music, understander of Spanish, experienced by teaching schools in Minnesota, Colorado, and New Mexico, of Tres Piedras, New Mexico, was principal. Mary Hunger of Cedar Hill had an intermediate room; Carrie Eblen of Aztec, the primary. By November 6 seventy had enrolled and the average daily attendance was 78 per cent. There were twelve pupils in high school.³⁴

An editorial in the spring of 1904 suggested that the people of District 2 vote for the seven and one-half mill tax levy to "make our schools the pride of Our Territory." Also George Rathjean, the retiring member of the school board, should be re-elected.³⁵ Schools closed on April 8 of that year.

In 1906 the Territorial Board of Education adopted the Illinois course of study which required more books than were available in the school. Funds and books of general literature were requested of the townspeople to go toward making up a library for the public schools.³⁶ Enrollment

³³ Ibid., June 13, 1902.

³⁴ Ibid., November 6, 1903.

³⁵ Ibid., May 27, 1904.

³⁶ Ibid., February 23, 1906.

by December 21 was: primary, forty-eight; intermediate, seventy-three; advanced, forty-three; total, 164. The average daily attendance was 144. S. R. Coon was principal. School was held in the courthouse and Presbyterian Church, in addition to the regular building.

Professor Russell was in charge in 1911. His teachers were: Miss Nell Earhart, first intermediate and assistant in high school; Miss Winifred Harding, second intermediate; Miss Celia Myers, first grammar; Miss Mabel Langdon, second grammar; and Mrs. Myron F. Fifield, primary. The janitor was to receive \$30 per month for September, October, November, April and June; \$40 per month for December, January, February, and March. Tuition to be charged to non-residents was: grades one to four, \$1.75; grades five to eight, \$2.25; over grade eight, \$3.00. Three hundred and fifty students were expected to enroll.

III. EDUCATION IN FARMINGTON, 1874-1912

"Fall of 1879 First school house built at Farmington 18 x 24 feet built by voluntary contribution. Still standing as a part of the F. M. Pierce dwelling. First teacher, winter 1879, E. O. Booram"³⁷ such is the description of the

³⁷ The San Juan Democrat (Aztec), August 25, 1911.

³⁸ Robert W. Duke, "Political History of San Juan County, New Mexico, 1876-1926," (unpublished Master's thesis, The University of New Mexico, Albuquerque, 1947), Appendix III, p. 175, citing William Lockie "Journal of Early San Juan County."

12

conception of education in Farmington.

The schoolhouse served diverse purposes in frontier days. For instance:

Let us turn our attention to the poor mortal remains of Oscar Pewitt. It was then nearly three days and nights since he was killed and yet his remains lay in the school house. Why was this? It was evident that the body should be buried. No relative was near to take charge. His cousin and her husband, Mrs. and Mr. Pyle would not allow this remains on the ranch. This is why they were at the school house. Somebody ought to have the courage to make a move in the matter for humanities sake if nothing else. Who would? All seemed to wait for somebody else to make the start. At last poor Seth Wilford, C. H. McHenry and your humble servant took out picks and shovels and went up the hill to the cemetery, intending to dig his grave. A stranger followed us and plead for God's sake that we would not undertake to dig the grave, for said he, 'I know the feelings existing in your community and you are liable to be fired upon at any moment.' We hesitated, while we suggested that we hire some strangers, the camped [sic] down on the river, to dig a grave and deposite the remains in it. The man seemed in earnest so we concluded to take his advice. We offered ten dollars to the parties mentioned to bury the body; would they? No. They dare not. We then summoned all the courage possible and went to the cemetery. We walker [sic] off where we thought we would dig the grave, not in the cemetery, but a little way off, because we did not want to give offense to anyone, besides we thought that the poor boy's people would sometime remove the remains. After marking off the grave we again weakened and went back to town to watch the current of events. The day was far advanced and most of the crowd of the morning had left but there were perhaps twenry [sic] men seated in Mr. Markley's store. But few words were spoken. Everybody seemed to distrust everybody else. We were strangers to each other. Perhaps most of those present were right minded, willing, yes anxious to do right, but we could not read each others thoughts. Perhaps each one was asking himself why we did not bury the poor silent remains then in the school house. Why did we all sit there like dummies?

Ah, because we were afraid. What a sad picture for civilized men to behold. Was there no one present that could rise above personal fear and speak in behalf of humanity, of civilization? If he were present, why this silence? And now if it is egotistical to tell the truth I shall plead guilty. I had been trying to frame a little speech that I thought could offend no one. So I ventured. I may not give the exact words but the substance was this: 'Men I want to ask a few questions and I want each one to answer for himself. What kind of men are we? Are we barbarians or are we civilized men? If we are civilized why don't we take the remains in the schoolhouse and bury it like civilized men. There could be no harm in it but if the body lies there much longer it may do us harm.' The first response was from Bill Ganon. Said he 'I am ready to go.' In quick succession I believe every man fell into line, marched to the schoolhouse, took the poor stark remains and bore it to its last resting place. They dug the grave just where we had marked it. I was sick and it was raining. I thought my part was done so I went down to McGalliards and lay down to rest.³⁹

The builders of the schoolhouse probably did not intend for it to be put to the following use either. In the Navajo Indian uprising of 1881

. . . the settlers refused to give up, the women and children were placed in the school house as a protective measure, and a rider was dispatched to Fort Lewis, Colorado, to enlist the aid of the U. S. Cavalry units stationed there.⁴⁰

A new school house was built on the south side of Farmington in 1883, which later burned down.⁴¹

Sherman Howe has already given his picture of the Farmington school of 1884. Al Dustin described this school

³⁹ Ibid., Appendix II, p. 169. "Extracts from a letter by W. P. Hendrickson."

⁴⁰ Ibid., p. 29.

⁴¹ Ibid., Appendix III, p. 176.

as having a big black stove pipe projecting above it. Cowboys returning to town shot at it. When the bullets started flying, the teacher had the pupils lie down on the floor until the cowboys got by. The degree of marksmanship is indicated when he further stated that replacing the stove-pipe became a considerable item of expense.

They [the county commissioners] divided the county into seven precincts, and set the scale of tax assessments on land and stock. The precincts thus created were: one, Pine River; two, Aztec; three, La Plata; four, Olio; five, Farmington; six, Bloomfield, seven, Largo. By 1894, Flora Vista, eight; and Blanco, nine,-- were added.⁴²

The divisions into precincts occurred in 1887. Reference has been made to School District 3 which was started in 1882. The precinct boundaries evidently followed the school district boundaries in the early days. As the area became more populous, additional precincts were necessarily established.

The Farmington school began on October 5 in the year 1893. Fifty-five students appeared for the first day, thirty of whom were designated to the primary room.⁴³ F. M. Neal acted as the teacher of the grammar grades and principal, with Miss Minnie King his assistant. Tuition charges of two dollars for the grammar grades and a dollar and a half for the primary were made. In the district at

⁴² Ibid., p. 52.

⁴³ The San Juan Times (Farmington), October 12, 1893.

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the time were 103 children of school age. The clerk of the school board requested that all who had not done so, should pay their poll tax, which amounted to one dollar per head per year. By October 12 10 per cent of the poll taxes had been collected. School closed in January, 1894, and a subscription school opened under Miss Minnie King.

The following fall Miss Maud Waring of Bloomfield took the grammar department, and Mrs. A. Reed of Farmington, the primary. Twenty-six enrolled in the former, thirty-three in the latter. Both teachers were experienced.⁴⁴ School opened on October 1. Some days after the opening a youngster placed a .32 cartridge in the stove of the primary room. No damage resulted. A special school tax of that year in District 5 netted \$7.96. After a five-month term school closed on March 8. The average daily attendance had been seventy-five. Miss Waring soon opened a subscription school, which lasted about forty days, closing on May 10. The district voted for a tax levy of five mills. A special school tax brought in \$15.29.

In the fall of 1895 Mr. Harvy Towner, a teacher, reported that there were thirty-six in the grammar school and fifty-one in the primary. The directors ordered the construction "of a few desks and seats for the school house on account of the poor seating capacity of the desk seats

⁴⁴

Ibid., October 8, 1894.

The time were 1893 children at school age. The district of the school board requested that all the children should pay their full tax, which amounted to one dollar per year. By October 15 the board of the full tax had been collected. School closed in January, 1894, and a new corporation school opened under Miss Minnie King.

The following fall Miss Mary Johnson, a teacher, took the grammar department, and Mrs. A. B. King of Portland, the primary. Twenty-six children in the primary, and three in the higher. Both departments were successful. School opened on October 1. Some days after the opening a youngster named a. J. King in the class of the primary room. He became restless. A school closed for of that year in district 2 named 27.00. School closed for some school closed on March 8. The district board had been seventy-five. Miss Mary Johnson, who had been in the school, which lasted about forty days. The district voted for a tax levy of five mills. A school tax brought in \$12.25.

In the fall of 1895 Mr. Harry Johnson, a teacher, reported that there were thirty-six in the primary and fifty-one in the higher. The district ordered the construction of a few desks and seats for the school house on account of the poor seating capacity of the first grade.

1895, October 2, 1895.

already there."⁴⁵ Many truancies from school occurred. By virtue of a fruitful subscription list the public school was able to last two months longer than the January 10 date at which school had stopped the previous year.

In 1896 school opened on October 16. Harvy Towner in the grammar department had forty pupils; Eva G. Tuttle in the primary, forty-four. A new reading and number chart had been procured. The combined journeys of all pupils equaled 254 miles per day to attend school. The longest trip was ten miles; twenty pupils lived three miles away or farther. Total enrollment for November was ninety-⁴⁶ seven, with an average daily attendance of eighty-three.

On December 18 Miss Tuttle found it necessary to dismiss her school because of illness. A special school tax netted the district \$28.01. Harvy Towner said that he appreciated the "ample blackboard as it facilitated in-⁴⁷structing by modern methods." County superintendent Burnham found the Farmington schools by far the largest and the best housed of the schools of the county. The term closed on February 26. Dr. Wrightsman promoted a plan to exchange Aztec pottery in the East for library books, which were so scarce in the West. He hoped to use

⁴⁵ Ibid., November 10, 1895.

⁴⁶ Ibid., December 4, 1896.

⁴⁷ Ibid., October 16, 1896.

already known. Any knowledge from which knowledge
 virtue of a fruitful substance, like the white stone, and
 able to last a while longer than the common in nature,
 which school had stopped the previous year.
 In 1876 school opened on August 15. Harry Foster
 in the previous September had been principal; but in 1876
 in the previous, Harry Foster, a new teacher and master, who
 had been recommended. The school was open at all times
 opened the school for day to school. The principal
 they were now open, Harry Foster, principal, Harry Foster,
 or further. Total enrollment for 1876-77 was 100.
 even, with an average daily attendance of 100-150.
 On October 18, 1876, the school is reported to have
 her school because of illness. A special school
 noted the district 1876-77. Harry Foster was the
 appointed the same principal as in 1875-76 in
 attending by Harry Foster. County superintendent
 Burman found the following report by the inspector
 and the best school of the county. The
 left closed on February 18. Dr. Burman proposed
 plan to exchange Harry Foster in the best for Harry
 books, which were no longer in the school. He kept in a

25 1876, November 15, 1877.
 26 1876, October 2, 1877.
 27 1876, October 15, 1877.

the Presbyterian Church as the agent for the exchange.

A special school tax in 1897 in District 5 resulted in \$145.57.

School opened on November 1, 1898. Tuition was a flat seventy-five cents per month. J. E. Prewitt was the principal; Mrs. W. R. Shawyer had the primary. The directors, along past mid-term, published a notice: "All who owe tuition to the public school will confer a favor by settling their accounts without further delay."⁴⁸ School lasted until March 31. On May 5 R. H. McJunkin and H. E. King, hard-boiled school directors, published a list of some fifty fugitives from the poll tax. "If the above persons do not call on the justice of the peace, C. E. Starr, on or before June first, 1899, and pay this tax, the same will be collected according to law," they warned.⁴⁹

October 2, 1899, was the date for school's opening. Mrs. J. Prewitt and Mrs. J. L. Dane were the teachers. Ninety pupils enrolled, and the directors were considering hiring another teacher. The school financial picture was: assessed valuation of taxable property-- \$108,000; six and one-half mills, which the district had levied, netted \$700 annually for schools; collections ran 75%, making the available revenue \$525; of this, \$240 went on bond interest; this left

⁴⁸ Ibid., February 3, 1899.

⁴⁹ Ibid., May 5, 1899.

\$285 to run the school for one year. Outstanding indebtedness was not over \$600.⁵⁰ School was out on April 14, but it would have closed on March 23 had it not been for a subscription school. A solution was suggested: refund the old bonds and provide for the interest on some new bonds by a small district levy.

Six months later the people are again reminded that . . . the amount of funds provided by the special levy only provides for three months schooling. In order to carry the school six months it becomes necessary to solicit voluntary subscriptions, as was done last year. Give what you can fellow citizens, to the cause of education for our children. Any one of the directors will thankfully accept whatever you think you can afford. Don't let your school go down for lack of funds. Every little helps.⁵¹

For the year 1900 the poll tax realized only sixty-eight dollars, which was barely enough to cover fuel and janitor's work. Teachers for the year had been Mrs. Ashback and Miss M. Kroeger. A special school tax of five additional mills was voted that year. Public school ended on March 25, but a private school continued until April 26, when it was closed for two weeks by Dr. Rosenthal, a member of the Board of Health. If the "danger of infection" had passed by that time, he would allow it to reopen again.⁵²

The school in Farmington in 1901 was a brick building

⁵⁰ Ibid., September 29, 1899.

⁵¹ The Farmington Times, January 11, 1901.

⁵² Ibid., April 26, 1901.

two stories in height. There were two rooms upstairs and two downstairs.⁵³

By 1902 the population of the town was 550 souls. The school was enriched by "new desks, new school bell, new organ, new charts, a stage, trees, blackboards, and minor improvements."⁵⁴ The school term lasted eight months. The advanced room had fifty-one pupils; the intermediate room, sixty-five; the primary room, eighty-three. The average daily attendance ran twenty-four, thirty-one and fifty respectively.

E. T. Israel was principal of the school in the fall of 1902. By October 23 he had not whipped anyone, but he had kept some in for whispering.

Everyone did not favor the poll tax.

It is rumored, J. M. Palmer, the man that won't pay his school poll tax of one dollar is now going to try and run the Democratic county convention, and will endeavor to dictate the nomination of his business partner, William McRae, for treasurer, and either himself or D. J. Donovan for county clerk. Such a combination would no doubt aid much in furthering his abstract business.⁵⁵

Later

Palmer, Farmington lawyer, secured a verdict of ninety-one dollars against this school district for non-payment of teacher's salary to C. J. Wilson.

⁵³ Personal interview with Mr. and Mrs. Brothers in Farmington, March 4, 1949.

⁵⁴ The Farmington Hustler, June 5, 1902.

⁵⁵ Ibid., September 25, 1902.

two stories in height. They were two rooms upstairs and
two downstairs.

In 1902 the population of the town was 215 souls.
The school was conducted by "New School" and school hall, new
organ, new church, a stove, water, plankboards, and other
improvements. The school took in about 100 pupils. The
advanced class had fifty-one pupils; the intermediate class
sixty-five; the primary class, eighty-three. The average
daily attendance was twenty-four, thirty-one and fifty-two
respectively.

A. E. Towner was principal of the school in the fall
of 1902. By October 25 he had not received anyone, but he
had kept some books waiting.

Everyone did not know the full fact.
It is true that A. E. Towner, who was then in
his school, did not see anyone. He was going to
sit and wait for the people who were coming, and
will endeavor to make the best use of his time.
Next morning, William Towner, for instance, and
other friends of A. E. Towner for a long time
from a conversation would be sure to find in fact
that the school was closed.

Notes

Palmer, Washington, D.C., received a verified of
ninety-one dollars against this school district for
non-payment of teacher's salary to C. E. Wilson.

22 Personal interview with Mr. and Mrs. Hartman
in Washington, D.C., 1902.

23 The Washington Post, June 2, 1902.

24 Ibid., September 22, 1902.

Although it was proven the plaintiff was incompetent, the territorial contract makes no provisions for such emergencies. Payment of this ninety-one dollars will make the schools close probably.⁵⁶

The ninety-one dollars, together with court costs swelled the total to \$161. By the middle of December A. Rosenthal had succeeded in raising \$135.50 of that amount from the citizens of the town and a full term of school was assured. The enrollment by October 30 had reached 157, distributed thus: principal's room, twenty-nine; intermediate, fifty; and primary, seventy-eight.

The following year Farmington boasted of having a complete high school. Professor Conant had charge; algebra, geometry, natural history, and Latin made up part of its curriculum.⁵⁷ Enrollment in the schools was divided into first primary, fifty-four; second primary, thirty-seven; intermediate, thirty-nine; grammar, thirty-three; and high school, eight.

In 1905 the divisions and enrollments were like this: room one, first and second grades, thirty-four; room two, third and fourth grades, forty-one; room three, fifth and sixth grades, thirty-four; room four, seventh and eighth grades and high school, twenty-five--for a total of 134. H. F. Thomas was principal. The entire expenses of this early high school were paid by subscription.

⁵⁶ Ibid., October 30, 1902.

⁵⁷ Ibid., October 29, 1903.

*High School
1905*

At the time of the meeting, the Board of Directors of the University of California, Berkeley, was composed of the following members:

The members of the Board of Directors of the University of California, Berkeley, were elected for a term of three years. The Board of Directors of the University of California, Berkeley, is composed of the following members:

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The Board of Directors of the University of California, Berkeley, is composed of the following members:

By 1907 the enrollment figure had jumped to 227. For the first time a class graduated from high school. Two scholars, Frances and Lena Eliot, made up that class.⁵⁸

L. M. Garrett, principal in 1909, published this notice: There may be boys and girls in the county who would like to have a temporary home in Farmington that they may attend school. You may need help or company. If any homes are open, let us know at once.⁵⁹ When Sherman Howe and his entourage stayed in Farmington fifteen years before, they lived in an abandoned adobe shack opposite the door of the saloon. They found bullet holes in the walls when they arrived, whereupon Sherman asked a newly-won friend of his, an habitue of the saloon, to shoot in other directions than the saloon door and to encourage his comrades to do likewise. The four boys took the precaution of sleeping on the floor, and during their stay no bullets penetrated the walls.⁶⁰

By 1911 the population of Farmington was 785. Just before school started that year a workday was proclaimed. All available citizens assembled and with several teams and graders levelled the school grounds.

⁵⁸ Records in the office of the Farmington High School, which the author examined in 1949.

⁵⁹ The Farmington Hustler, August 26, 1909.

⁶⁰ Sherman Howe, personal interview.

IV. SUMMARY

G. Kootnz arrived in the San Juan area in 1871. Spanish-Americans in some number established colonies in 1875. At least seven years elapsed after Kootnz came before enough people had arrived to bring about the establishment of a school. Almost simultaneously education appeared in La Plata, Farmington, and Aztec. 1881
1st School

The first years of the early schools were precarious ones. The light of knowledge barely gleamed. Only people with a profound faith in education kept it from expiring. Procuring buildings, books, teachers, equipment, and money with which to pay the teachers were problems that the pioneers faced and overcame.

The Farmington school became a model and an inspiration to other communities in the Basin. The school at Aztec grew steadily to its present proportions. With the advent of better roads and transportation, La Plata school system eventually merged with Farmington.

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CHAPTER IV

EARLY EDUCATION IN OTHER SCHOOLS OF THE COUNTY

I. FLORA VISTA

The first school in Flora Vista was built on the east side of the Animas River about the year 1887, on the Waller Burns farm. Of adobe construction, it was there until about 1892, when the "river raised and washed the building away."¹ Classes were held in the present village church until another school could be built. The new building was located on the Tod Hickmas place across from the church house.² In 1893, Professor Hallock was the teacher; Miss H. Benning taught the following year. Eighteen Flora Vistans voted for a five-mill levy for school purposes in 1894; twelve voters opposed the tax. The school term ended on December 28. Another tax levy of five mills was voted the following year. The special school tax for District 14 netted \$2.21, in 1895; in 1897 a similar tax resulted in \$46; and in 1898, \$25. Professor McQuillan taught the school in 1896.³ By 1899 twenty-eight males and fourteen females made up a

¹ Alice Hoyt, "History of Education in Flora Vista, New Mexico," (Unpublished paper prepared for a history class, High School, Aztec, New Mexico, 1949).

² Loc. cit.

³ The San Juan Times, October 30, 1898.

EARLY EDUCATION IN OTHER SCHOOLS OF THE COUNTY

1. FROM 1812

The first school in this town was built on the

east side of the Animas River about the year 1812, on

the Miller farm. It was a one-room school, and was

there until about 1832, when the river raised and washed

the building away. It was a one-room school, and was

there until about 1832, when the river raised and washed

the building away. It was a one-room school, and was

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the building away. It was a one-room school, and was

there until about 1832, when the river raised and washed

the building away. It was a one-room school, and was

1832

total enrollment of forty-two. The average daily attendance was thirty-six; the number of students neither absent or tardy, eight. C. G. Grommet, the teacher, laments that there were no visitors for the month of December.⁴ This man was a devotee of the art of elocution. For three or four years he sponsored a county elocutionary contest at Flora Vista and presented a gold medal to the winner. In 1900 Mrs. Bryce was the teacher. During the summer of 1901 Flora Vistans voted bonds to the sum of \$1,000 for a new school house, as the old school had become too small. In February, 1902, the new school opened with Mrs. Harry Allen of La Plata teaching. School started on September 10 in 1906;⁵ a second room was added to the school house by September, 1909.⁶

II. LARGO

One could count the inhabitants of Largo canyon today on the fingers of both hands. The old road that connected the San Juan Basin with Albuquerque went up Largo Canyon and many people used to live there. As early as 1893 there were three school districts in the canyon. Mestor Martinez in the upper counted twenty-five

⁴ The San Juan County Index, December 29, 1899.

⁵ Ibid., September 14, 1906.

⁶ Hoyt, op. cit., p. 1.

scholars; D. Lovato in the middle district had twenty. The lower school district was in trouble over the school house. The directors owed \$125 on an adobe building that served as a school. E. Vigil placed a mechanic's lien upon it to recover the amount.⁷ In 1894 Nestor Martinez, who was also the teacher, J. M. Quintano, and T. Jaquez were elected directors in school District 7. Financial difficulties which these early schools experienced are illustrated by this citation:

Several years ago a cowman got in debt to a firm in Largo and there were serious doubts of collecting the money. Finally one of the firm worked into the school directorship and concocted a scheme at the expense of the people to collect the debt. The cowman owned a house on a piece of land taken up by him from the public domain and was going to move away. The school directors concluded that if an election could be held to vote a tax or bonds on the school district for school house purposes that they could purchase this house for a school house and thereby kill two birds with one stone.

An election was held and I believe about four or six votes were cast, all of them interested in the trade and \$500 in bonds was voted for school house purposes. These bonds were sold to the cowman at ninety-five cents on the dollar, he turning his house for \$300, thereby paying his store account, the directors keeping out ten per cent on the sale of the bonds, also ten per cent on the purchase of the house, besides collecting in a bad debt.

But that is not all. After the house was purchased, the trade made and a bad debt collected at the expense of the people, the firm rented the house to pay the interest on the bonds, and actually occupied it for sixteen months as a store and dwelling for the consideration of about twenty dollars.

. . . Blanco.

⁷ The San Juan Times, December 7, 1893.

school; it was in the same district as the school.
The lower school district was in trouble over the school
house. The district was 112 on an acre building land
owned as a school. It was placed in a school district
upon it to recover the school. In 1897, the school
who was also the teacher, J. W. Smith, and J. Jones
were elected directors in school district 112. The
difficulties which these early school experiences are
illustrated by this election:

Several years ago a woman got in the way of a little
in 1890 and there were various kinds of collecting
the money. Finally one of the time was taken
the school district and collected a number of
the amount of the money to collect the debt. The
woman owned a house on a piece of land which was
by the time the woman owned and was going to
move away. The school directors collected the
an election could be said to have been a success
on the school district. The school house was built
that they could collect the money for a school
house and thereby with the district.

An election was held and I believe about 1890
or six votes were cast. All of them collected
in the time and 1890 in which was voted for school
house property. There would have been no more
men of thirty-five years of age and no woman
his house for \$500, thereby paying his school account.
The directors keeping out had been on the side
of the house, also had been on the side of
the house, besides collecting in a school.

But that is not all. After the house was built
the house made and a debt collected. The
expense of the house, the first rental the house
to pay the interest on the house, and actually
occupied it for sixteen months as a school and
dwelling for the collection of about twenty
dollars.

An answer to the charge of diverting public monies into undeserving private pockets appeared later:

As a member of the board of schools at that time I wish to say that they made a contract to buy the house in question for \$400 in bonds, and that the board which succeeded them carried out the contract. Also that the directors did not keep ten % of any other per cent, and did not personally derive any benefit either directly or indirectly from the sale. . . .W. H. Waring.⁸

In the fall of 1895, Largo had no schools. There was no money and the interest on the debts was eating up all the funds, including the poll tax. Soon the bonds would be due. Private schools in the meantime were carrying the burden of education. Frank Warner held a good one at the home of J. V. Lujan during the term 1894-1895. J. H. Seward taught one opposite the mouth of Largo Canyon the following term.

Since the debt had become so large that it was impossible to pay the interest and maintain the public schools, they were abandoned until public indignation arose to the point where drastic measures were taken. To place the districts on a stable financial condition an appeal was made to the county for assistance. A committee was appointed to make a canvass to raise funds in other localities and all citizens were urged to contribute. J. A. Jaquez, E. Mares, and L. Garcia were the leaders of this movement. Although a short term,

REVERSE BOND

the following...

that opened on December 10, was held in 1899-1900; by the spring of 1901, no regular school had been established. There were over seventy children of school age in the three districts. An election for three directors was held; two of the incumbents refused to run. The new blood in the administration ultimately started the wheels and for the term 1901-1902 a school was undertaken. E. Wise of Aztec taught to an enrollment of forty. The term lasted until April 4, 1902.⁹ By 1908 the Largo Districts, 7 and 13, had merged with the Blanco school system. District 15 enumerated forty-six enrollees of a possible forty-nine. Forty were Spanish-Americans. Three months of school were held; the teacher's salary was \$45 per month. The value of school property was \$100; bonded indebtedness stood at \$500, which was approximately half of the assessed valuation for the property of the district. On the credit side \$165 was marked, however; twenty-two dollars had been collected through the poll tax. The consolidation of the other two districts with Blanco was profitable, for, by 1908, there was no debt charged to them.

III. FRUITLAND

In Fruitland the usual church-school house was constructed by community effort in the 1880's, and the

⁹ The Farmington Hustler, April 4, 1902.

that... the... their... these... held;... blood... and for... line of... passed... 7 and 11... later it... forty-nine... of school... month... taking... hall of... election... twenty-two... tax. The... Bureau was... changed to...

III. SUMMARY

In... constituted...

locale began its natural social and economic develop-
ment.¹⁰ An early teacher was Amesey Barton.¹¹

School closed on February 8, 1894. Professor Howland opened a subscription school of two weeks duration. Because of the hard times he charged no tuition.¹² H. D. Roberts was the efficient manager of the school the next year. He was obliged to stop on February 6, on account of a lack of funds.¹³ The school had a good year in 1896 under the tutelage of Miss Dora Barker. Thirty-five pupils attended school. Two years later the attendance had increased over 100 per cent and eighty pupils had enrolled. A special school tax of five mills was levied in District 4, the Fruitland district, in 1900. Miss Paulson taught that year. In 1902 school did not open until November 16. The general picture in 1908 had A. B. Bailey holding a county permit to teach. His salary was fifty dollars per month. The term lasted four months. Sixteen pupils attended, two of them Negroes, although forty-two children of school age resided in the district. School property was valued at \$100; the

¹⁰ Robert W. Duke, "A Political History of San Juan County, New Mexico, 1878-1926," (unpublished Master's thesis, University of New Mexico, Albuquerque, 1947), p. 17.

¹¹ Ibid., p. 25.

¹² The Aztec Independent Review, February 8, 1894.

¹³ Ibid., February 6, 1895.

located began its history and growth...
10
ment. An early teacher was Mary Barton.

School closed on February 8, 1898. The school
Howard opened a subscription school of the same name.
tion. Because of the hard times he changed to a
H. B. Roberts was the efficient manager of the school the
next year. He was obliged to stop on February 8, as a
count of a lack of funds.
12
in 1898 under the tutelage of Miss Jane Barker. Thirty-
five pupils attended school. Two years later the atten-
dance had increased over 100 per cent and thirty pupils
had enrolled. A special school tax of five mills was
levied in 1900. The school was closed in 1901.
Miss Paulson taught that year. In 1902 school was not
open until November 18. The general election in 1903
had A. B. Bailey holding a county record for 1903. His
salary was fifty dollars per month. The term lasted
four months. Sixteen pupils attended, two of them Negroes.
Although forty-two children of school age resided in the
district, school property was valued at \$100; the

10 Robert W. Dunn, "A Political History of San
Juan County, New Mexico, 1878-1928," (unpublished master's
thesis, University of New Mexico, Albuquerque, 1927), p. 19.

11 Ibid., p. 25.
12 The Aztec Independent Review, February 8, 1898.
13 Ibid., February 8, 1898.

assessed valuation of the property was \$31,370. Ten
dollars was collected through the poll tax.¹⁴

IV. BLOOMFIELD

A school was probably organized in the 1880's.¹⁵

Amos Hubbard was one of the early teachers.

Miss Lillian Markley, teacher, who has been teaching our school for the last six weeks was obliged to suspend the school owing to a lack of funds unexpectedly discovered in the examination of the books at Aztec. We intend, however, to keep on with the school, and think that arrangements can be made satisfactory to her for a subscription school for the balance of the winter.¹⁶

A special school tax in District 6, the Bloomfield district, brought in \$4.51, in 1895; \$4.15, in 1896; ten years later Rosendo Martinez was teaching. By 1907 there were twenty-six pupils. The teacher made \$55 per month for the four months that school was in session. Eighty-two children lived in the district. School property was valued at \$400; the assessed valuation of Bloomfield property, \$23,582. Forty-eight dollars represented the poll tax collection.¹⁷

¹⁴ Report of C. D. Smith, county superintendent to the superintendent of public instruction for the Territory of New Mexico, 1908.

¹⁵ Duke, op. cit., p. 25.

¹⁶ The San Juan Times, January 12, 1894.

¹⁷ Smith, op. cit.

RA
EZER/
FIR

V. JUNCTION CITY

Thirty-four pupils were enrolled under Mrs. E. O. Booran in 1894. Average daily attendance was twenty-nine.¹⁸ A tax levy of five mills was voted in 1895. School closed that year on February 1. Special school taxes netted \$3.65 in 1894; \$10.60 in 1895; \$9.72 in 1896; \$64 in 1897; and \$8 in 1898. Another special levy of five mills was voted in 1900. The Reverend O. L. Waite of Illinois was teaching in 1901. By 1907 classes were being held in a brick school house on the peninsula. All eight grades were represented in the curriculum.¹⁹ It was proposed as early as 1901 to consolidate with Farmington and Harper.²⁰ By 1908 the consolidation had been effected.²¹

VI. ALCATRAZ

Spanish and English were both used in the school at Alcatraz, a Spanish-American settlement of the San Juan thirty miles east of Farmington. J. B. Larrigoity was the teacher in 1893. William Magraw, who taught in

¹⁸ The San Juan Times, November 2, 1894.

¹⁹ Mr. and Mrs. Brothers, personal interview.

²⁰ The San Juan Times, November 22, 1901.

²¹ Smith's report lists District 8 under Farmington.

Thirty-four of the were not listed as being
 Beorn in 1990. Average daily attendance was twenty-nine.
 A car have of five till the voted in 1991. School
 closed on 1 year on January 1. Special school days
 held in 1991 in 1991; 1992 in 1992; 1993 in 1993;
 1994 in 1994 and 1995 in 1995. Average school days of
 five till now voted in 1996. The Hazard
 of Illinois was holding in 1991. 1992-1993 of 1993 was
 being held in a school room in the Hazard.
 All eight grades were represented in the Hazard.
 It was proposed by the 1991 to be held in the
 Hazard and Hazard. By 1991 the Hazard had
 been offered.

Special and regular were held in the school
 at Hazard. A regular-attendance school of the
 then thirty three years of Hazard. L. S. Hazard
 was the teacher in 1991. Hazard Hazard, and Hazard in

12. The Hazard Hazard, Hazard, 1991.
13. Mr. and Mrs. Hazard, Hazard and Hazard.
14. The Hazard Hazard, Hazard, 1991.
15. Hazard Hazard Hazard Hazard Hazard Hazard.

the La Plata schools, served in that capacity in 1895.²² Public schools in the Alcatraz area did not get along financially so well as other schools of the county. In 1895 a private school under Mrs. Buryer had a large attendance, and under the spiritual direction of Father Garnier it was called the parochical school of the county. Most of the Alcatraz people eventually moved into Blanco.

VII. OLIO

In 1893 the people of Olio intended to build a school without the issuance of bonds. They proposed to have it ready that fall and to build it by subscription.²³ It was not until the fall of 1895 that the school was open for work. "J. K. P. Pipken is the teacher. This is the first school held at Olio and will be a desirable addition to that flourishing community."²⁴ Maud Waring, the teacher, closed school on April 2 in 1897. In 1899 Lillian Markley was the teacher for only sixteen pupils whose average daily attendance was twelve.

²² The San Juan Times, March 15, 1895.

²³ Ibid., September 14, 1893.

²⁴ Ibid., October 12, 1895.

The La Plata school, which in 1892
Public schools in the district, also in 1892
financially as well as other schools of the district.
1892 a private school under Mrs. Taylor had a large at-
tendance, and under the district direction of 1892
Gardner it was called the La Plata school of the district.
West of the Alamosa river eventually moved in a school.

VII. 1892

In 1892 the people of this district in 1892
school without the attendance of parents. They were
have it was that all the children in the district
it was not until the fall of 1892 that the school was
open for work. It was then in the district. This
is the first school which is now all in a district
education of the district. The school was
the school, which school was all in 1892. In 1892
little money was the teacher for only a few months
whose average daily attendance was 125.

- 21 The San Juan Times, March 12, 1892.
- 22 Ibid., September 1, 1892.
- 23 Ibid., October 1, 1892.

VIII. CENTERPOINT

Superintendent Burnham visited the educational center at Centerpoint on January 22, 1897.²⁵ A special school tax in District 16 achieved un peso y medio in 1898. A brick school house was constructed in 1906. A girl who had just graduated from the Aztec school became the teacher that year.²⁶

IX. CEDAR HILL

The Cedar Hill school was in existence in 1899. An indication of the regard held for the position of school director is gleaned from the following newspaper citation:

Frank Blackmer, one of the contestees in the Cedar Hill school district case was in town (Aztec) Monday. Who of his acquaintances would have believed that Frank would ever go to law over a school directorship? But then we can all understand that it is in order to have first call on a chance to give some pretty school ma'am a position that Frank has entered the contest. Frank is nothing if not obliging. . . . The Cedar Hill school directorship case was called before Referee Safford, Monday, but in the absence of several important witnesses, was continued.²⁷

Thirty-four pupils under Lillian P. Markley were in

²⁵ Ibid., January 24, 1897.

²⁶ Mrs. MacWilliams, personal interview.

²⁷ The San Juan County Independent, February 12, 1900.

VIII. CANTONMENT

Superintendent Lawrence visited the school at Cantonment on January 25, 1907. A school tax in District is collected as usual in 1898. A white school house was constructed in 1905. A girl who had been graduated from the school in 1905 came the summer that year.

IX. CANTON HILL

The Canton Hill school was in existence in 1907. An indication of the progress of the school is given by the school director in a letter from the following description:

Frank Hickory, one of the teachers in the Canton Hill school district was in town (Canton) Monday. One of his responsibilities was to look over a school building that Frank would have to have built on a hill that is in order to have the school building. A change to give some property school building position that Frank has entered the school. Frank is hoping it will be built. The Canton Hill school district was built called before before called, Monday, but in the absence of several important witnesses was continued.

Thirty-four pupils under fifteen years of age in

25 Jan., January 25, 1907.

26 Mrs. Hickory, the school director.

27 The San Juan County Inspector, February 12,

school. Two years later Mr. Israel was the master; in 1906, it was H. F. Stalcap. In the latter year school opened September 7 and closed on March 30. In 1908 there were forty-seven pupils attending school six months. The teacher made \$50 per month. School property was valued at \$1200; bonded indebtedness was \$77.27.²⁸

X. RIVERSIDE

A special school tax in District 10 netted fifty-four cents in 1896; in 1898, \$2.00. In 1901 the district imposed a five-mill tax upon itself. The wheels of education were stopped by scarlet fever in 1902. When the disease came under control, school was resumed.²⁹ Eighteen pupils were in school in 1908 of twenty-nine listed in the district. The term lasted six months; the teacher's salary was \$40.00. School property was valued at \$50; bonded indebtedness, \$164.03; poll tax net, \$32.00.

XI. JEWETT

The school term at Jewett was closed around May 2, 1900. Mrs. J. V. Dunlap of Aztec was the teacher. Eighteen males and three females had drunk from her well of knowledge.

²⁸ Smith, op. cit.

²⁹ San Juan County Index, January 17, 1902.

48
30

Daily attendance had averaged fifteen and one-half.

Two years later this conversation took place through the medium of a weekly newspaper which was printed several miles from the locale of the conversation.

April 17. There has been no school this year and no reason given for not holding one, but the supposition is a scarcity of funds account for it. A lot of funds went into a chart. Plenty of chart and no school.

April 22. Regarding 'Plenty of Chart and No School.' Not so Mr. Ridpath. Plenty of money, a good chart, plenty of room, a good teacher, an abundance of note paper for the School Board to comply with Section 1555 of the school laws. Late start for want of a school house. Board built one from own pockets and opened school on the sixteenth of this month.³¹

The school which began this late in the year remained in session until June 19.

XII. OTHER SCHOOLS

These brief citations from old newspapers indicate the presence of other schools in the county.

Fairpoint. School closed on March 8 in the year 1895.

Hutching. A school tax levy of five mills was made in 1895 and 1901. A special school tax in 1897 brought in \$24.00.

³⁰ Ibid., May 4, 1900.

³¹ The Farmington Times Hustler, April 17, 24, 1902.

Daily attendance had averaged fifteen and one-half.

Two years later this conversation took place through

the medium of a weekly newspaper which was printed

several miles from the locale of the conversation.

April 17. There has been no school this year and no reason given for not holding one, but the explanation is a scarcity of funds account for it. A lot of funds went into a church. Plenty of shirt and no school.

April 18. Regarding 'Plenty of shirt and no school.' Not so Mr. Riddick. Plenty of money, a good shirt, plenty of food, a good teacher, an abundance of note paper for the school boys to occupy with Section 1332 of the school laws. Late start for want of a school house. Board built one from new materials and opened school on the sixteenth of this month.

The school which began this late in the year remained

in session until June 19.

XII. OTHER SCHOOLS

These brief citations from old newspapers indicate

the presence of other schools in the country.

Welpoint. School closed on March 5 in the year

1895.

Autumn. A school for levy of five miles was

made in 1895 and 1901. A special school was in 1897

brought in \$25.00.

30 Ibid., May 4, 1900.

31 The Farmington Times Register, April 17, 1900.

1902.

Blanco. This town has played an important roll in Catholic education. One of the largest schools in the county today is the Catholic school there. In 1895 and 1900 a tax levy of five mills was voted for the public school. In 1908 there were thirty-three pupils, twenty-eight of whom were Spanish-Americans, of sixty eligible school children. School property was valued at twenty dollars. There was no bonded indebtedness and there was \$45.15 in the treasury. The poll tax brought in \$15.00.

Mesa. On December 11, 1896, school was closed because of scarlet fever.

Rosing. A special school levy of five mills was voted in 1900.

La Boca. In 1908 there were twenty-seven pupils, of whom twenty-five were Spanish-Americans. The school census numbered seventy-one. Ten dollars was the worth of the school property, but there was on hand a balance of \$180.39. Poll tax collection amounted to \$39.00. School lasted for three months.

Pendleton. There were twenty-four enrolled in 1908, although the school census of 1907 enumerated only nineteen. Six months of school netted the teacher \$70.00 per month. School property was valued at \$2,000. Special levies amounted to fifteen mills to the dollar of assessed valuation. Bonded indebtedness amounted to \$1,000.

Blended. This town has played an important role in

Catholic education. One of the largest schools in the

county today is the Catholic school where. In 1903 and

1909 a tax levy of five mills was voted for the public

school. In 1903 there were twenty-three pupils, twenty

eight of whom were Spanish-American. Of sixty eligible

school children. School property was valued at twenty

dollars. There was no bonded indebtedness and there was

\$45.12 in the treasury. The tax brought in \$12.00.

News. On December 11, 1906, school was closed for

cause of winter weather.

History. A special school levy of five mills was

voted in 1900.

La Brea. In 1903 there were twenty-seven pupils,

of whom twenty-five were Spanish-American. The school

property numbered twenty-one. The dollar was the unit of

the school property, but there was on hand a balance of

\$180.39. Total tax collection amounted to \$52.00. School

closed for three months.

Education. There were twenty-four enrolled in 1906.

Although the school census of 1907 enumerated only nineteen.

Six months of school ended the school \$70.00 per month.

School property was valued at \$2,000. Special levy amounted

to fifteen mills to the dollar of assessed valuation. Total

indebtedness amounted to \$1,000.

Liberty. Twenty-nine children of a possible fifty-five were in school in 1908. Five months of school were held; school property was worth twenty dollars.³²

Manzonares. The first settlement in the San Juan Basin, 1874, had no school until the late 1880's after the colony had move to Turley. The school, like the church, was a community project to which all gave time and effort.³³

XIII. SCHOOL CONDITIONS IN GENERAL

After examination of the individual districts, the discussion of education through this period as seen at the county level will bring the jig-saw puzzle into a comprehensive picture.

In 1880, according to the census returns for the Territory, the number of public schools in New Mexico was 162. Only forty-six buildings could be counted, and the average attendance was 3,150. Sixty percent of the inhabitants over ten years old were unable to read.³⁴

In 1882 the legislature of the Territory authorized the organization of school districts and the support of schools by public money.³⁵ Schools at Aztec, Farmington,

³² Smith, op. cit.

³³ Duke, op. cit., pp. 23-24.

³⁴ George B. Anderson, History of New Mexico (Los Angeles: The Pacific States Publishing Company, 1907), p. 247.

³⁵ Loc. cit.

Liberty. Twenty-nine children of a household fifty-five were in school in 1908. Five years of school were held; school property was worth twenty dollars. The first settlement in the San Juan Basin, 1874, had no school until the late 1880's when the colony had moved to Turkey. The school, like the church, was a community project to which all gave time and effort.

XIII. SCHOOL COMMITTEES IN GENERAL

After designation of the individual districts, the allocation of attention through this period is seen at the county level with the life-size picture of a country's native picture.

In 1890, according to the census records for the Territory, the number of public schools in New Mexico was 162. Only forty-six buildings could be counted, and the average attendance was 3,150. Sixty percent of the inhabitants over ten years old were unable to read.

In 1882 the legislature of the Territory authorized the organization of school districts and the support of schools by public money. Schools at Aztec, Farmington,

25 Smith, pp. 411.

25 Cox, pp. 411, pp. 23-24.

25 George B. Anderson, History of New Mexico (Los Angeles: The Pacific States Publishing Company, 1907), p. 247.

25 Loc. cit.

and Hobbs received this welcome boost, and there were probably schools at La Boca on the Pine river, Olio, Bloomfield, and Largo that were affected.

Although divorced from Rio Arriba in 1884, San Juan's county government was not very well organized until 1887. Then the county commissioners divided it into seven precincts (probably following the plan of the school districts), and set the scale of tax assessments on land and stock.³⁶

Of a total population of 1,890 in 1890, 659 children were attending school in San Juan County. Nineteen teachers were employed; their average salary was \$35.00 per month. The length of the school term averaged three and one-half months. Value of school property was \$1,900.³⁷

The territorial school law of 1891 provided, among other items, for the election of a school superintendent in each county and of three school directors in each district. T. C. Crump was the first superintendent under this law. It further provided for the levying of a poll tax of one dollar for school purposes upon all voters.

The population in 1893 was 3,000. There were twenty-two school districts. In nearly all of them English was taught, although in a few districts on the eastern side Spanish was used. There were 750 scholars, and the school

³⁶ Duke, op. cit., p. 52.

³⁷ Anderson, op. cit., p. 490.

and Hodge received this welcome board, and those were probably schools as he had on the Pine River, Ohio, River, and large that were affected.

Although divided from his arrival in 1885, the county government was not very well organized until 1887. Then the county commissioners divided it into seven districts (probably following the plan of the school districts) and set the scale of tax assessments on land and stock. Of a total population of 1,890 in 1880, 600 children

were attending school in the county. Although there were employed, their average salary was \$22.00 per month. The length of the school term was three and one-half months. Value of school property was \$1,900.

The territorial school law of 1891 provided, among other items, for the election of a school superintendent in each county and of three school directors in each district. T. C. Grump was the first superintendent chosen in 1891. It further provided for the levying of a mill tax of one dollar for school purposes upon all voters.

The population in 1893 was 4,000. There were twenty-two school districts. In nearly all of these districts were taught, although in a few districts no teachers were Spanish was used. There were 750 scholars, and the school

36 Index, pp. 215, 216.

37 Anderson, pp. 215, 216.

year averaged four months.³⁸ According to Superintendent T. C. Crump, \$3,625 was expended on teaching, which would amount to \$4.80 per pupil. He closed his school year on October 1. The enrollment for the following year was 810, which represented a 5 per cent increase.

Harry Allen of the Populist party, running on the platform

Resolved, That we demand the abolition of the three commissioner system; that one school commissioner is sufficient for each county, thereby shutting off a great drainage to our school fund which by right should be applied to better purposes.³⁹

received 238 votes and the election to school superintendent. The Republican candidate's vote numbered 209; the Democratic, 166. Crump made a farewell tour through the county before retiring to rural life. "Tom has made a careful and conscientious officer and our schools have made steady progress under his administration notwithstanding the hard times. The only thing against Tom is his politics."⁴⁰

Considering the proposal to combine the officers of school superintendent and probate judge, the editor writes that ". . . This would be an admirable combination and while not lowering the status of the school superintendent

³⁸ The San Juan Times, November 9, 1893.

³⁹ Ibid., November 2, 1894.

⁴⁰ Ibid., December 12, 1894.

year averaged four deaths. According to Superintendent T. C. Cunniff, \$3,612 was expended on teaching, which would amount to \$4.50 per pupil. He closed his school year on October 1. The enrollment for the following year was 310, which represented a 5 per cent increase.

Henry Allen of the Republican party, running on the

platform

Resolved, That we demand the abolition of the three commissioners system; that the school board be organized as a permanent body, thereby shutting out a great danger to our school system which by right should be applied to better the

received 175 votes and the election to remain an independent. The Republican candidate's vote numbered 105; the Democratic 100. There were a few votes from through the county before retiring to rural life. "Tom was with a cowboy and son-in-law officer and our school have made many progress under his administration notwithstanding the hard times. The only thing against Tom is his politics."

Considering the proposal to combine the efforts of school superintendent and justice, the editor writes that "... This would be an admirable combination and while not lowering the status of the school superintendent

38 The San Juan Times, November 3, 1893.

39 Ibid., November 3, 1893.

40 Ibid., December 12, 1893.

would certainly elevate that of probate judge."⁴¹

L. B. Burnham, Democrat, defeated Waring, the Republican candidate for superintendent of schools, 273 to 262 in November, 1896. After a visit to the schools under his guidance, he entreated the people to try to keep teachers more than one term. He urged the citizens to visit their schools. In 1898 he warned the school directors to govern themselves according to the "new law" and to issue no warrants which could not be redeemed by the public school fund of the current year; to see that the poll taxes were collected and turned into the county treasury, where they would be placed to the credit of the district wherein they were collected.⁴²

Rosenthal soundly defeated Pipkin, 424 to 200, to become superintendent in 1898. The state attorney-general instructed him that district school funds could not be diverted into the general school fund. He further warned Rosenthal not to issue warrants to teachers who had not been passed by the County Board of Examiners.⁴³

Despite the attorney-general's warning certificates were being granted to persons without examinations, which made it possible to hire "incompetents who had a pull."⁴⁴

⁴¹ Ibid., February 14, 1895.

⁴² Ibid., November 4, 1898.

⁴³ Ibid., December 18, 1899.

⁴⁴ The Farmington Times, April 19, 1901.

would certainly involve that of private property.
 J. H. Burdham, deceased, deceased Mariner, son
 Republican candidate for representative of school, 1895 to
 1901 in November, 1895. After a visit to the school under
 his influence, he suggested the people to try to keep teachers
 more than one year. He urged the citizens to visit their
 schools. In 1898 he raised the annual district to pay for
 themselves according to the law, and to leave no debt.
 taxes which would not be increased by the public school fund
 of the current year, to see that the full taxes were col-
 lected and paid. The school was then in a very bad way
 he placed to the credit of the district which in 1895
 collected.

Personal monthly district school, 1895 to 1900, as he
 some outstanding in 1895. The state district school in
 attracted him that district school funds could not be diverted
 into the general school fund. He further wanted to establish
 not to leave matters to teachers who had not been trained
 by the County Board of Education.

During the school year a certain condition
 were being granted to persons without examination, which
 made it possible to give diplomas to persons who had not

- 1. This, February 15, 1895.
- 2. This, November 2, 1895.
- 3. This, December 15, 1895.
- 4. The Washington Times, April 12, 1901.

The state had previously enacted legislation to guard against incompetents.

One of the most remarkable statutes pertaining to education was passed by the legislature of the territory in 1889, outlining the sole qualifications for teachers as follows: That hereafter in this Territory no person who cannot read and write sufficiently to keep his own record in either the English or Spanish languages shall be eligible to be elected or appointed to hold the office of school teacher, school director, and several other offices.⁴⁵

By 1900 there were 3,070 people in the county. The Democratic platform on schools stated:

We favor the maintenance and betterment of the public school system of the territory by every legitimate method, and demand an honest and careful administration and disposal of the lands and revenues accruing to the schools through recent acts of Congress.⁴⁶

O. C. McEwen, the Republican candidate for county school superintendent, won the election. His salary was \$400 a year. Of twenty-one districts reporting in 1900, Farmington had the highest enrollment with 164; Aztec had 137; and Fruitland, 106. The Hobbs district on the La Plata was estimated to have twelve; Olio had nineteen; Cedar Hill had twenty-eight; and Jewett had thirty-one. These represent the three largest and the four smallest.

The people of the county levied a tax of three mills to be used for school purposes in 1902. A petition was circulated for the redistricting of District 10 in the upper

⁴⁵ Anderson, op. cit., p. 240.

⁴⁶ The San Juan County Index, October 12, 1900.

The state had previously enacted legislation to guard against

incorporation.

One of the most important legislative measures in education was passed by the legislature of the territory in 1883, establishing the new institution for teachers as follows: That hereafter in this territory no person who cannot read and write sufficiently to keep his own property in either the English or Spanish language shall be admitted to be admitted as applicant for admission to school, and every school teacher, and every school officer.

By 1880 there were 2,070 pupils in the territory. The

educational system in the territory was:

It covers the maintenance and betterment of the school system of the territory by every possible method, and through the normal and careful attention and approval of the state and territory, and in the schools through the use of the state.

O. G. Hobbs, the territorial secretary for the

school system, was the education. His salary was

\$200 a year. Of twenty-one districts reported in 1880,

Washington had the highest enrollment with 10; Alaska had

137; and Colorado, 105. The Hobbs district in the

state was estimated to have 10,000 pupils and 1,000 teachers.

Bill had twenty-eight; and 1,000 a day. These

represented the three largest and the best schools.

The people of the country lived a lot of times while

to be used for school purposes in 1900. A petition was also

collected for the redemptive of District 10 in the year

1880, and 1881.

The San Juan County, Colorado, 1880.

San Juan valley. With few exceptions warrants were met when presented to the county treasurer. In the twenty-one active districts there were sixteen schools and twenty-one teachers. From the general school fund to the districts, \$2400 had been apportioned, nearly two dollars per scholar. This, with the district special levies and licenses, furnished nearly enough money to keep the schools running and most of the districts were out of debt. One new brick school house was built, and two other districts were preparing to build. Funds to the school districts were apportioned quarterly.⁴⁷ Superintendent McEwen and the school authorities arranged for a County Diploma of Graduation for all county pupils who completed the common school work and passed an examination in reading, writing, spelling, language, arithmetic, history, geography, and physiology. This would admit them to high school and, if it could be arranged, to the state educational institutions.

County treasurer W. G. Black placed this notice in the paper:

I have two bonds for sale bearing date August sixth, 1903, interest six per cent per annum payable semi-annually on January first and July first. School district number fourteen issue, to build a school house. Payable on option of school district ten years after date and absolutely due and payable July first, 1923. Bonds to be sold to the highest bidder for cash. No bid for less than ninety cents on the dollar will be considered.

⁴⁷

Ibid., December 19, 1902.

San Juan Valley. With the exception of the western part of the county, presented to the county treasurer. In the twenty-one active districts there were sixteen schools and twenty-one teachers. From the general school fund for the district, \$2500 had been apportioned, nearly two dollars per scholar. This, with the district special levies and assessments, furnished nearly enough money to keep the schools running and most of the districts were out of debt. One new high school house was built, and two other districts were preparing to build. Under the law, school districts were organized districts. The school authorities arranged for a County System of Education for all county pupils and provided the common school work and passed an examination in reading, writing, spelling, language, arithmetic, history, geography, and psychology. This would enable them to high school and, if it could be arranged, to the state educational institutions.

County Treasurer J. G. Allen placed this matter

in the paper:

I have two bonds for sale bearing date August sixth, 1903, interest six per cent per annum payable semi-annually on January first and July first. School district number fourteen have to build a school house. Payable on or before school district ten years after date and date. I have one and payable July first, 1904. Bonds to be sold to the highest bidder for cash. Bid for less than ninety cents on the dollar will be considered.

Idaho, December 19, 1903.

District 14 was the Flora Vista district. A similar notice⁴⁸ appeared for District 11, upper La Plata.

Tax money was divided into the following uses: county fund, five mills; court fund, three mills; interest fund, two and one-half mills; roads and buildings, one and one-half mills; court house repair, one mill; general school fund, two mills; territorial fund, fifteen mills.

Winner of the election for county school superintendent in 1904 was C. D. Smith, Democrat.

There were 1,721 children in the county school in 1906; 327 in Farmington; 197 in Aztec; 197 in Fruitland; eighteen in Hobbs; thirty on the upper La Plata; and forty-one at Cedar Hill. This group represents the three highest and three lowest. Twenty-eight teachers were employed at a monthly salary which averaged \$50.00. The average term lasted five and one-half months. The value of school property was \$14,500, \$9,000 of it in Aztec and Farmington.

Republican M. F. Fifield became the next superintendent of schools. He reported to Hiram Hadley, the superintendent of the territory:

Throughout San Juan County, thanks to the leverage of past endeavor, we can point with pride to definite advancement in providing better equipment in the way of new buildings, old ones vastly improved, better play grounds, better outbuildings, modern seats and desks, instead of the home-made benches, new shades

⁴⁸ Ibid., August 7, 1903.

District 14 was the Flora Vista District. A similar action

was

appealed for District 11, Upper La Plata.

Tax money was divided into the following parts: county

land, five mills; court fund, three mills; interest fund,

two and one-half mills; roads and buildings, one and one-half

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and lowest towns. Twenty-eight teachers were employed at

a monthly salary which averaged \$50.00. The average term

lasted five and one-half months. The value of school

property was \$14,500, \$3,000 of it in Alamo and Farmington.

Republican C. F. Williams became the next superintendent

of schools. He reported to Wilson Halliday, the super-

intendent of the territory.

Throughout Sam Lane County, thanks to the foresight

of past educators, we can find a fine collection of

advancement in building better schools. In the way

of new buildings, old ones were improved, better

play grounds, better equipment, and the people and

teachers, instead of the home-made benches, now make

48

1914, August 7, 1907.

and better blackboards, and best of all, longer terms and better teachers.

Foremost among our rural school districts where the proper school spirit has asserted itself in providing the improved conditions above enumerated, are Districts # 3, 8, 9, 10, 11, 14, 16, 18, 19, 23 and 22. Considering the fact that our rural schools number but 22, for in this report, the splendidly equipped schools in the thriving towns of Aztec and Farmington are not included, we may be permitted to congratulate ourselves in no small measure, that an aggressive school spirit has already exerted itself in exactly 50% of our rural schools. Of the remaining districts school spirit is struggling for expression. Their difficulties and needs are common and, hence, we can treat them in this connection, collectively. Each, without an exception, needs new or improved buildings, longer terms, and in some instances, teachers with larger experience. On the advent of better public highways several of our rural schools could come, with profit, to the Township School System. In lieu of this, these districts each needs a school house in each end of the district, or on each side of the river which is so oftentimes swollen as to cut off many of the pupils from the school building.

Regarding definite plans, as County Superintendent for improving conditions, I will state, that in the districts first referred to all I am doing is to assist in inspiring greater pride in their already splendid schools, to commend where "honor is due," and to urge their directors on to still higher ground. Among the less aggressive districts I am seeking personal contact with the more anxious people and with such I talk school continually. I am urging larger levies and advanced school ideas. Plans for modern school houses are being placed in the heads of directors who are contemplating new buildings, where new ones are especially needed. In filling vacancies on school boards, I am appointing the most aggressive and honorable men to be found in the several districts and it is an evidence of the right spirit that these men are willing to serve.

Under the session laws of 1897, which were not amended regarding special levies until 1903, the limit a district could vote in the way of a special levy for school purposes alone was a 5 mill tax. Today our districts can vote a special levy of 20 mills. The district thus far voting for the limit are Districts # 2, 4, 5, 14, 19, 22. Calling these districts by name, they are Aztec, Kirtland,

and better classrooms, and best of all, better teachers and better students.

For many years our rural schools, like those of the great cities, have been suffering from a lack of funds. The district has been unable to keep up with the rising cost of education. The district has been unable to keep up with the rising cost of education. The district has been unable to keep up with the rising cost of education.

12. Considering the fact that our rural schools are not only in this respect, but also in the matter of equipment, it is not surprising that the district has been unable to keep up with the rising cost of education. The district has been unable to keep up with the rising cost of education. The district has been unable to keep up with the rising cost of education.

To compensate ourselves in no small measure, the district has been unable to keep up with the rising cost of education. The district has been unable to keep up with the rising cost of education. The district has been unable to keep up with the rising cost of education.

It is in exactly the same way that the district has been unable to keep up with the rising cost of education. The district has been unable to keep up with the rising cost of education. The district has been unable to keep up with the rising cost of education.

remaining district school funds in the district, the district has been unable to keep up with the rising cost of education. The district has been unable to keep up with the rising cost of education. The district has been unable to keep up with the rising cost of education.

expression. Their difficulties and needs are common and, hence, we can find them in the community, collectively. Each school has its own special needs and its own special problems. Each school has its own special needs and its own special problems. Each school has its own special needs and its own special problems.

new or improved buildings, better teachers, and some equipment. Teachers and better buildings are needed. On the subject of better buildings, the district has been unable to keep up with the rising cost of education. The district has been unable to keep up with the rising cost of education. The district has been unable to keep up with the rising cost of education.

our rural schools would have been able to do so. The district has been unable to keep up with the rising cost of education. The district has been unable to keep up with the rising cost of education. The district has been unable to keep up with the rising cost of education.

Township School System. In fact, the district has been unable to keep up with the rising cost of education. The district has been unable to keep up with the rising cost of education. The district has been unable to keep up with the rising cost of education.

districts have been a school system in each and in the district, we are now able to keep up with the rising cost of education. The district has been unable to keep up with the rising cost of education. The district has been unable to keep up with the rising cost of education.

as often as we can get out of the district. The district has been unable to keep up with the rising cost of education. The district has been unable to keep up with the rising cost of education. The district has been unable to keep up with the rising cost of education.

from the school building.

Regarding district funds, as County Superintendent for taxation purposes, I will state that in the district funds are not to be used for the district funds. The district has been unable to keep up with the rising cost of education. The district has been unable to keep up with the rising cost of education. The district has been unable to keep up with the rising cost of education.

needed in the district. The district has been unable to keep up with the rising cost of education. The district has been unable to keep up with the rising cost of education. The district has been unable to keep up with the rising cost of education.

and to keep the district in a state of financial soundness. The district has been unable to keep up with the rising cost of education. The district has been unable to keep up with the rising cost of education. The district has been unable to keep up with the rising cost of education.

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various on school boards. I am speaking the most aggressive and honorable men to be found in the several districts and it is an evidence of the right spirit that these men are willing to serve.

Under the session laws of 1927, which were enacted regarding special levies until 1937, the limit a district could vote in the way of a special levy for school purposes alone was a 5 mill tax. Today our districts can vote a special levy of 20 mills. The district now has the right to vote a special levy of 20 mills. The district now has the right to vote a special levy of 20 mills. The district now has the right to vote a special levy of 20 mills.

limit are districts 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100.

these districts by name, they are listed, district.

Farmington, Flora Vista, the Horner District, Postoffice Allison, Colorado, Fruitland. Nine districts have voted a 15 mill levy and seven districts a 10 mill tax, with one district a tax of 12 mills, and the one remaining district not referred to, the minimum levy of 3 mills. This one item alone bespeaks volumes for the awakening interest apparent throughout the County. The scholastic data by comparison is no less interesting and suggestive of growth and advancement.

The grade of certificates issued in 1901 and the grade of certificates held by our teaching force who served this County the past year is not compared with a view of casting reflections on the ability represented by our teachers in 1901.

It is true, however, that with the advent of better salaries we have given way to the promoting of higher standards and these have brought us a teaching force representing experience, and, in the main, better training.

In 1910, San Juan County was served by three teachers holding life certificates, six holding third-grade certificates, nineteen holding second-grade, seven holding first-grade, and one holding a permit. Twenty-four of the twenty-five districts owned property. Thirteen districts had good buildings, seven had poor ones, and four held school in rented buildings. In Farmington and Aztec

. . . commendable progress has been made during the past nine years, and were we to compare notes in a similar manner concerning a number of our district schools, we should find equally commendable progress. Flora Vista and Kirtland each sustain a two room school, where formerly but one teacher was provided. Already other county districts are realizing that their school problems are to be solved only by providing added rooms to their present overcrowded single room building.

The call here now is for longer terms, still better teachers, modern equipment, added rooms and more teachers. To compare conditions existing a few years ago with conditions found today will admit of but one conclusion namely, San Juan county is more and

more giving expression to the promptings of the age. On the foundations so faithfully laid by our underpaid teachers of ten years ago we are rearing a progressive superstructure and urged by the demands of this exacting age, the hour must find us with a united front that our educational facilities and teaching force throughout the county may be of sufficient character to impress our boys and our girls from an illiterate to a classic life.

The greatest need in our educational work is more of that kind of leverage emanating from the sentiment as found in the lines of John Hay:

I think that saving a little child,
And bringing him to his own,
Is a derved sight better business⁴⁹
Than loafing round the throne.

The school census by districts in 1910 gave Farmington 403; Aztec, 326; Flora Vista, 102; Bloomfield, 24; Cedar Hill, 25; upper La Plata, 25, the three highest and the three lowest.

J. L. G. Swinney, Democrat, was superintendent of schools when New Mexico became a state. He was born in Buchanan County, Missouri, December 25, 1868, a son of J. F. and C. C. Swinney.

After attending public and high schools of his native state J. L. G. Swinney did some work in the Kentucky University and afterward completed his education in the Central Normal school of Kansas. Taking up the profession of teaching he followed it for five terms in Kansas, for two terms in Texas, and for eleven terms in Colorado, being connected with the schools of Canon City, Colorado, for eleven years. Removing to New Mexico he made his way to Roosevelt

⁴⁹ Ibid., June 30, 1910, quoting Superintendent Fifield's report to Hiram Hadley, superintendent of public instruction for the territory.

county where he lived for four years. In 1910 he located in San Juan County and was elected its county superintendent in the fall of 1911 for a five years term. He was appointed to the state board of education to fill out an unexpired term, was then reappointed and is now serving for the fourth year in that position. He is much interested in the cause of education and is doing everything in his power to advance the standards of the schools and make the system of instruction one of practical benefit and value to the young.⁵⁰

In 1916 he received the state Democratic nomination for superintendent of public instruction. He lost the election to his Republican opponent by ninety-nine votes (32,402 to 32,501).⁵¹

VI. SUMMARY

The story of the beginning of education in one community is similar to the story in other communities. A detailed history of every school in San Juan County, though interesting and informative, is too comprehensive for this work. In lieu of this, the author has cited eleven notations at some length and nine very brief statements in regard to early schools other than those at La Plata, Aztec and Farmington. As there were only twenty-four districts by 1910, these brief representations picture approximately all districts. The number of school districts eventually reached thirty-one before consolidation began their reduction.

⁵⁰ Ralph Emerson Twitchell, The Leading Facts of New Mexico History (Cedar Rapids, Iowa: The Torch Press, 1917), IV, 540.

⁵¹ Duke, op. cit., p. 129.

county where he lived for four years. In 1915 he
located in San Juan County and was elected its county
superintendent in the fall of 1915 for a five year
term. He was appointed to the State Board of Educa-
tion to fill out an unexpired term, and then re-
elected and is now serving for the fourth year in
that position. He is much interested in the advancement
of education and is doing everything in his power
to advance the standards of the schools and the
the system of instruction and of practical methods
and value to the young.

In 1915 he received the State University nomination

for superintendent of public instruction. He lost the
election to his Republican opponent by a very close vote.

(32,402 to 32,501) 31

VI. SUMMARY

The story of the beginning of schooling in the com-
munity is similar to the story in other communities. A
detailed history of every school in San Juan County, from
interesting and informative, is the comprehensive for this
work. In lieu of this, the author has given a brief
look at some schools and nine very brief sketches in regard
to early schools other than those at La Placa, Aztec and
Farmington. As there were only twenty-four districts in
1910, these brief representations follow approximately all
districts. The number of school districts eventually reached
thirty-one before consolidation began their reduction.

32 Being Examined by the National Board of
Mexico History (Order 100,000, 1910, 1911,
IV, 200.

31 Date, 20. 11. 1911.

CHAPTER V

ACTIVITIES ASSOCIATED WITH THE EARLY SCHOOLS AND THE MOVEMENT TOWARD HIGHER EDUCATION

The story of education is not complete without a glimpse of the activity out of the classroom and out of the superintendent's office. The people's struggle to increase the number of school days, to build schools, to hire teachers, to make the lot of their children better than the one that they had experienced is seen in their constant efforts to secure more money. Benefits, clubs, and socials nearly always were held for that purpose. However, with few means of entertaining themselves, the people turned to literary societies as their principal school enterprise. The teachers organized associations among themselves. And the institution of institutions--the Teacher's Institute--was a real activity.

I. TEACHERS' INSTITUTES AND EXAMINATIONS

The law of 1891 directed the state superintendent of public instruction to visit each county at least once each year for the purpose of holding teachers' institutes, which should continue for at least two days in each county.¹

¹ George B. Anderson, History of New Mexico (Los Angeles: The Pacific States Publishing Company, 1907), p. 248.

The state superintendent rarely got to San Juan County, but the program carried on by the lesser pedagogues in the locality could have been embellished little more by his presence. In the fall of 1895, the examination was held at Aztec before Messrs. Allen and Locke. Mrs. Booran, Misses Waring and Markley, and Messrs. Towner, Sallee, Southerland, and Brindel were the applicants. According to one of the pedagogues who attended the meeting

The examination as far as the judiciousness of the questions varied. In the spelling a number of words were asked that were relevant only to some obstruse science or otherwise outre in their information. Now we object to interrogatorial inquisition of indubitably arduous variety necessitating the intervenient practical erudite preconception of the recondite principle involved. Nothing more rigidly unaccommodating to the ordinary methodical mental organization of the lexicographer should be asked than words of quotidianus usus loquendi, such as 'asperifoliate,' 'heptanhexohedral,' 'lexicium' or 'barystronteante.' But here 'Pliocene,' for instance, pronounced pli ('i' long) not 'ple' is a geological word from Greek derivation. 'Piccalilli' (imitation East India pickle). Anyone can spell this, of course, and it's our favorite pickle, too; look on the bottle. 'Pyroxene,' mineral term, also from the Greek; none had even the pronunciation right, and see how easily we print 'em here. The arithmetic and physiology were practical and good. The grammar was good. The geography was mixed. 'When were the Dark Ages?' was one query and 'What were the Crusaders?' was another question asked in the geography.²

By 1899 Miss Waring had graduated from the ranks, for she, A. Rosenthal, and William Locke comprised the Board of School Examiners which tested the teachers. Each

² The San Juan Times, September 10, 1895.

EFFICIENCY

SEZERA SE BOND

RACCONTENT

applicant for a certificate was requested to be present as early as nine o'clock A.M.³

In 1901 the meeting of the institute was announced by the superintendent in this manner:

In compliance with the Springer school law, I will hold at the Farmington public school building a county teacher normal school institute. All desiring to teach in the county should attend who have not a certificate of attendance from a normal institute held this year, as it will be impossible to secure a school without. I request the cooperation of the honorable school boards who should see that applicants for school are informed in regard to this act.

Institute will open August nineteenth, continuing ten days. The Board of Examiners meets August thirtieth. For information regarding terms, etc., address the county superintendent.

C. A. Grommet, conductor. O. C. McEwen,
County Superintendent
of Schools.⁴

The program for a day at the institute follows:

eight, general exercises; 8:20, arithmetic, C. A. Grommet; 9:10, history and civil government, C. A. Grommet, physiology, O. C. McEwen; 10:00, geography, Maud Waring; 10:40, methods, C. A. Grommet; 11:20, orthography, Maud Waring; 11:45, grammar; 8:00 P.M., discussion on advanced thought.⁵

All the applicants for the teacher's certificates were successful. They were: Maud Waring, Aztec; William Butler, Farmington; Professor J. F. Frazier, Durango; C.

³ The San Juan County Index, September 16, 1899.

⁴ Ibid., August 9, 1901.

⁵ Loc. cit.

Application for a certificate was presented to the present at
 early as 1901 or 1902.

In 1901 the meeting of the Institute was postponed by
 the superintendent in this manner:

In compliance with the request of the Board of Education, I will
 hold the Institute at the normal school building, 111 de-
 voutly teaching normal school teachers. It is
 being held in the evening and it is hoped that
 have not a certificate of attendance from a normal
 Institute held this year, as it will be impossible
 to secure a normal without it. I request the atten-
 tion of the normal school board and the board of
 that application for school and informed in person
 to take up.

Institute will only accept certificates, and
 the board of education will
 accept certificates. The Institute is being held
 etc., and the board of education.

J. A. Stewart, Secretary, Board of Education,
 County Superintendent
 of Schools.

The program for the day is as follows:

8:00, General exercises; 8:10, Address by J. A. Stewart;
 9:10, History and civil government, J. A. Stewart, presiding;
 10:00, Geography, J. A. Stewart, presiding;
 10:40, Methods, J. A. Stewart, presiding;
 11:45, Exercises; 1:00 P. M., discussion on education, Stewart.
 All the applications for the Institute are being
 were successful. They were: J. A. Stewart, William
 Miller, Farmington; J. A. Stewart, J. A. Stewart, J. A. Stewart.

The San Juan County Board of Education, September 10, 1901.

1901, August 9, 1901.

See also.

Hallet, Silverton; C. J. Wilson, La Plata; Mrs. Bryce, Flora Vista; Miss Arrowsmith, Bayfield; Miss D. Martin, Farmington; Miss M. Ellmer, Largo. If the law were to be strictly complied with, only these eleven teachers, minus the three from Colorado, and others who had attended a normal course, were eligible to teach in the twenty-one districts of the county. The difficulty in procuring teachers made it necessary on occasion to disregard the law.

In 1901, quarterly examinations were held for teachers by the county superintendent. The two-weeks session of the teacher's institute was held in Farmington again in 1903. Seventeen potential Abelards attended the institute in 1904. A degree of specialization had come by 1906; on January 26, examination of applicants for a third degree certificate occurred, and on April 13, one for eighth-grade certificates.

The Committee on Resolutions wrote of the Institute that was held in August, 1906:

The San Juan County Teacher's Institute held at Farmington, New Mexico, has been of such a character as to pass into our educational history as an institute of high grade. The interest and enthusiasm taken in the work by the instructors, together with the timeliness of the subject matter presented, merit special words of praise and recommendation.

Therefore, be it resolved that we, the instructed, seek to express, in part, our appreciation for the real help and benefit this Institute has been and will be to us as teachers in our work.

Secondly, Resolved that to Professor Hiram Hadley, Superintendent of Public Instruction, we extend our thanks for his comprehensive interest in education, and for his emphasis placed upon the

importance of county institutes.

Thirdly, Resolved that we extend to Dr. C. D. Smith, our county superintendent, a like sense of appreciation for his official efficiency as superintendent and for the wisdom exercised in the choice of a faculty for this institute. Also for his presence and timely counsel during our several sessions.

Again, Resolved that to Professor H. F. Thomas, Principal of the Farmington schools, we vote our special thanks for serving us so admirably as conductor.

Also to Mrs. E. H. Sherman of Durango, Colorado, we express our esteem and appreciation for her efficient service as Assistant Instructor. And to Professor E. H. Sherman of Durango are we indebted for his analytical instruction given in mathematical and local geography.

Resolved, that to Miss Margaret Thomas, Assistant Principal elect of the Farmington High School, we extend our cordial esteem and gratitude for the clearness in which she has presented the technicalities having to do with modernizing much of our work in presenting the subject matter as teachers.

In this resolution we include our thanks to Miss Marylee Hartman, teacher elect of the intermediate grade in the Aztec school, for her very essential assistance in giving us instruction in physical culture.

Resolved that a vote of thanks be extended to Mr. E. S. Whitehead, Honorable Mr. Ellis, Judge Granville, Pendleton, and Judge G. D. Sutton of Aztec, and to Reverend R. U. Waldraven of Farmington for the brief, pointed and practical addresses.

Resolved, further, that to the citizens of Farmington and vicinity do we extend our appreciation for their courteous treatment and cordial hospitality and to the hotels for their service and special rates.

We also extend our appreciation to the Farmington School Board for tendering us the school building in which to hold our Institute. To the editors in San Juan County we also extend our thanks for this generous co-operation and special interest taken in our work.

Lastly, Resolved that these resolutions appear in the column of the Times-Hustler; with a request that a marked copy be mailed to each of the above named parties.

Also that a minute be made in the records of

importance of county institutions.
 Thirdly, resolved that we extend to Mr. C. D.
 Smith, our county superintendent, a letter of
 appreciation for his official efficiency as super-
 intendant and for his personal interest in the
 of a faculty for this institute. Also for his
 presence and timely counsel during our several ses-
 sions.
 Again, resolved that to Professor H. F. Thomas,
 Principal of the Farmington schools, we vote our
 special thanks for serving us so ably as our
 guest.
 Also to Mr. J. H. Thomas of Farmington, Colorado,
 we express our esteem and appreciation for his ef-
 ficient service as Assistant Instructor. And to
 Professor H. F. Thomas of Farmington we are indebted
 for his analytical instruction given in mathematics
 and local geography.
 Resolved, that to Miss Margaret Thomas, Assistant
 Principal of the Farmington High School, we vote
 our cordial esteem and gratitude for the ef-
 ficient service she has rendered the school, and
 having to do with the education of our youth,
 presenting the subject matter as follows:
 In this respect we are indebted to the
 Miss Margaret Thomas, Teacher of the
 school grade in the high school, for her very ef-
 ficient assistance in giving us instruction in
 and culture.
 Resolved that a vote of thanks be extended to Mr.
 E. A. Williams, Superintendent of the
 Farmington, and Judge O. H. Brown of Arden, and to
 Hyatt and R. V. Whitman of Farmington for the
 pointed and practical addresses.
 Resolved, further, that to the district of
 Farmington and vicinity we extend our apprecia-
 tion for their cordial treatment and assist-
 ance for their interest in the subject matter and
 hospitality and to the people of Farmington and
 vicinity.
 We also extend our appreciation to the Farmington
 School Board for securing the use of the building in
 which to hold our institute. To the citizens of Arden
 and County we also extend our thanks for their
 cooperation and special interest taken in our work.
 Lastly, resolved that these resolutions be
 in the name of the Farmington High School, and
 that a printed copy be mailed to each of the above
 named parties.
 Also that a minute be made in the records of

our Education Association to the effect that our
Resolution Committee discharge its obligation.

Respectfully submitted,

Myron F. Fifield
Miss Carrie Eblen
Miss Nellie Coyne

Committee⁶

The following is a sample test in elementary algebra
from the examination which concluded the institute training;
Time, one hour and thirty minutes. (This one was selected
for observation because of its brevity). The applicant
was to select any eight problems.

- (1) Define: (a) Equation, (b) Term, (c) Factor, (d)
Exponent, (e) Coefficient.
(2) Factor: (a) $4a^2 - 20ax + 25x^2$ (b) $x^2 + 11x + 30$
(3) At an election two opposing candidates received to-
gether 2,000 votes and one received 100 more than
the other. How many did each receive?

(4) $\frac{1}{x-2a} + \frac{a^2}{x^2-8a^2} - \frac{x+a}{x^2+2ax+4a^2}$

(5) Simplify: $\frac{1}{a^2} + \frac{1}{b^2}$

$$\frac{1}{a^2} = \frac{1}{b^2}$$

$$\frac{1}{a} + \frac{1}{b}$$

$$\frac{1}{a} - \frac{1}{b}$$

- (6) A person walks to the top of a mountain at the rate
of one and one-half miles per hour and down the same
way at the rate of four and one-half miles per hour.
How far is it to the top of the mountain if he is
out six hours?

⁶ Unpublished scrapbook in Education Department,
Capitol Building, Santa Fe. Hereafter cited Scrapbook.

the Commission has been notified by the
Executive Committee of the Board of Directors

that the Board of Directors has
decided to accept the offer of the
Executive Committee of the Board of Directors

The following is a list of the names of the

from the examination which shall be held on the

time, one hour and thirty minutes, on the

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$$(7) \quad \frac{5}{x} + \frac{6}{6} = 2$$

$$\frac{15}{x} - \frac{3}{y} = 2\frac{1}{2}$$

- (8) A sum of money at simple interest amounted in four years to \$2,900, and in five years to \$30,000. Find the sum and the rate of interest.
- (9) Raise $2x-y$ to the fifth power.
- (10) Extract the square root of: $x^4 + \frac{2x^3}{3} + \frac{10x^2}{9} + \frac{x}{3} + \frac{1}{4}$

The institute of August 6, 1904, opened with County Superintendent Fifield talking on the subject "Resolved that an attempt be made to enforce the law prohibiting the sale of tobacco to school children."⁷ To receive a third-grade certificate, a minimum of 35 per cent had to be made on the teachers' examination. Institutes were still being held in 1920.

II. TEACHERS' ASSOCIATIONS

A movement to hold a county teachers' meeting was begun by Harvy Towner in the fall of 1896. He would have the program "deal with general literary exercises, the discussion of subjects pertaining to education, papers on various topics and music."⁸ Not until 1902 did Mr. Towner's plan achieve practical results. In that year the San Juan County Teachers' Association was organized "to secure union

⁷ The San Juan Democrat, August 9, 1904.

⁸ The San Juan Times, October 23, 1896.

and fellowship among the teachers and to generally help the cause of education in San Juan County."⁹ At the meeting of the Association which was held in Aztec in 1903 the program was as follows: "The Importance of Teachers' Organizations," a paper read by E. F. Taylor, vice-president; "The First Day of School," a reading by Hunger, the principal at Aztec; "What Shall We Teach in the Public Schools?" by Mr. Turner; "Grading County Schools," by Carrie Eblen. For the course of reading for the teachers the committee decided to adopt Irish's American and British Authors, Spencer's Education, and Gray and Coulter's Botany. The secretary was advised to correspond with New Mexico Normal at Las Vegas and the one at Greeley, Colorado, to see what texts were being used on "Theory and Practise" in Normal work. The meeting closed with Mr. Butler's reading of a paper, "Relations of the Teacher to the Parent."¹⁰ In another meeting that was held in the same year, teacher's salaries were discussed. It was said that two hundred schools in Kansas had closed because no teachers would work for the low salaries that state provided.¹¹ Means for raising local salaries were pondered. The San Juan County Teachers' Association held regular monthly meetings through 1904, 1905, and 1906.

⁹ The Farmington Hustler, October 16, 1902.

¹⁰ The San Juan Times, September 18, 1903.

¹¹ Ibid., December 20, 1903.

and fellowship among the teachers and to generally help
 the cause of education in San Juan County. At the meeting
 of the Association which was held in Astor in 1905 the pro-
 gram was as follows: "The Importance of Teachers' Organiza-
 tions," a paper read by E. W. Taylor, vice-president; "The
 First Day of School," a reading by Hanger, the principal
 at Astor; "What Shall We Teach in the Public Schools?" by
 Mr. Turner; "San Juan County Schools," by David Cohen. For
 the purpose of reading for the teachers the committee decided
 to adopt Tracy's American and British Authors. Spencer's
Education, and Gray and Goulet's History. The secretary was
 assigned to correspond with San Mexico Normal at San Vegas
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 said that two hundred schools in Kansas had closed because
 no teachers would work for the low salaries that state pro-
 vided. Means for raising local salaries were suggested.
 The San Juan County Teachers' Association held regular meetings
 meetings through 1906, 1907, and 1908.

The San Juan County Teacher, October 10, 1906.

The San Juan Teacher, September 18, 1907.

Ibid., December 20, 1907.

III. LITERARY SOCIETIES, BENEFITS, AND CONTESTS

The Farmington Literary Society was founded on January 29, 1894. Prominent citizens were among its organizers and first officers. Its first officers were: President, William Locke; Vice-President, G. L. Cooper; and W. L. Garrison, who served as critic. This literary group held semi-monthly meetings, and a part of each discussion was a debate upon some white-hot issue of the day. The issues included such problems as "Resolved that the influence of woman over man is greater than that of money"; and "Resolved that the Indian has been more ill-treated by the American people than the Negro." In its meeting in December of 1896 the Farmington Literary Club debated: "Resolved that the use of intoxicating liquors has caused more misery than war and famine."¹²

That such societies were a strong influence in the formation of public opinion Duke illustrates by tracing the development of the prohibition movement in the county from that meeting of the literary society. San Juan was the first county in the state of New Mexico to outlaw liquors.¹³

A similar society was formed in Aztec in 1900. A debate at one of its later meetings was on the subject: "Who was the best president of the United States?" A Dr.

¹² Duke, op. cit., p. 100.

¹³ Loc. cit.

III. LITERARY SOCIETIES, DEBATES, AND CONFERENCES

The Washington Literary Society was founded on January 15, 1894. Its first officers were: President, William Lusk; Vice-President, R. L. Davenport; and Secretary, John H. Davenport. The society held weekly meetings, and a part of each discussion was devoted upon some subject of the day. The society has been so successful in its efforts that the influence of its members is greater than that of any other literary society in the city. The society has been very successful in its efforts to bring about a better understanding of the Negro. In the month of November, 1895 the Washington Literary Club debated: "Resolved that the use of intelligence has caused more misery than was the result." That such a resolution was a direct challenge to the formation of public opinion has been illustrated by the development of the published movement in the body of that meeting of the literary society. The first meeting in the state of New Mexico to discuss literature. A similar society was formed in Texas in 1897. A debate at one of the later meetings was on the subject: "Who was the best president of the United States?"

12 WASH. LIT. S. 100.

13 LIT. S. 101.

Dudley chose Theodore Roosevelt as his candidate but ran out of eulogizing material before his allotted time had elapsed. Searching about in his harried mind for something further to say, in a stuttering voice he eventually blurted out: "He - he was a big, fat slob."¹⁴ Other subjects for debate were: "Resolved that the pen is mightier than the sword"; and "Resolved, that water is a greater force of destruction than fire."

In the fall of 1895 a musical and literary entertainment was presented in the Farmington school house to raise money to purchase a dictionary. Later, Miss Potter gave a box auction-sale party that netted \$19.60.¹⁵ A benefit to raise money to buy seats for the new school on the La Plata was held on the eve of St. Patrick's Day, 1889. "The well known play, 'Ten Nights in a Barrom' will be produced. A good time is assured."¹⁶ Raising money to prolong the school term was the reason for the supper given at the room recently vacated by W. A. Hunter in Farmington in 1900. It was well patronized and the money therefrom raised the "prolong-the-school fund" to \$45.00, which was very encouraging. An entertainment to secure money to buy maps and globes for the school at Aztec was held in Lobatos' saloon in the

¹⁴ Mrs. MacWilliams, personal interview.

¹⁵ The San Juan Times, November 27, 1896.

¹⁶ The San Juan County Index, March 12, 1899.

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 than fire."

In the fall of 1895 a national and literary enter-
 tainment was suggested in the Washington school house to
 raise money to purchase a dictionary. When the
 gave a box of stationery to the party that night. ¹⁶
 benefit to raise money to buy seats for the new school.
 The affair was held on the eve of St. Patrick's Day, 1895.
 "The well known play, 'Ten Nights in a Barroom,' will be pro-
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 ing. An entertainment to secure money to buy maps and globes
 for the school at Annapolis was held in Hanson's saloon in the

¹⁵ Mrs. MacWilliams, personal interview.

¹⁶ The Star Line, November 27, 1895.

¹⁶ The Star Line, March 12, 1897.

same year. A similar benefit, though not in such pleasing quarters, was held in March and raised \$28.45 to buy seats for the school. "There were lots of programs for parents. Everyone came to them. There were pie suppers and box suppers. It was the custom to hold a pie supper on Thanksgiving to pay for the Christmas tree candy."¹⁷

Farmington saw its first "show" in 1885. It amounted to some slides that were cast onto a sheet on the wall of the school house by a lantern. The gentleman responsible for the cultural display projected the scenes of a biblical theme, unaware of the Satanic leanings in elements of his audience. At the climax a drunken cowboy said: "Well, there's Jesus Christ. I think that I'll just shoot old Christ." As the bullets started hitting the screen the projectionist, unused to reactions of that nature and prompted by shots near his feet, left by way of a window, abandoning his equipment to the anti-Christ. Several years later Al Dustin saw the ill-fated showman in Bayfield, Colorado, living the life of a hermit. He had a long white beard and lived in a cave.¹⁸

Inter-school contests that pitted physical strength or physical skill were not common. Mention has been made of the annual contest in elocution that was sponsored by C. A.

¹⁷ Mrs. MacWilliams, personal interview.

¹⁸ Al Dustin, personal interview.

ENCY
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Grommet and held in Flora Vista for several years. The gold medal prize was eagerly sought. A product of the Farmington schools usually won it. A special coach in elocution, a lady from Durango, was brought on one occasion to Farmington to train their aspirant.

Contests on "Capitols of states," geography and spelling were of a local nature and parents as well as pupils participated in the spell-downs.

Baseball was the logical game that could have become inter-school competition by 1912. Aztec and Farmington had nine months of school, but the remainder of the county schools averaged less than seven months, which made baseball impractical. Town teams were addicted to the game during the summer. Football made its debut about this time. Ambitious Aztec scheduled a game with the University of New Mexico. The game

. . . was played in Albuquerque in 1912. Professor Earl Douglas arranged for the game. In a big car owned by Mr. Hubbard the team travelled all day to reach Gallup that night. There they entrained and arrived in Albuquerque the following morning. Aztec suffered defeat by the score of forty-two to nothing. Yale played Harvard somewhere back East on the same day and one or the other beat the other by the same score, so the boys did not feel so badly. A banker named Jones accompanied the team. Constantly en route he admonished the green kids to beware the traffic and respect the law. Jones and Professor Douglas were stopped and bawled out by a policeman in Albuquerque for jay-walking.¹⁹

¹⁹ Personal interview with Mr. Lanier, on May 2, 1949, a worker in the Post Office at Aztec. He came to Aztec in 1906.

Groceries and held in Florida Vista for several years. The gold medal prize was eagerly sought. A product of the Farmington schools usually won it. A special coach in connection with the team from Durango, was brought on one occasion to Farmington to train their aspirant.

Contests on "Capitals of States," Geography and spelling were of a local nature and parents as well as pupils participated in the spelling-bee.

Baseball was the popular game that would have to come later-school competition by 1912. After and Farmington had nine months of school, but the remainder of the county schools averaged less than seven months, which made baseball impractical. Town teams were added to the game during the summer. Football made its debut about this time. Ambrose Astor conducted a game with the University of New Mexico. The game

... was played in Albuquerque in 1912. Professor Earl Douglas arranged for the game. In a big car owned by Mr. Hubbard the team traveled all day to reach Gallup that night. There they remained and arrived in Albuquerque the following morning. Astor suffered defeat by the score of forty-two to nothing. He played Harvard somewhere back East on the same day and one of the other best the other by the same score, so the boys did not feel so badly. A banker named Jones accompanied the team. Suddenly on route he admonished the green kids to beware the traffic and respect the law. Jones and Professor Douglas were stopped and hauled off by a policeman in Albuquerque for jay-walking.

19 Personal interview with Mr. Lanier, on May 2, 1944, a worker in the Post Office at Astor. He came to Astor in 1906.

IV. THE MOVEMENT TOWARD HIGHER EDUCATION

In 1894 a rumor of building an academy on the La Plata spread so far south as to reach the ears of the editor of the paper at Farmington. The reasons for such a venture were the same as those cited by Superintendent Fifield sixteen years later, when arguing with the rural schools to take advantage of the improved roads and to consolidate with the town schools. He said

On the advent of better public highways several of our rural schools could come with profit to the Township school system. In lieu of this, these districts each needs a school house in each end of the district or on each side of the river, which is so often times swollen as to cut off many of the pupils from the school building.

The plan at La Plata was to construct an academy to house the pupils from the entire three districts on the river to insure a more regular attendance. The plan died aborning. The next year a scheme evolved in Farmington from similar reasoning plus the desire for business training for county students. This project reached the by-law stage. Its constitutions follows:

Article I The name of this company shall be The San Juan Academy Corporation of Farmington, New Mexico.

II The capital stock shall be \$25,000: 2500 shares to be sold at ten dollars each. The population of the county in 1893 was 3,000.

III The annual meeting of the stockholders will be on the last Saturday in June.

- IV There will be a board of five directors who will be bonded.
- V The corporation's object--a graded school is suitable buildings.
- VI The stock will be kept on the market till sold. A superintendent will be hired to prosecute the building.
- VII The board of directors will make annual reports to the stockholders.
- VIII Good teachers will be employed.
- IX The board will select the text-books and fix the grades.
- X The board will provide a short business course to consist of Penmanship, Shorthand, Bookkeeping, and other business preparation.
- XI The board will not sell or mortgage without the consent of a majority of the stockholders.
- XII The board will notify stockholders ten days before a meeting.
- XIII The board will pay dividends.
- XIV This school will be purely Non-Sectarian and Non-Political. No teacher shall be employed or rejected on account of his or her Denominational or Political affiliations, yet no teacher shall be employed who is not a Christian in faith and practice.
- XV The teachers shall be required to open and close the school of each day with a short service of reading of Scripture, Song and Prayer.
- XVI The teachers will keep records of daily Deportment and standing in recitation.
- XVII There will be a public examination on the fourth Friday of each month and a public examination at the end of each term.
- XVIII The Teachers will not allow a pupil to pass from one grade to another until he is proficient in the grade from which it is sought to promote him.

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- The corporation's object--a graded school in suitable buildings. V
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- There will be a public examination on the fourth Friday of each month and a public examination at the end of each term. XVII
- The teachers will not allow a pupil to pass from one grade to another until he is qualified in the grade from which it is sought to promote him. XVIII

XIX The board will meet as often as is necessary.

XX A meeting can be called at any time by two directors, if they give seven days notice.

Fifteen acres of land were donated after a choice of a site for the building was made. Three hundred dollars was the estimated cost of the building.²⁰ This was as far as this plan moved. In March, 1897, the spark flared anew. "There is talk of a college being built in Farmington. Land has been selected."²¹ The fire died down once more.

The flame jumped north and east to Aztec. Mr. Grommet, the educator at Flora Vista and sponsor of the gold medal contest in elocution, cast his weight to Aztec's cause. An intense rivalry existed between Aztec and Farmington. If one could excel at anything, it lost no opportunity to do so. People in Aztec gave Mr. Grommet authority to secure a principal and open a normal school. He induced Dr. Frank Clarence Spencer, a graduate of Columbia University and "New York educator of note,"²² and his wife to come to Aztec to open the college. So on Tuesday, September 4, 1900, the Northwestern Normal School, "the first advanced educational institution in

²⁰ The San Juan Times, August 30, 1895.

²¹ Ibid., March 22, 1897.

²² The San Juan County Index, December 14, 1900.

XIX The board will meet as often as is necessary.

XX A meeting can be called at any time by the directors. It may give away any money.

Fifteen acres of land were donated after a check

of a check for the building was made. Three hundred dollars

was the estimated cost of the building. This was the

first as this plan moved. In March, 1897, the board stated

again. "There is talk of a college being built in Washington

and land has been allocated." The first day some one

more.

The plans turned out to be a failure. The

grounds, the school at Fort Verde and school at Fort

Gold medal contest in education, and the school at Fort Verde

cannot. An income tax was levied on the school and the

Washington. It was said that at night, it was said

opportunity to do so. People in Fort Verde and Fort Verde

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He induced Dr. Frank Johnson, a graduate of

Columbia University and New York University of New York

and his wife to come to Fort Verde to open the college. He

on Tuesday, September 4, 1900, the Washington school

school, the first advanced educational institution in

20 The New York Times, August 25, 1897.

21 Ibid., March 25, 1897.

22 The New York Times Index, December 14, 1900.

northwestern New Mexico or southwestern Colorado"²³ opened.

The aim of the institution was

To equip pupils for the battle of life; to make thinkers and doers--energetic, progressive, useful citizens. Graduates should be able to properly discharge the duties of principal of any high school, to fill any position of honor or trust in bank or merchantile house; in short, to do properly and well whatever comes to their hands to do.

The courses were:

First Year: First term--practical arithmetic, grammar, descriptive geography and penmanship.
 Second term--practical arithmetic, rhetoric, physical geography, penmanship and reading.
 Third term--algebra, rhetoric, physiology, bookkeeping, and reading.
 Fourth term--algebra, grammar, United States history, botany, and drawing.

Terms: ten weeks each, daily recitations. Weekly drills in letters of teaching, debating, etc.

Second Year: Latin for three years; forty weeks of practical and higher arithmetic; thirty weeks of geometry; twenty weeks of trigonometry and surveying; thirty weeks of United States history and constitution; twenty weeks of general history; ten weeks each in English, French and German history, botany, physics, zoology, geology, mental science and chemistry; twenty weeks each in history of education, philosophy of education, political economy, criticism, astronomy, school law, lectures; two years of English literature, etc.²⁴

Pending the finding of better accommodations, schooling

²³ Ibid., September 7, 1900.

²⁴ The San Juan County Index, September 7, 1900.

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physical geography, penmanship and read-
ing.
Third term--algebra, rhetoric, civics,
bookkeeping, and reading.
Fourth term--algebra, geometry, history,
science history, botany, and drawing.

Terms: Ten weeks each, daily instruction, weekly
exams in letters of spelling, debating,
etc.

Second Year: Latin for three years; forty weeks of
practical and higher arithmetic; thirty
weeks of geometry; twenty weeks of trig-
onometry and surveying; thirty weeks of
United States history and constitution;
twenty weeks of general history; ten
weeks each in English, French and German
history, botany, physics, zoology, geology,
mental science and anatomy; twenty weeks
each in history of education, philosophy,
of education, political economy, civics,
astronomy, school law, hygiene; two years
of English literature, etc.

Pending the finding of better accommodations, schooling

23 1911, September 7, 1900.

24 The San Juan County Index, September 7, 1900.

was held at Lobato's Hall, which, in the opinion of many, had degenerated from its status of saloon. Registration was held there on Monday, and students from out of town were urged to check in at the Home Hotel. Classes got under way, and Doctor Condit invited the public to attend his lecture on electricity. Doctor Spencer, the head of the institution, newly arrived in San Juan County, made a trip to Farmington to ask the people there for their patronage and, more practically, some students. This advertisement was placed in the paper at Aztec:

North Western Normal College, Aztec, New Mexico

Pupils may enter any time and take any studies they wish.

Departments: Preparatory, Normal, Classical, Musical, Commercial, Short-hand

Low--Rates for board, room and tuition. Write for circulars.

High--the grade of instruction in all branches taught in the high school and college.²⁵

Professor Grommet arranged an extra-curricular lecture course for the winter which consisted of five lectures at intervals of one month. Season tickets cost two dollars, the proceeds going to the Normal School. Lecturers were: Judge R. McFie; Doctor Downs, superintendent of the Durango schools; Price Walters, Esq.; and Dr. F. C. Spencer. Music, declamations, and short dialogues

was held at the school hall, and the students were
had demonstrated from the school hall. The students
was held in the school hall, and the students were
were urged to come in to the school hall. The students
under way, and the school hall was the place to attend
his lecture on electricity. The school hall was the place
the investigation, which resulted in the school hall, and
trip to the school hall to see the results of the school hall
age and, more particularly, the school hall. The school hall
ment was placed in the school hall.

Northwestern National College, Chicago, Ill.
The school hall was the place to attend
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Professor of the school hall was the place to attend
lecture course for the school hall was the place to attend
included as members of the school hall was the place to attend
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were special features of each lecture. A Spanish class was also started which met on Tuesday and Thursday nights. Superintendent Mead of a nearby Experimental Station that was affiliated with the State Agricultural College at Las Cruces, was in charge of the well-attended class in Spanish. By the end of the year fifty pupils had enrolled in the Normal School. It had become apparent, however, that in order to exist assistance from the state would be necessary. Judge Granville Pendleton, the town orator for occasions of state and the Fourth of July, went to Santa Fe, the state capitol, to secure the passage of legislation that would change North Western Normal into a state institution. "The bill was favorably reported by the committee in charge to the house legislature by Judge Pendleton."²⁶ Five days later the bill passed the house. Then Farmington forwarded objections to the school's location at Aztec. Flora Vista approved having the school where it was. This lack of unity plus the opposition proved too much for the Judge. "Judge Granville Pendleton returned from the Santa Fe Legislature session. He lost the normal school. Cowmen aided by sheepmen beat him."²⁷ Despite the disappointment that arose from the defeat, classes continued throughout the year until the close of

²⁶ Ibid., February 15, 1901.

²⁷ The Farmington Times, March 29, 1901.

were special features of each feature. A Spanish class was also started which met on Tuesday and Thursday nights. Superintendent Reed of a nearby Experimental Station that was affiliated with the State Agricultural College at Los Gatos, was in charge of the well-attended class in Spanish. By the end of the year fifty pupils had enrolled in the Normal School. It had become apparent, however, that in order to exist as an institution from the state would be necessary. Judge Granville Randall, the town clerk for sessions of state and the fourth of July, went to Santa Fe, the state capital, to secure the passage of legislation that would change Santa Fe Normal into a state institution. The bill was favorably received by the committee in charge of the house legislation by Judge Randall. Five days later the bill passed the house. Then Partridge forwarded objections to the school's location at Aztec. From Vista approved having the school where it was. This lack of unity gave the opposition proved too much for the judges. Judge Granville Randall returned from the Santa Fe legislative session. He took the normal school. Governor aided by his men best him. Despite the disappointment that arose from the defeat, classes continued throughout the year until the close of

26 Id., February 11, 1901.

27 The Farmington Times, March 29, 1901.

school on June 6. Attendance had been small during the spring months because of sickness and farm work. No intention of abandoning the project was apparent. Before the formal opening the following fall a special short term in "Methods of Teaching" was given to teachers in the county who had not complied with the state law, which required attendance at an institute. The county superintendent approved the short term as an adequate substitute for the regular teachers' institute.²⁸ The regular term opened on September 21, 1901, with an attendance that was only fair. Fifty students were desired. Mrs. Grommet was teaching Latin and algebra. The year was divided into three terms of twelve weeks. The first and second terms cost \$12.50 each in advance; after the first week they were \$15. The third term cost those who had paid for the first term, \$7.50. An entire year in advance was only \$30.00.²⁹

Suddenly the school was discontinued. Probably not enough students enrolled to afford Doctor Spencer a wage commensurate with his educational status. His wife had acted as principal for the public school of Aztec in 1900. She was not hired for the following year. Perhaps Farmington did not support the project for fear that

²⁸ The San Juan County Index, September 6, 1901.

²⁹ Ibid., September 13, 1901.

it would benefit its rival. Mayhap a faculty could not be found that would work in such an air of instability at such probable low salaries. The death knell had rung when Judge Pendleton had failed his mission. The life of North Western Normal ceased in its second year.

Mr. Grommet, one of the Normal school's faculty, had been the driving power behind the venture. In November of 1901 he was back teaching regular school on the La Plata. A leading figure in educational circles for ten years, he was committed eventually to the state penitentiary

. . . for altering post office funds, or some similar charge. Good behavior in that institution permitted his early release on probation. He returned to Aztec, where he died. His memory is highly regarded by the old-timers around Aztec.³⁰

Though of little connection with public schools, the Territorial College of Agriculture kept an experimental station two miles north of Aztec for six years, 1895-1901. In the fall of 1894 C. G. Brewer contracted to build the station.³¹ Superintendent C. E. Mead wrote a paper in 1894 entitled "A Study of Soil Moisture." By 1901 the station, described as "140 acres of choice land with improvements thereon,"³² was for sale. Mr. Pinkstaff

³⁰ Personal interview with George Bowra, editor of the Aztec Independent Review, on March 12, 1949.

³¹ The San Juan County Index, November 20, 1894.

³² Ibid., August 12, 1901.

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gentlemanly

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³⁰ Personal interview with George Bower, editor of the Arden Independent Review, on March 12, 1952.

³¹ The San Juan County Index, November 23, 1901.

³² Ibid., August 12, 1901.

of Telluride, Colorado, bought it for \$4,500.³³

V. SUMMARY

To derive a complete picture of the early schools and their influence upon the communities, examination was made of outside activities which centered about the school. Teachers' Institutes and Examinations were required by law and occurred annually before the beginning of school. Teachers' Associations developed through the desire of a professional group to get together for entertainment and to discuss common problems. Literary Societies resulted from the need of the communities for entertainment and cultural advancement. Contests proved an interesting way of displaying the teachers' work before the public. Benefits and socials served as means of augmenting the funds for educational purposes.

A normal school was considered in La Plata and Farmington before it was attempted in Aztec. Classes were held at the school for one year and were started a second year, before it failed. Lack of money, failure to secure state support, and rivalry of Aztec and Farmington were reasons for its failure. The movement for a normal school was supplanted by the development of high schools.

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CHAPTER VI

THE RISE OF THE HIGH SCHOOL AND THE GENERAL PICTURE TO 1946

I. FARMINGTON HIGH SCHOOL

Aztec had an institution for higher learning at the turn of the century. However, North Western Normal ceased functioning sometime in 1901. In 1903 Farmington boasted that it had a complete high school. This venture into the realms of advanced education was destined to grow steadily and become one of the larger high schools in the state. The graduating class of 1907 consisted of two sisters, Lena and Frances Eliot.¹ The graduates in 1949 numbered fifty-six. As many as 60 per cent of the class intended to go to institutions of higher learning.

Although the curriculum in the early years offered little more than botany, geometry, algebra, ancient history, bookkeeping, English, and Latin,² by 1917 it included: thirty-six weeks of Algebra I and II; Plane Geometry, Medieval and Modern History; Ancient History; English I, II, III, and IV; German I and II; Elementary Latin and Caesar; Physics and Chemistry; Stenography, Typewriting

¹ Records in the office of the Farmington High School. Hereafter cited Farmington High School Records.

² The Farmington Times Hustler, September 9, 1909.

CHAPTER VI

THE RISE OF THE HIGH SCHOOL AND THE

GENERAL PICTURE TO 1900

I. FARMINGTON HIGH SCHOOL

Also had an institution for higher learning at the turn of the century. However, North Western Normal College functioning sometime in 1901. In 1905 Farmington opened that it had a complete high school. This venture into the realm of advanced education was destined to grow steadily and become one of the largest high schools in the state. The graduating class of 1907 consisted of two sisters, Lena and Frances Elliot. The graduation in 1907 numbered fifty-six. As many as 60 per cent of the class intended to go to institutions of higher learning.

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¹ Records in the office of the Farmington High School.
Hereafter cited Farmington High School Records.

² The Farmington Times Herald, September 8, 1907.

and Bookkeeping; Public Speaking; Sociology; Spanish I, II, and III; Domestic Art, Clothing, and Manual Training I and II; eighteen weeks of Solid Geometry; History of the United States; Civics; Physiology; Physiography; Advanced Arithmetic; Domestic Service; Sewing, Cooking, and Foods. Glee Club was also included. In 1920, eighteen weeks of radio and thirty-six weeks of agriculture were added. Seven years later Commercial Law and Mechanical Drawing appeared. The complete Curriculum in 1948 was: Agriculture I, II, III; Art I, II; Typing I, II; Bookkeeping, Shorthand; Dramatics; Journalism; English I, II, III, IV; Speech; Home Economics I, II, III; Library Science; General Mathematics, Algebra, Plane Geometry, Advanced Algebra, Trigonometry, Solid Geometry; Orchestra, Band, Chorus; Girls' Physical Education, Boys' Physical Education; General Science, Biology, Chemistry; Hygiene; World History, American History; American Problems; and Spanish I and II. Thirty-six weeks of schooling in each subject was to be had.³

At a recent meeting of high school superintendents in the spring of 1949, concern was registered over the high percentage of children entering the schools of the state who failed to graduate from high school. Eighty per cent of the first-year students dropped out; six out

³ Farmington High School Records.

of ten pupils who reach the eighth grade do not complete high school. In 1910 Farmington had thirty-one freshmen, thirteen sophomores, fourteen juniors, and five seniors. Aztec High enumerated thirty-two freshmen, fourteen sophomores, six juniors, and one senior. These examples merely illustrate that forty years ago in two high schools the percentage of drop-outs in high school was about ninety.

In 1910 the Farmington school system was housed in one building. Its library contained five hundred books. The first high school building was constructed in 1922. It now serves as a junior high school. A big new educational plant came into being in 1940. It is the most modern and largest public school building in the county. H. F. Thomas was principal of the high school in 1905. L. M. Garrett had succeeded him by 1908. Sixty-three pupils were enrolled in 1910. Earl Douglass followed E. R. Hutchinson as principal in 1922. Under Mr. Douglass the school became accredited by the North Central Association. It is still a member of that association. Although John A. Webb was principal in 1931, Earl Douglass was at the helm again in 1934. The office of superintendent of the Farmington schools was ably filled by F. R. McKinley for fifteen years before he retired and relinquished the position to Mr. Hawkins in 1948.

of ten pupils who were the only pupils in the district
 high school. In 1910 the district had thirty-two pupils.
 men, thirteen sophomores, fourteen juniors, and fifteen
 seniors. These figures represented thirty-two pupils, four
 seen sophomore, six juniors, and ten seniors. There are
 pupils merely thirteen in the district who in two high
 schools the percentage of drop-outs in high school was
 about ninety.

In 1910 the Farmington school system was divided in
 one building. The library contained five hundred books.
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 It now serves as a Junior High School. A high school
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 modern and largest public school building in the county.
 E. F. Thomas was principal of the high school in 1911.
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 E. H. Johnson as principal in 1911. Under Mr. Johnson
 the school became accredited by the North Central Associa-
 tion. It is still a member of that association. Although
 John A. Webb was principal in 1912. Earl Galt was at
 the helm again in 1913. The office of superintendent of
 the Farmington schools was then filled by E. F. Johnson
 for fifteen years before he retired and relinquished the
 position to Mr. Hawkins in 1927.

II. AZTEC HIGH SCHOOL

Although Aztec High School was functioning in 1909, not until 1912 did it have a graduating class. That consisted of two members, Gentry Scales and George Tonkenson. The curriculum of the early school resembled Farmington's. Eighteen weeks of zoology and eighteen weeks of pedagogy were included, also.⁴ Recitation periods lasted forty minutes.

Eliza Robinson superintended the thirty pupils in 1908. W. G. Russel had fifty-three. W. E. Caroon and W. R. Buckles were other early principals. In 1924 F. H. Anderson headed the Aztec schools, and the high school was a member of the North Central Association. A. J. Lindsay, his successor, maintained the accreditation. By 1934, however, when Roy Gladson had the position, the school was no longer a member. C. V. Koogler was superintendent in 1938. He holds the position in 1949 and is attempting to have the school become accredited by the Association once more.⁵ Bonds for \$42,000 were sold in 1948 for the construction of a modern gymnasium. Gene Hamilton, famous through the West as a pianist, became head of the music department in 1942 and serves yet in that capacity.

⁴ Aztec High School Records.

⁵ Personal interview with C. V. Koogler, May 10, 1949.

II. EASTON HIGH SCHOOL

Although Easton High School was founded in 1879, not until 1928 did it have a graduating class. That class, class of two members, Henry Smith and George Thompson. The curriculum of the early school resembled that of the fifteen years of study and eight years of study were included, also. The following table shows minutes.

Miss Hodgson supervised the thirty pupils.

1908. W. O. Bessie and W. O. Bessie and

W. R. Bessie were other early pupils. In 1908, W.

Anderson headed the Easton school, and the first

was a member of the West Central Association. W. R.

Anderson, his successor, maintained the connection.

By 1910, however, when Roy Anderson had the school, the

school was no longer a member. W. V. Anderson was

intended in 1918. In 1918 the position of W. V. Anderson

attempting to have the school become associated in

association once more. Bessie and W. O. Bessie were in

1928 for the constitution of a school association. Bessie

Hamilton, former teacher of the school, headed

head of the school department in 1928 and served yet in

that capacity.

Easton High School Records.

Personal Interview with W. O. Bessie, July 19, 1928.

III. CENTRAL CONSOLIDATED HIGH SCHOOL

The Central Consolidated High School serves the students in the populated area between Harper's Hill and Shiprock along the San Juan River. Kirtland, where the school is located, is fifteen miles west of Farmington. The first class graduated from the high school in 1921. Its members were: Alice Ashley, Thora Gale, Anna Hendrickson, and Golda Hargis. The school's curriculum contains the essential of that of the Farmington high school, but it is smaller in scope. W. L. Trimble was superintendent at Kirtland in 1920. Mrs. Grace B. Wilson succeeded him in 1925 and guided the destiny of the schools until 1949, when she retired. The brick building that now contains the grades was constructed in 1914. A big, brick high school appeared in 1930. A modern gymnasium was added seven years later, and a building to house the hot lunch program adorned the campus in 1948.⁶

IV. OTHER HIGH SCHOOLS

High school subjects were taught in other locations at various times. Two years of high school were held at Center Point in 1924-25 and a few years previously.⁷ Flora

⁶ Personal interview with Mrs. Grace B. Wilson, April 10, 1949.

⁷ Mrs. Mac Williams, personal interview.

THE HISTORY OF THE UNIVERSITY OF CHICAGO

The University of Chicago was founded in 1890. It is one of the most important universities in the world. It has a long history of excellence in education and research. The university has many famous alumni and faculty members. It is known for its high standards and its commitment to academic excellence. The university has many departments and schools. It has a large library and many research facilities. It is a very important institution in the United States and around the world.

IV. OTHER HIGH SCHOOLS

Other high schools in the area include the University of Illinois at Chicago, the University of Wisconsin-Madison, and the University of Michigan. These schools are also very important and have a long history of excellence. They are all part of the great tradition of higher education in the United States.

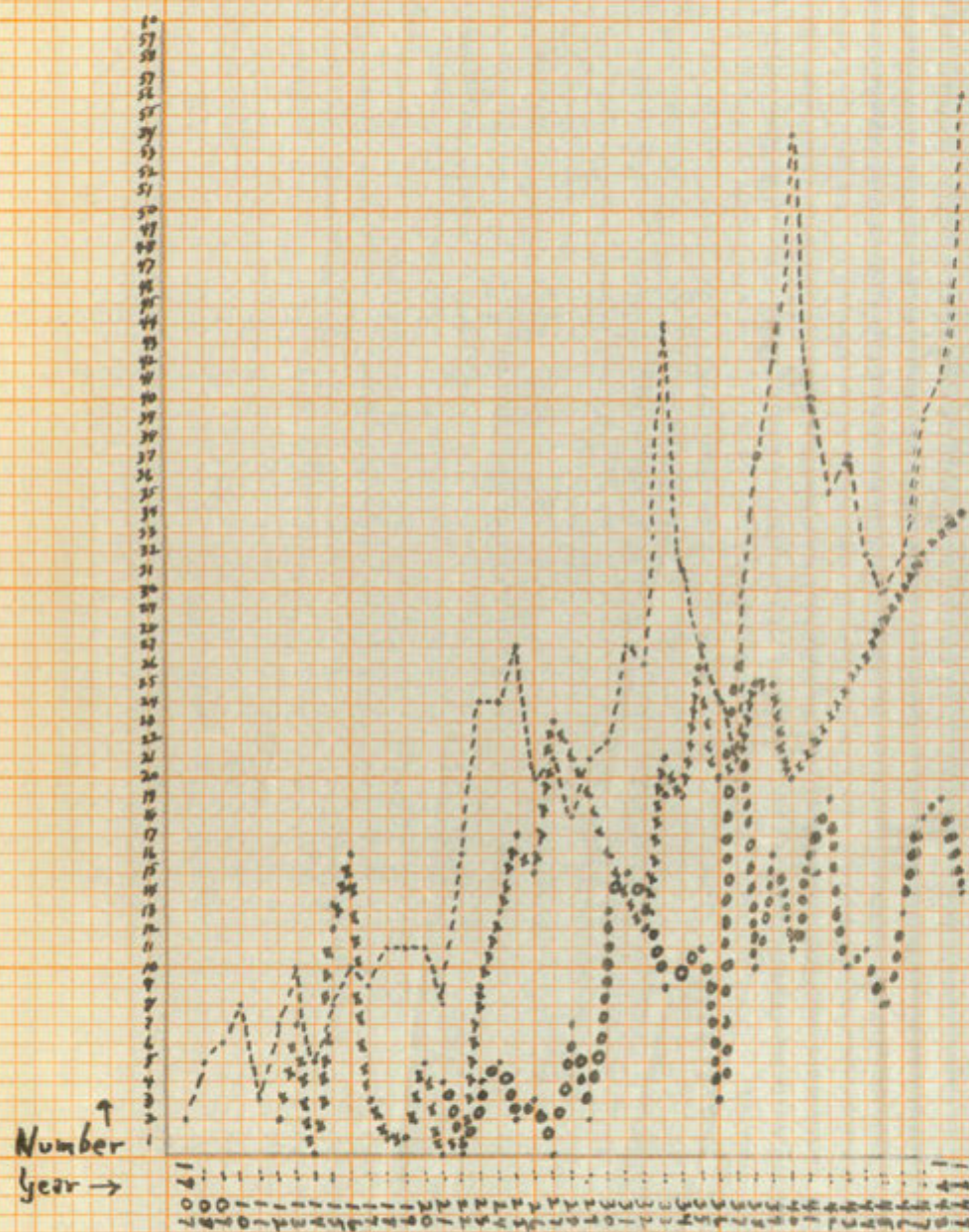


FIGURE 2 San Juan County, New Mexico
Number of graduates of High Schools, 1907-1949

1907 Farmington ----

1912 Aztec x x x x x

1921 Kirtland o o o o o

Vista had a high school for a while. Jewett's high school pupils started attending Central in 1927, as did Shiprock's in 1948.⁹ The improvement in transportation facilities made the maintenance of the schools impractical. Today, the county has three public high schools: Farmington, Aztec, and Kirtland.

Figure 2 serves as a convenient way to present the number of high school graduates from the three public high schools since the schools were organized. Examination of the line representing Aztec reveals years when the record was incomplete. Consequently, the line does not fluctuate as much as it should. The gaps are bridged with lines.

Farmington's number of graduates shows a continuous, though not steady, increase. Aztec's increase is smaller, but continuous, although there were lean years at the time of World War I. In 1930 Kirtland had thirteen graduates, and has remained close to that figure since.

V. THE COUNTY BOARD

In 1918 a County Board of Education was created to conduct all the business for the schools except those of Aztec and Farmington, which were the only two incorporated

⁸ Personal interview with Mr. Willyard, resident of Flora Vista, May 3, 1949.

⁹ Grace B. Wilson, personal interview.

Alaska had a high school for a while. Jewett's high school pupils started attending Central in 1937, and did not stop in 1948. The improvement in transportation facilities made the maintenance of the schools impractical. Today, the county has three public high schools: Fairbanks, Anchorage, and Liviana.

Figure 2 shows an approximate way to present the number of high school graduates from the three public high schools since the schools were organized. Examination of the line representing Anchorage reveals years when the record was interrupted. Consequently, the line does not indicate as much as it should. The gaps are bridged with lines.

Fairbanks's number of graduates shows a continuous, though not steady, increase. Anchorage's increase is similar, but continuous, although there were lean years at the time of World War I. In 1936 Fairbanks had thirteen graduates, and has remained close to that figure since.

V. THE COUNTY BOARD

In 1918 a County Board of Education was created to conduct all the business for the schools except those of Anchorage and Fairbanks, which were the only two incorporated

Personal interview with Mr. Willyard, resident of Fairbanks, May 27, 1949.

Personal interview with Mr. Willyard, Fairbanks, Alaska.

towns.¹⁰ By 1934 the Central Consolidated schools were divorced from the county and were embraced in an independent school district. Table I presents facts which serve to illustrate the development of the county, the Aztec, the Farmington, and the Central Consolidated Schools since 1892. The chart is not complete, but it illustrates the overall picture. Notations do not always agree with similar ones cited elsewhere. The chart was made from material taken from the Biennial Reports of the state superintendents of instruction.

VI. PARENT-TEACHER ASSOCIATIONS

A Parent-Teacher Association had been organized by 1917¹¹ in Farmington. At its suggestion eighth-grade graduates held commencement exercises. There were twenty-five graduates from the eighth grade, exclusive of municipal schools: Bloomfield, three; Flora Vista, six; Rosing, two; Farmington, four; Kirtland, five; Cedar Hill, two; Pendleton, two; and La Plata, two.¹²

An editorial hints of the effects of World War I on education. Entitled "How About Our Schools?" it says:

The election of school board directors in the district Tuesday brings to mind some spring time

¹⁰ The Farmington Times Hustler, October 31, 1918.

¹¹ Ibid., February 16, 1917.

¹² Ibid., June 7, 1917.

by 1917 the County Consolidated Schools were
divided from the county and were transferred to an independent
board of directors. Table I presents these changes
to illustrate the development of the county, the school
district, and the County Consolidated Schools since 1892.
The chart is not complete, but it illustrates the overall
picture. Statistics do not always agree with figures
also elsewhere. The chart was made from material taken
from the Statistical Reports of the State Department of
Education.

VI. PUBLIC-SCHOOL EDUCATION

A Public-School Education has been organized
by 1917 in Washington. At its organization, it was
organized with components exclusive. There were twenty
five graduates from the eighth grade, exclusive of
and schools: Blount's, three; Wood's, one; George
two; Washington, four; Elkhart, three; Cedar Hill, one;
Pamlico, two; and La Plante, two.

An editorial note of the effect of World War I
on education. Another "New York City" is also
The effect of World War I on education is also
clearly shown in the following table.

10	The Washington Times Herald, October 21, 1918.
11	Idem., February 10, 1917.
12	Idem., June 7, 1917.

fancies regarding our schools. Farmington has long boasted of her schools and worked for them. The war with its calls for our time, energy and funds, caused us to slacken our efforts for the schools, but it is time to get back into the harness.

Only this week one of our merchants suggested that a little concerted action on the part of the townspeople would suffice to continue the policy of beautifying the school grounds; and to aid in further equipping the high school, without asking anything from the treasury of the board of education.

There are other things to be considered, also. A new high school building, for instance, is needed. There is a strong sentiment among business men and other taxpayers to have the best schools possible. Durango has found that her investment in a modern high school has increased the value of real estate and made vacant houses a thing of the past.

Money spent on schools is money invested in children of today for the making of good citizens of tomorrow.

Honestly answer the question: Does it pay?¹³

VII. TRANSPORTATION OF PUPILS

The number of school districts had reached thirty before roads and automobiles became good enough to be dependable for transporting school children. In winter months and during the rainy season early roads were impassable to motor vehicles.¹⁴ In 1918 Mrs. MacWilliams used a wagon to go to school seven miles away. She was on the road at sun up and returned after dark. One day it was twenty-eight degrees below zero, but she missed only one day of school because of cold weather.¹⁵ By 1919

¹³ Ibid., April 3, 1919.

¹⁴ Mrs. MacWilliams, personal interview.

¹⁵ Loc. cit.

[illegible]

view.

there were two school buses at La Plata; one commuted from the Barker Dome area and one brought children from farther up the river. Kirtland began using a bus to bring students from the Harper's Hill area to the east, in 1925. Two years later an additional bus began transporting high school students, later children of all the grades, from the Jewett area to the west; and in 1948 the high school students from Shiprock. Farmington, Aztec, and Blanco began using buses, or trucks, as they were once called. The picture in 1949 shows all high school students of the county attending school in one of these four places. The upper San Juan students went to Blanco; the middle San Juan, the La Plata, and the lower Animas pupils went to Farmington; the upper Animas to Colorado students attended at Aztec; the lower San Juan pupils rode to Kirtland. Of course transportation was not limited to high school students. The trend is toward bringing all students in to municipal school systems, as Superintendent Fifield recommended in 1910. All pupils in the La Plata valley will attend the Farmington schools in the fall of 1949. The state had provided transportation for children to Catholic schools when no public schools were available. This practice was deemed unconstitutional by Judge Hensley in his judgment in the noted Dixon case. If public schools are not maintained in Blanco, pupils will have to ride buses to Aztec, eleven miles away by a secondary road.

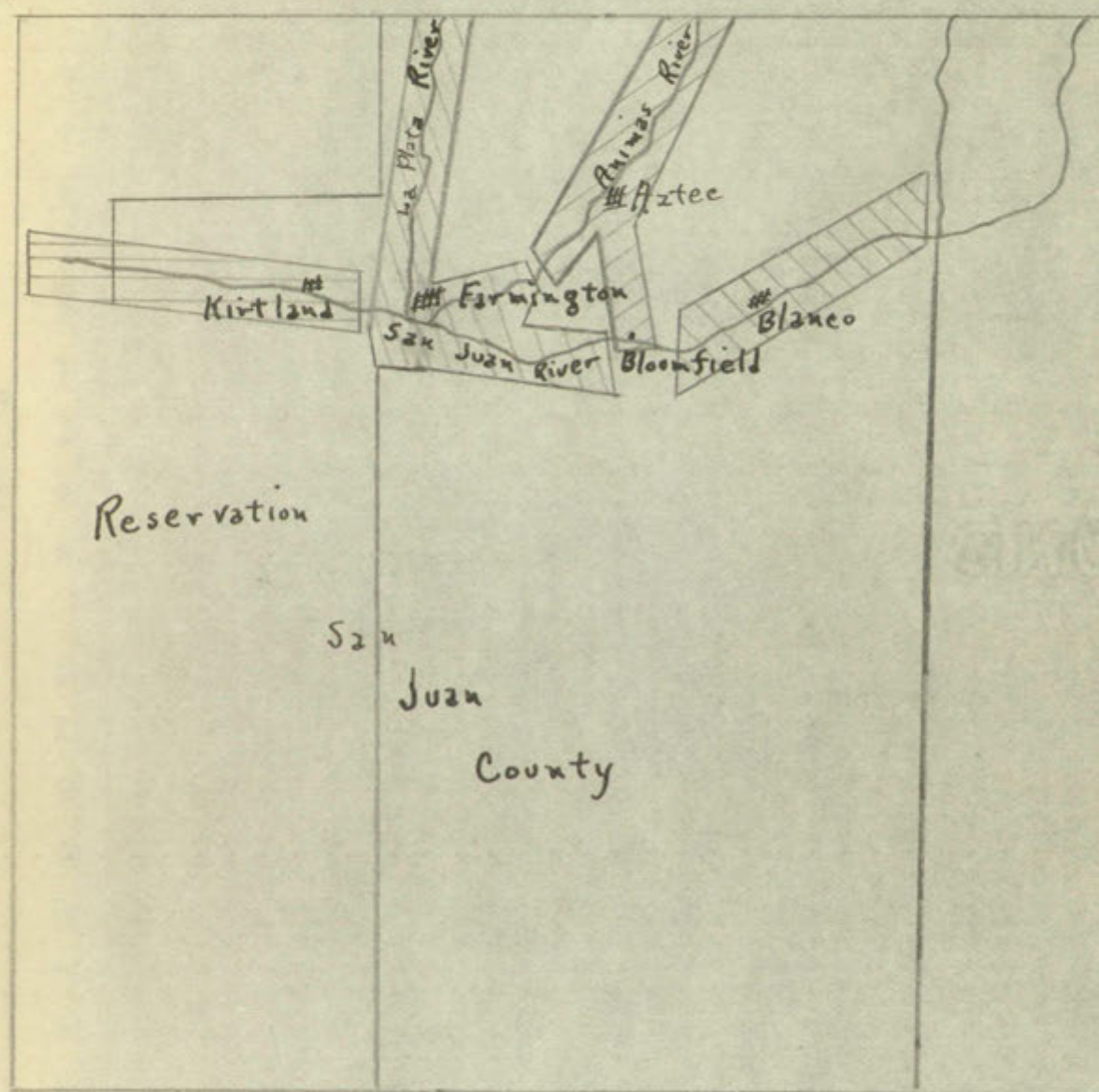


FIGURE 3

Public School

Transportation

San Juan County, 1949

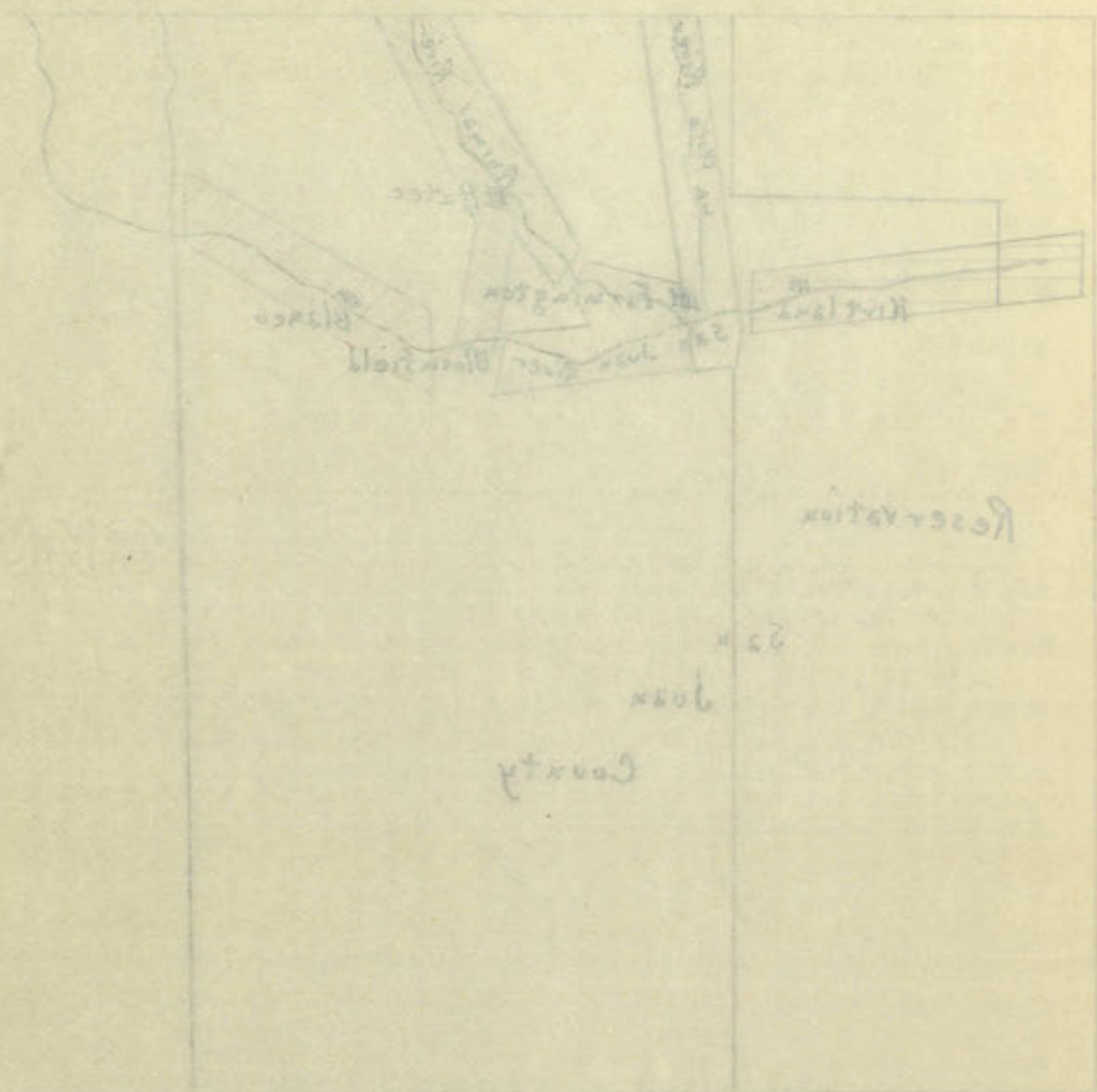


FIGURE 3
Public School
Towns location
San Juan County, NM

VIII. CONSOLIDATION

U724
The consolidation movement was contemporary with the movement of transporting children to schools in the towns. Greater consolidation may occur in the future. In 1919 Earl Douglass, County Superintendent, and Assistant State Superintendent John V. Conway began merging school systems. During that year districts of Prado, Alcatraz, Torres, and Jaquez joined the Blanco district; District 18 joined District 11 on the upper La Plata, and the lower district merged with Farmington. Two other districts consolidated with Bloomfield.

ES
A group of houses is just that until a school is placed among them. Then they become cemented into a village or town. Thus reason the opponents of consolidation, who dislike seeing their schools vanish. They interpret consolidation as a step toward the dissemination of their hamlet. They disapprove of sending young children far distances to school. The hot lunch program is an answer to still other objections. Hot lunches are usually provided in school systems that use busses. Meals cost a few cents. Children are provided vitamins which might otherwise be absent from their diet. Hot food is more easily digested than cold food. Employment of several persons is necessary. National surpluses are put to good advantage. Eating with others adds to the student's poise.

VIII. CONSOLIDATION

The consolidation movement was another step with the movement of transferring children to schools in the town. Greater consolidation may occur in the future. In 1919 Earl Douglas, County Superintendent, and Assistant State Superintendent John V. Conway began working school systems. During that year districts of twelve, fifteen, twenty, and twenty-five joined the Union district; District 15 joined District 11 on the upper line, and the lower district merged with Ferguson. The other districts consolidated with District 11.

A group of houses is built that will be a school is placed among them. Then they become merged into a village or town. This means the movement of consolidation who dislike seeing their schools vanish. They interpret consolidation as a step toward the elimination of their homes. They disapprove of sending young children far distances to school. The hot lunch program is an answer to still other objections. Hot lunches are usually provided in school systems that use busses. There must be a few centers. Children are provided with meals which will also be absent from their diets. Hot food is more easily digested than cold food. Employment of several persons is necessary. National employees are put to good advantage. Eating with others adds to the student's social

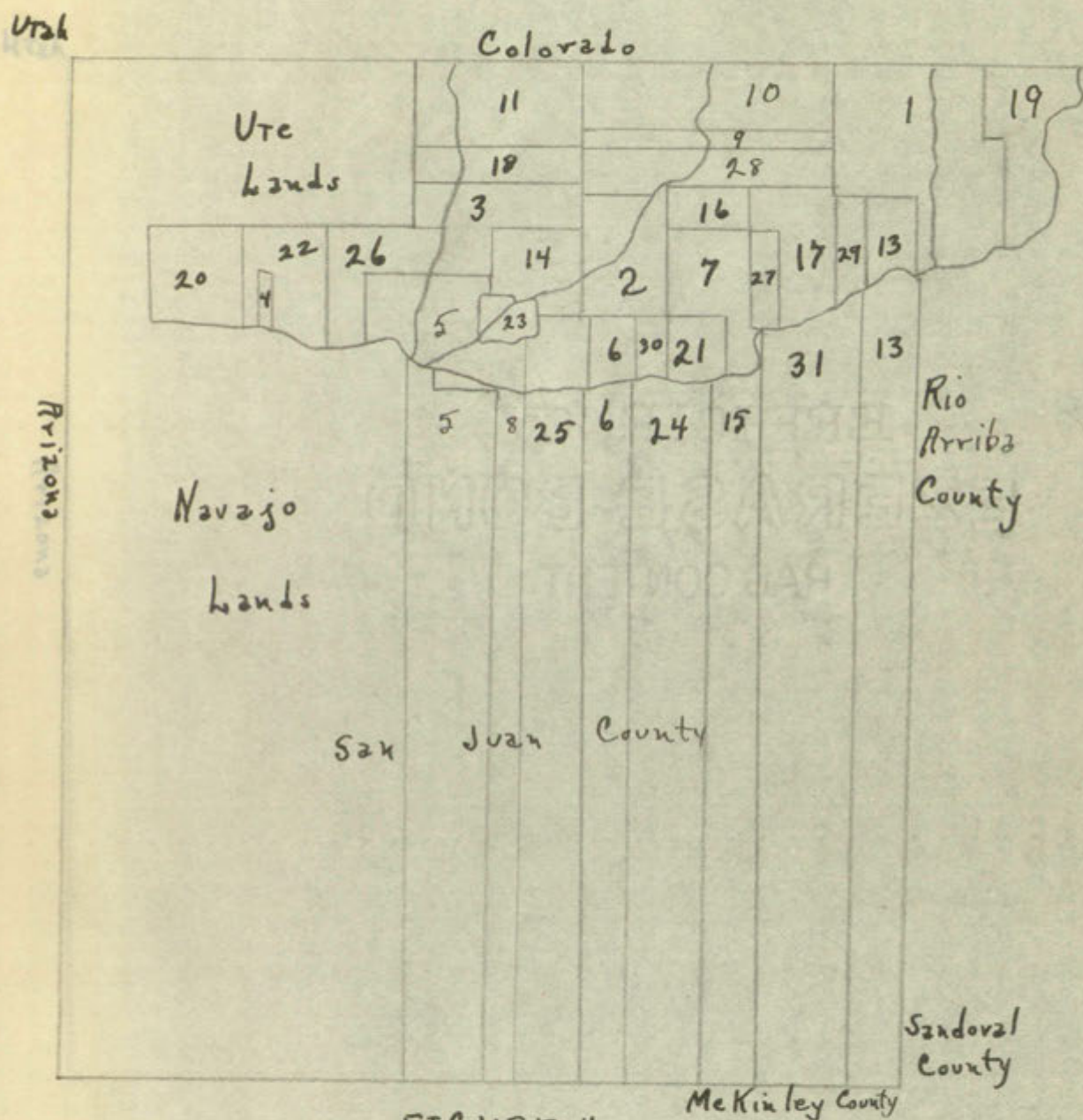
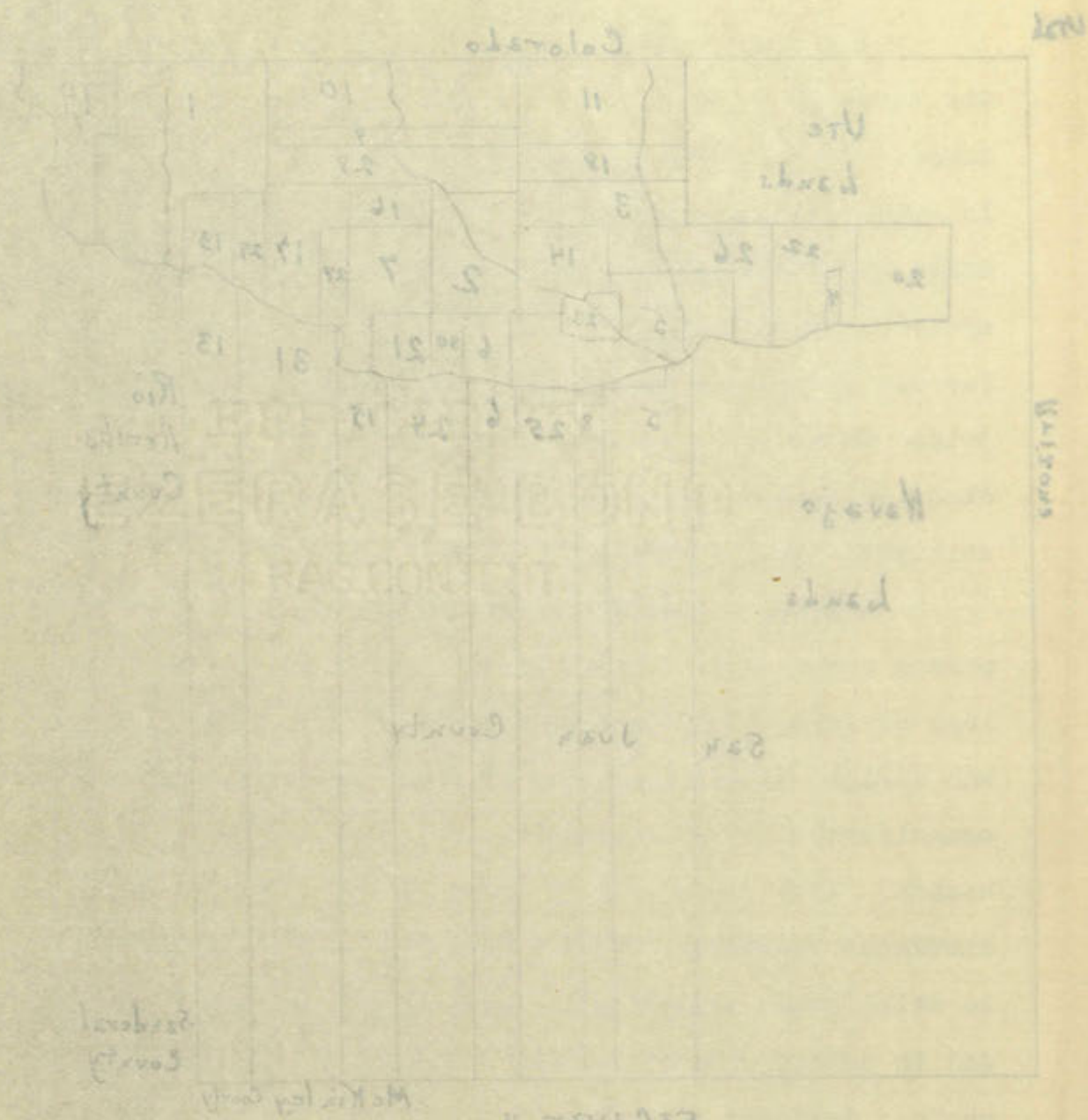


FIGURE 4
 School Districts
 San Juan County
 Before Consolidations

FIGURE 4
 School Districts
 San Juan County
 Before Consolidation



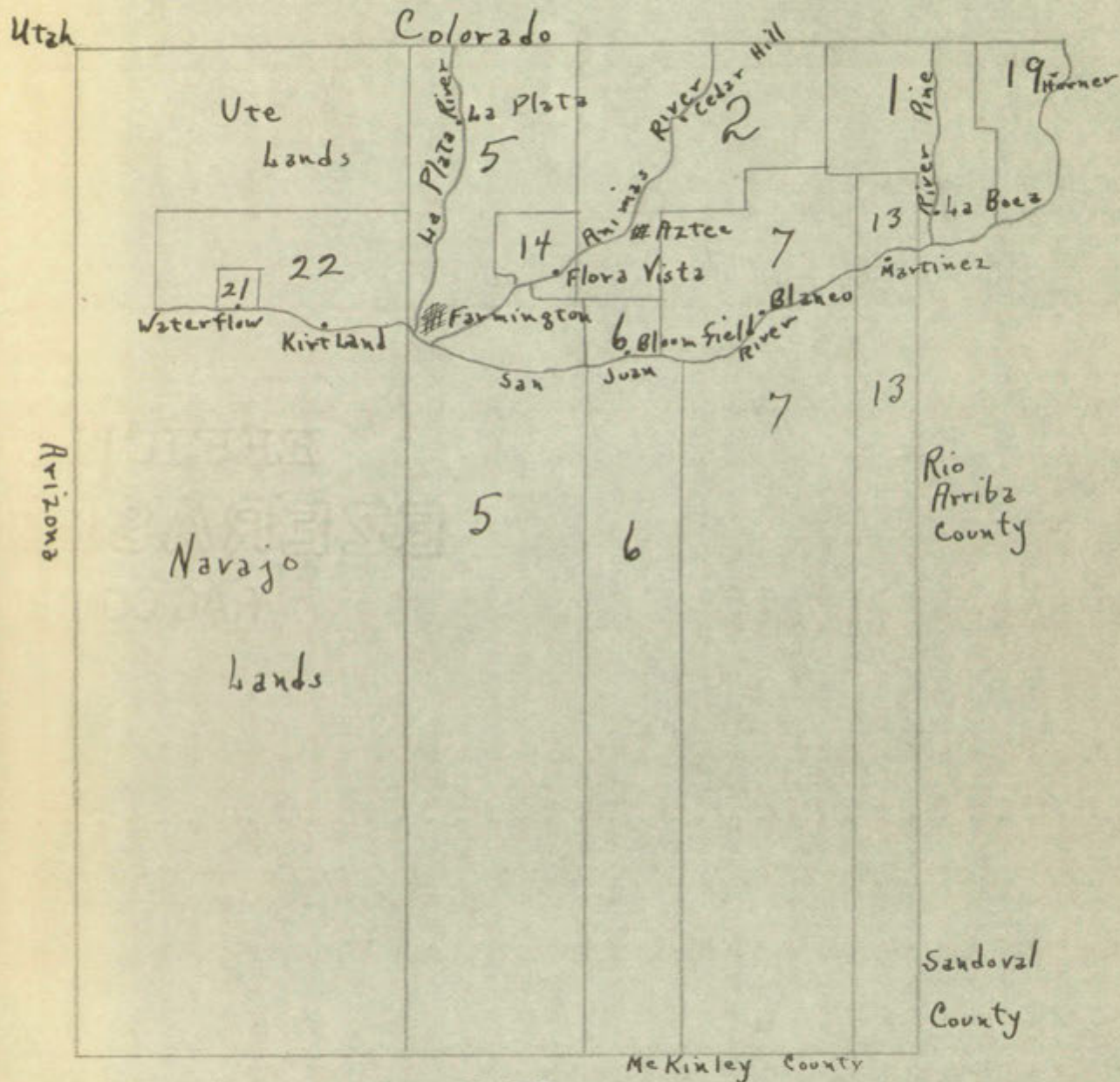
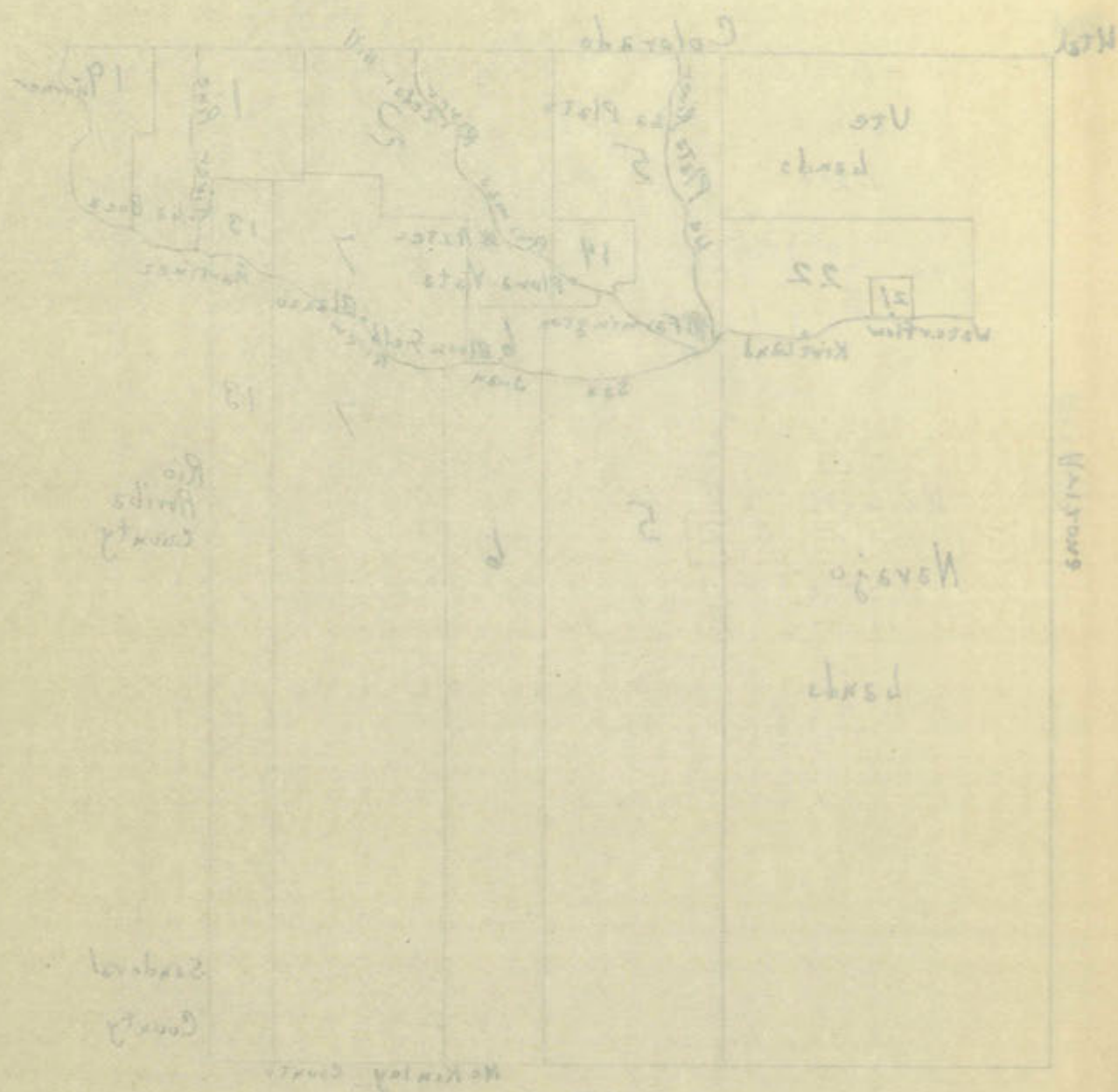


FIGURE 5
 School Districts
 San Juan County
 1949

1947
San Juan County
School Districts
FIGURE 2



These and other reasons are cited for this movement. In not a few cases in San Juan County, it is also a motive for attending school. Some pupils eat the best meal of their day at the hot lunch. Besides the money and food that the national government provides, local surpluses of fruits and vegetables that owners can find no market for, are donated.

IX. FINANCING THE SCHOOLS

An examination of the financial aspect of the schools of the county about 1920 supplements Table I. Of every dollar that was raised by county taxes that year, \$0.555 went for school purposes; \$0.45 to the county schools, \$0.09 to special school districts, and \$0.015 to state schools. Roads were the next big expense taking \$0.2205. Other expenses were paid by \$0.2245 of the tax dollar. Aztec teachers were paid \$7,700; Farmington's, \$7,500; Central's, \$6,675; County schools, \$19,500, a total of \$41,375 for teaching. Janitors cost \$1,645; fuel, \$1,540; supplies, \$1,650; transportation, \$3,300; insurance, \$290; books and miscellaneous, \$495; repair of school houses, \$880; repair of equipment, \$195; interest, \$720; trucks, \$8,000; clerical hire, \$100; expense of poll tax and census, \$200; building school houses in Districts 20, 22, and 29, \$2,475; equipment, \$1,072; and interest on bonds,

TABLE I

DEVELOPMENT OF SCHOOLS

San Juan County, New Mexico

1891-1946

County	Town	Enroll- ment	Expendi- tures	School Term Months	Value of School Property	Number of Schools	Number of Teachers	Salary of Teachers	Year
County		435	\$ 2392	3.5	\$ 2320	17	18	\$38	1891
County		900	2736	4.75	16450	18	20	31	1901
County		1537	21497	5.5	24749	25	25	49	1910
	Farmington	272	8507	8	12000	1	6	56	
	Aztec	277	8519	7.6	12000	2	5	68	
County		883	70675	8.25	55870	18	34		1931
	Farmington	701	50229	9	86100	4	25		
	Aztec	378	20845	9	68000	3	18		
County		765	46013	8.7	55985	15	26	85	1938
	Farmington	855	51587	9	97772	2	25	117	
	Aztec	534	31072	9	87672	3	16	112	
	Kirtland	262	23170	9	31920	3	8	109	
County		631	61576	9	65025	12	22	179	1946
	Farmington	1050	95976	9	309485	2	28	224	
	Aztec	642	65634	9	90350	3	20	220	
	Kirtland	256	29840	9	48220	2	10	206	

\$3,068.40, a total of \$67,005.¹⁶ The salary scale ranged from \$65 per month for third grade teachers to \$130 per month for experienced first grade teachers.¹⁷

X. IMPROVEMENT OF TEACHING PERSONNEL

The schools are always trying to increase the quality of their teachers. In 1882 a bull-whacker was employed as teacher possibly because the people saw a correlation in bull-whacking and teaching. The opinion of the general public in the early days was not highly complimentary toward educators.

Instead of calling the greatest minds of the nation to instruct the young -- as was the custom of the Athenians, we sneak around the corner and employ the sappiest kind of vealy girls at the lowest wages to teach our rising generation in things which they themselves never can or could comprehend for lack of gray matter. What we need in our schools is brains.¹⁸

Early school teachers had to attend the annual institute according to state law. In practice, less than half the number of teachers in the county actually attended. Failures in the examinations were rare. In ten days' time one was expected to learn or review enough subject matter to enable him to teach a term of school.

Certification in the county in 1946 was as follows: the county superintendent held a certificate; the principal

¹⁷ Ibid., May 5, 1920.

¹⁸ The San Juan County Index, September 4, 1903.

\$3,000.00, a total of \$57,000.00. The salary scale was \$100.00 per month for third grade teachers to \$150.00 per month for experienced first grade teachers.

X. IMPROVEMENT OF TEACHER PERSONNEL

The schools are always trying to improve the quality of their teachers. In 1932 a full-summer was employed as teacher possibly because the people saw a correlation in full-summering and teaching. The children of the people in the city have not been very successful in word education.

In 1933 at Dallas we started a school of the young - an evening school of the young. We started it at 7:00 p.m. and it was very successful. We started it at 7:00 p.m. and it was very successful. We started it at 7:00 p.m. and it was very successful.

Early school teachers had to attend the annual institute according to state law. In 1934, less than half the number of teachers in the county actually attended. Petition in the examination were given. In the examination one was expected to learn or review each subject matter to enable him to teach a term of school. Certification in the county in 1935 was as follows: the county superintendent held a certificate; the principal

had a Five-Year High School certificate; twenty-two teachers held: two Master Teachers Certificates, eleven Professional, one Master Teacher Elementary Life, one Elementary Life, and seven Emergency. In Aztec the superintendent held an Administrative Life certificate; the principal had an Administrative certificate on credits; twenty teachers held the following certificates: one Master Teacher, six Professional, one Master Teacher Elementary Life, six Five-Year High School, three Old Life, two New Life, and one Emergency. Farmington's superintendent had an Administrative Life certificate; of two principals one had an Administrative Life, and the other, a Five-Year High School; twenty-eight teachers held these certificates: nine Master Teachers, three Professional, four Elementary Life, ten Five-Year High School, two New Life. Central's superintendent held an Administrative Life certificate; ten teachers had five Professional, and five Five-Year High School certificates. The Farmington schools had one supervisor, the only one to be found in the county.

Qualifications of educators in 1946 show that in the county schools, the superintendent had attended college three years; the principal had a B. A. degree; of the twenty-two teachers three had B. A. degrees, five had three years

¹⁹ Eighteenth Biennial Report of the Superintendent of Public Instruction (Santa Fe, New Mexico: Quality Press, 1946), pp. 150, 152, 168, 170, 172.

had a Five-Year High School certificate; twenty-two teachers held a Master Teacher Certificate; eleven Professional, one Master Teacher Elementary Life, and Elementary Life, and seven Emergency. In 1955 the superintendent held an Administrative Life certificate; the principal had an Administrative Life certificate on credit; twenty teachers held the following certificates: one Master Teacher, six Professional, one Master Teacher Elementary Life, six Five-Year High School, three Old Life, two New Life, and one Emergency. The superintendent had an Administrative Life certificate; the two principals one had an Administrative Life, and the other, a Five-Year High School; twenty-eight teachers held these certificates: nine Master Teachers, three Professional, four Elementary Life, two Five-Year High School, two New Life. Central's superintendent held an Administrative Life certificate; ten teachers had five Professional and five Five-Year High School certificates. The Farmington school had one supervisor, the only one to be found in the county.

Certifications of educators in 1955 show that in the county schools, the superintendent had attended college three years; the principal had a B. A. degree; of the twenty-two teachers three had B. A. degrees, five had three years

of college, eight had two years, and six had less than two years. In Aztec, the superintendent held an M. A. degree; the principal, an M. A.; of the twenty teachers thirteen had B. A. degrees, six had three years of college, and one had two years. In Farmington, the superintendent held an M. A. degree; the supervisor, a B. A.; of the two principals, both held M. A. degrees; of the twenty-eight teachers four held M. A. degrees; eighteen B. A. degrees, five three years of college, and one two years.²⁰

XI. THE DIXON CASE

Judge E. Turner Hensley filed his judgment and decree on the Dixon case in Santa Fe District Court on June 22, 1949. He ruled unconstitutional the furnishing of free textbooks to private schools, the transportation of private and parochial school children in public school buses without charge, the adoption of any sectarian textbook for free distribution, and the holding of tax-supported school classes in buildings which have religious emblems peculiar to any religious denomination. He declared that students are subject to the supervision of school authorities and teachers from the time they arrive at the school in the morning until they leave in the afternoon and this entire period is a part of the school day for all such school children. Judge Hensley

²⁰ Ibid., pp. 146, 147, 149, 160, 162, 164, 166.

forever barred 124 Catholic nuns, thirteen brothers and two priests from teaching in New Mexico tax-supported schools and banned the rental of church-owned buildings for public school uses where the church retains a part of the building for its own purposes.²¹

Of that part which prohibits the rental of church-owned buildings for public use ". . . in San Juan County, two schools, one at Blanco with seven teachers and one at Waterflow with three teachers will be affected."²² Both of the schools are connected with the Catholic Church. Another school that will feel the effect of the ruling is Navajo Mission of the Methodist Church. Founded in 1899, at the Hogback thirty miles west of Farmington, this school opened its doors to others than Indians. A fine new brick building that was situated at the junction of the La Plata and San Juan rivers was washed away in the flood of 1911.²³ The school is now located at Farmington, and offers educational opportunities for Grades 1 through 12. Mr. Bass is its present superintendent. The school uses textbooks that are furnished by the state.

²¹ Editorial, "Dixon Verdict Becomes Law," The Christian Century, 66:812, July 6, 1949.

²² The Aztec Independent Review, July 1, 1949.

²³ Personal interview with Mr. and Mrs. English of Navajo Missions faculty, March 10, 1949. They have a picture of the early school at the Hogback and Mrs. English has written an unpublished "History of Navajo Methodist Mission."

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two priests from teaching in New Mexico tax-supported schools
and banned the rental of church-owned buildings for secular
school uses where the church retains a part of the building
for its own purposes.²¹

Of that part which prohibits the rental of church-
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two schools, one at Haines with seven teachers and one at
Waterflow with three teachers will be affected.²² Both
of the schools are connected with the Catholic Church.
Another school that will feel the effect of the ruling is
Navajo Mission of the Methodist Church, founded in 1902,
at the Hopewell early site west of Farmington. This school
opened its doors to others than Indians. A time has passed
building that was situated at the junction of the Rio Puerco
and San Juan rivers was washed away in the flood of 1911.
The school is now located at Farmington, and others have
factual opportunities for Grades 1 through 11. Mr. Bass is
its present superintendent. The school year 1949-50 that
are furnished by the state.

²¹ Editorial, "Sixty-Ninth Session Law," *The Daily
New Mexican*, 6:31 p.m., July 6, 1949.

²² *The Albuquerque Independent Review*, July 1, 1949.

²³ Personal interview with Mr. and Mrs. William of
Navajo Mission family, March 10, 1949. They have a
picture of the early school at the Hopewell and Mrs. William
has written an unpublished "History of Navajo Mission
Mission."

XII. SUMMARY

Farmington had the first high school in San Juan County in 1903. Other public high schools are now functioning in Aztec and Kirtland. The curriculums have grown from six or seven subjects to the forty or so of the modern high schools.

A county board of education was created in 1918 to handle the school affairs of the county, as distinguished from the affairs of the municipal schools at Aztec and Farmington and the independent district of Kirtland. Improved transportation facilities brought about consolidations. From thirty-one districts, the number has dropped to ten. Certification and qualifications of teachers are improving yearly. The Dixon case will affect the schools of the county by withdrawing state-aid from all schools that are connected in any manner with a religious organization.

CHAPTER VII

SUMMARY

The first schools of San Juan County were in the La Plata Valley, Aztec and Farmington. The houses were built by the pioneers themselves and the teachers were paid in part by subscriptions because the county school funds were insufficient to pay a living wage to teachers. The school terms were very short and it was not until about 1900 that the income from special taxes was sufficient for the communities to have a school for as long as six months. Teachers had very little education and secured certificates from a board of county examiners after they had attended teachers' institutes. The chief qualification needed by the teachers of those days was ability to discipline the larger boys, and teachers sometimes were obliged to defend themselves from irate parents in fist fights.

The county commissioners organized the first school districts of the county from the previously existing election precincts, and they also set the tax levies for school purposes before the school law of 1891 was passed. In the 1890's the districts school funds raised by taxation was often less than \$15.00 per district. Tuition charges were necessary and from 50¢ to 75¢ per month per pupil was the usual charge. The number of pupils enrolled in these

SCHOOL

The first school of San Juan County was in the La Plata Valley, Lares and Farmington. The houses were built by the pioneer Spaniards and the teachers were paid in part by subscription because the county school funds were insufficient to pay a living wage to teachers. The school terms were very short and it was not until about 1900 that the income from special taxes was sufficient for the community to have a school for as long as six months. Teachers had very little education and received very little from a board of county exchequer which they had organized. Teachers' institutes. The chief qualifications needed by the teachers of those days and which to distinguish the better boys, and teachers sometimes were obliged to attend them. selves from their parents in the future.

The county commissioners organized the first school district of the county from the territory existing at that time. They also set out the limits for each district. For the purpose before the school law of 1891 was passed. In the 1890's the district school funds raised by taxation were often less than \$15.00 per district. Teachers' salaries were necessary and from 50¢ to 75¢ per month per pupil was the usual charge. The number of pupils enrolled in these

districts ranged from twenty or thirty to over 100, and a few pupils traveled as far as ten miles to attend the schools. The short terms of the public schools were often supplemented by a few months of private schools supported by subscription or tuition.

Not long after the beginning of school in La Plata, Farmington, and Aztec, the other settlements of the county provided crude educational facilities for their children. During the 1880's schools were also operating annually in Flora Vista, Fruitland, Bloomfield, Junction City and Turley. By the next decade there were schools in Olio, Centerpoint, Cedar Hill, Riverside, Jewett, Fairpoint, Hutching, Blanco, Mesa, Rosing, La Boca, Pendleton, Liberty, Alcatraz, and Largo. The latter two schools had more financial difficulties than were normally experienced. Upon occasion they were forced to remain closed until those difficulties were straightened out. In the meantime private schools provided the learning opportunities of the frontier children. Spanish as well as English was taught in the eastern schools of the county.

The school law of 1891 provided for the election of a county superintendent. T. C. Crump was the first one to be elected under that law. In 1894 Harry Allen of the Populist party won the superintendency. He was followed in 1896 by L. B. Burnham, who held the office for two years. Mr. Rosenthal, the next superintendent, was succeeded in 1900

by O. C. McEwen. C. D. Smith and M. F. Fifield preceded J. L. G. Swinney as holders of the position. Mr. Swinney was superintendent when the territory became a state.

Concurrent with the development of the schools were various activities which necessarily form a part of education. Under the law of 1891 teachers' institutes and examinations were required. These institutes were conducted by the county superintendent, assisted by one or two of the better qualified teachers. Held in either Farmington or Aztec, the institutes lasted about ten days and the attendance of all prospective teachers was required. The general subjects of the curricula were reviewed and educational stimulation was provided for the coming year. Seldom did an applicant fail the examination which followed the institute.

In 1902 the San Juan County Teachers' Association was organized, chiefly as a result of the efforts of Harvy Towner of La Plata. Subjects pertaining to education as well as means of raising the status of the teaching profession were treated by the association. Literary societies were begun in Farmington in 1894 and in Aztec in 1900. Debates on subjects of general interest were a feature of these societies. Entertainments such as box-suppers, plays, and parties of various descriptions were presented often in the frontier communities to raise money for prolonging the school term. Interscholastic competitions were not

by C. C. Newman, C. C. Smith and M. F. Willis provided
 J. L. O. Swinney as holder of the position. Mr. Swinney
 was superintendent when the territory became a state.
 Concurrent with the development of the schools were
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 general subjects of the curriculum were reviewed and ques-
 tional examination was provided for the coming year. Upon
 this an applicant took the examination which followed the
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 Debates on subjects of general interest were a feature of
 these societies. Entertainments such as box-suppers, plays,
 and parties of various descriptions were presented often
 in the furtherance of the societies to raise money for propagating
 the school cause. Intellectual competitions were not

practical with any regularity.

Schemes at La Plata and Farmington to begin institutions of higher learning failed. At Aztec a Northwestern Normal School was undertaken which survived one year and part of another year. An unsuccessful effort by Judge Granville Pendleton of Aztec to get the institution subsidized by the territory failed, and the collapse of the effort probably resulted from a lack of funds. An experimental station under the auspices of the New Mexico Agricultural College was conducted two miles north of Aztec between the years 1895-1901.

Farmington began a high school in 1903 which graduated its first class in 1907. Classes graduated from high schools at Aztec in 1912 and at Kirtland in 1921. Those are the three public high schools in the county. Their early curricula consisted of six or eight subjects but in more recent years thirty or forty different studies may be undertaken.

A Parent-Teacher Association had begun operating in Farmington by 1917. During the years of World War I education in the county progressed little. As the San Juan area became more populated, the number of school districts grew to thirty-one. After the War consolidations, made possible by greatly improved transportation facilities, started lessening the number of districts until now there are only ten. The number and quality of the school buses are improving annually. All high school students are

transported now to Blanco, Aztec, Farmington, or Kirtland. Many of the grade children are riding the buses into the larger schools.

In 1918 a County Board of Education was created to handle the affairs of the rural districts. There are three types of districts in San Juan County: rural, municipal, and independent-rural. The county superintendent has charge of the seven rural districts; Aztec and Farmington are separate municipal districts; and Kirtland is the independent-rural district.

From those meagre beginnings on the La Plata, Farmington, and Aztec in 1880, the following picture has developed in the schools of the entire county by 1946: enrollment, 2,579; value of school property, \$514,980; number of teachers, eighty; number of schools, nineteen.

transported not to Alaska, Alaska, Fairbanks, or Fairbanks.

Many of the goods children are using the same as the

larger number.

In 1910 a County Board of Education was created to

handle the affairs of the rural districts. There are three

types of districts in Fairbanks County: rural, municipal,

and independent-rural. The county superintendent has control

of the seven rural districts; and the Fairbanks city and

two municipal districts; and divided to the independent-

rural districts.

From these maps we learn that in the Fairbanks, Alaska,

Fairbanks, and Alaska in 1900, the total of schools was

developed in the schools of the entire county in 1900: 14

colleges, 2,529; value of school property, \$1,950,000; number

of teachers, 414; number of schools, 14.

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* These files are not so complete as represented here. For instance, not an issue of The San Juan County Index was found between the years 1894-1899.

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APPENDIX

INTERCOM
ERASE BOND
EFFICIENCY



FIGURE 6
AZTEC SCHOOL 1890

0521

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1920



1930

FIGURE 8

AZTEC SCHOOL CLASSES

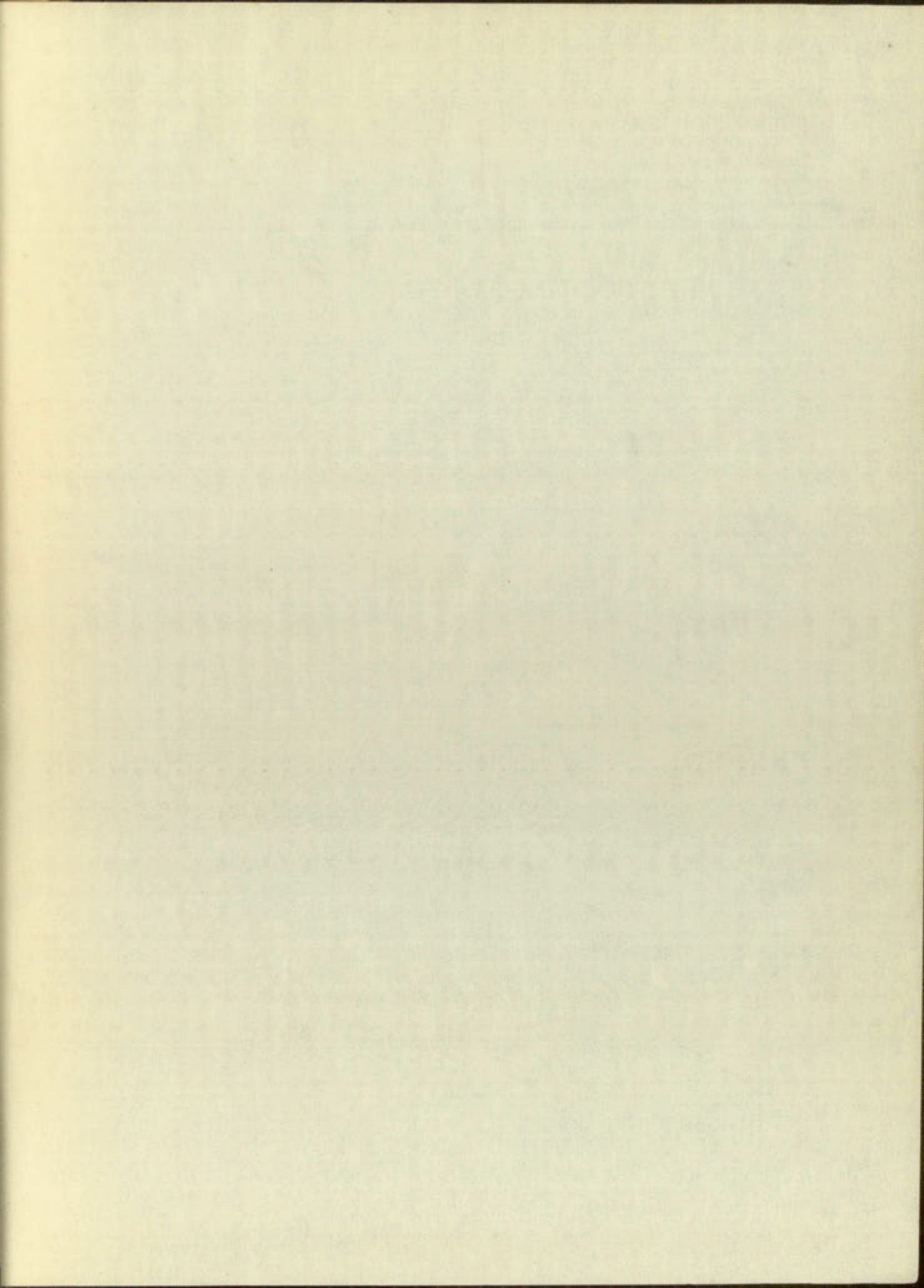




FIGURE 9

SCHOOLS OF SAN JUAN COUNTY





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