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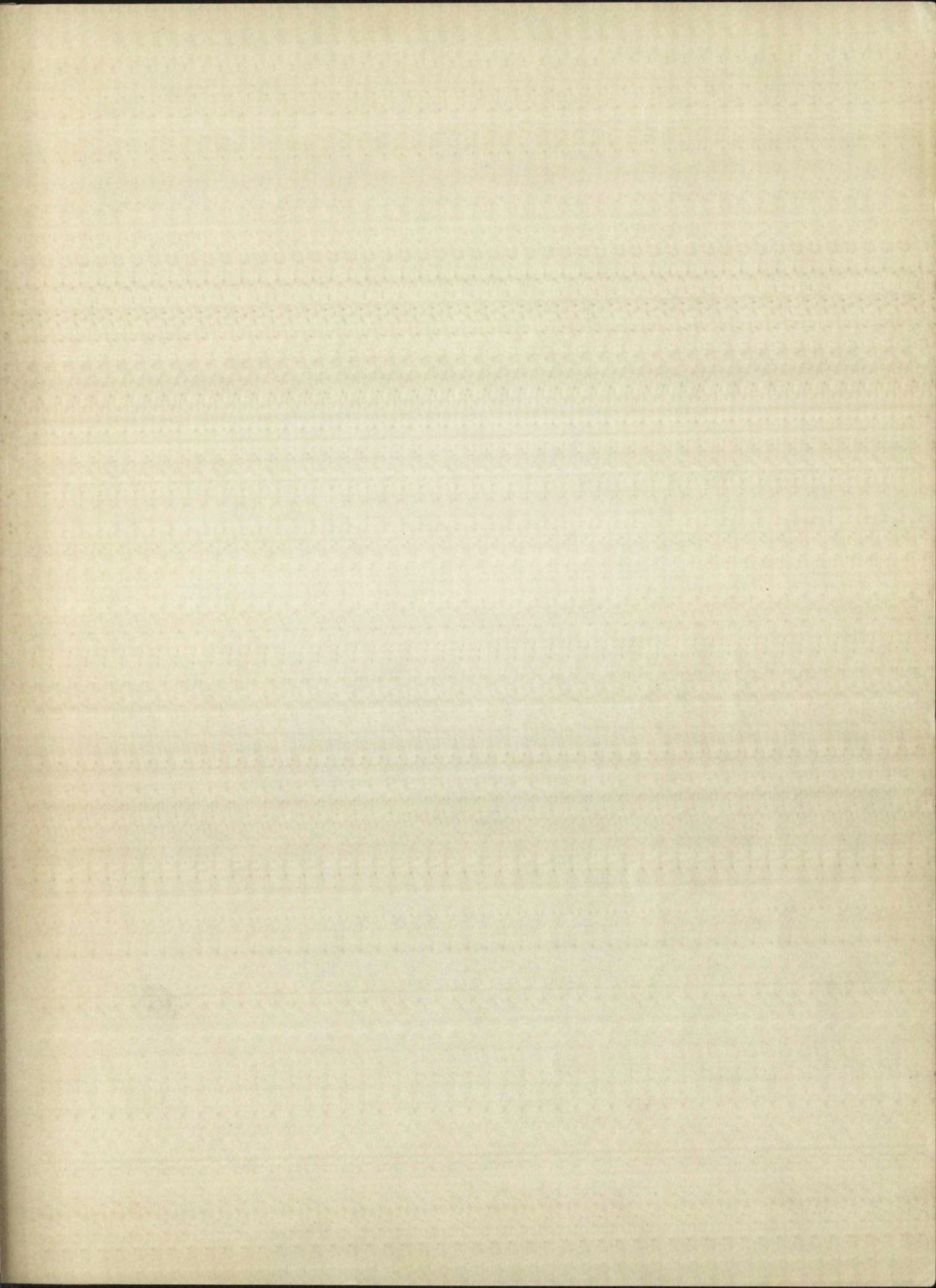
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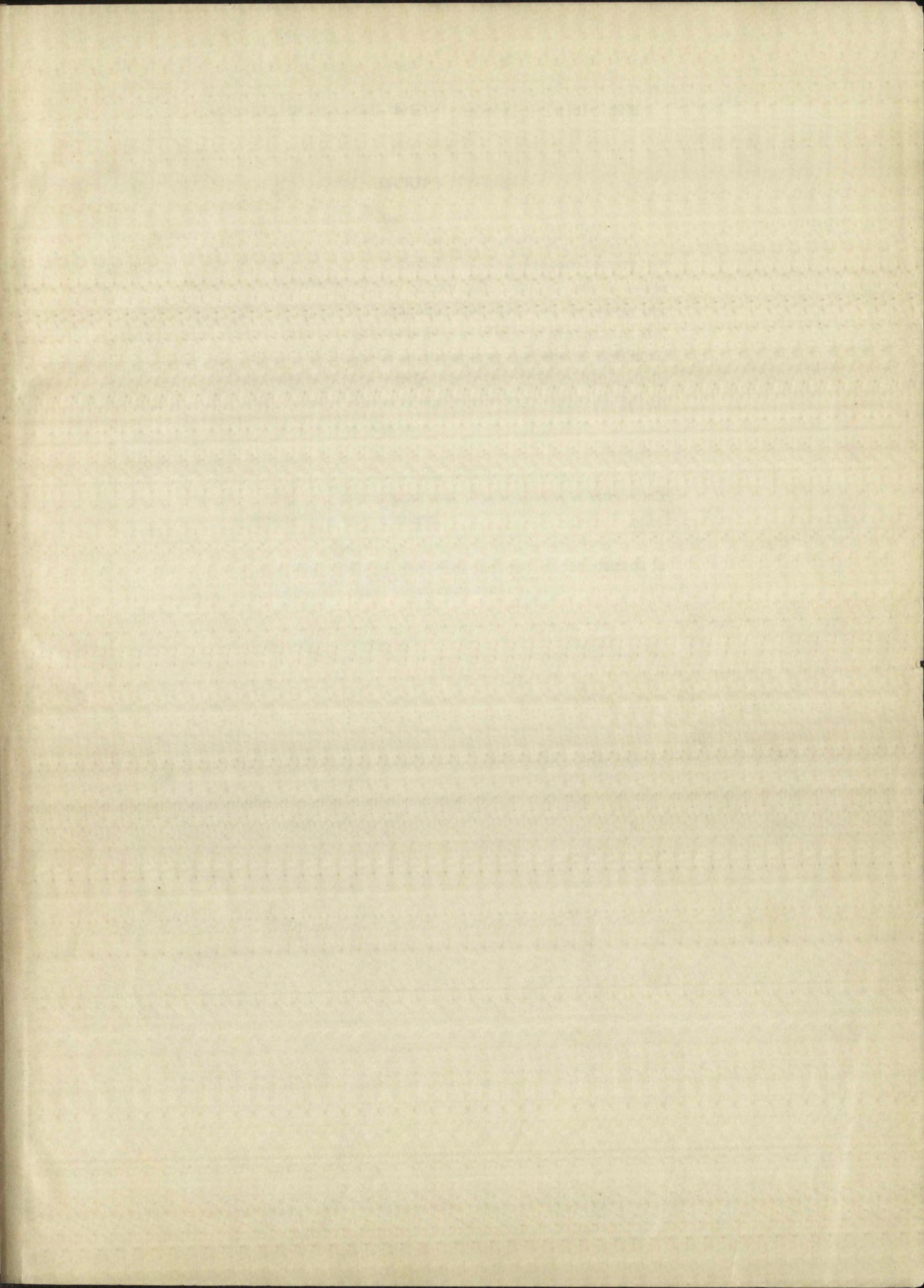
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AN APPRAISAL OF SCHOOL DISTRICT CONSOLIDATION
IN BERNALILLO COUNTY, NEW MEXICO



By
Thomas M. Wiley

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

University of New Mexico

1949



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CHAPTER I

INTRODUCTION

Education for every child is a relatively new conception in American education. When the Fathers of this Republic set up the machinery by which they hoped that democracy would be able to perpetuate itself, they included at least some provisions for public schools; that is, schools which should be provided for anyone's children, supported by everyone's taxes. The people were interested in this arrangement and schools, mostly one-room schools, began to spring up all over the Nation. This was a very natural and logical procedure because any school must be available and accessible to its students and it need be no larger than is necessary to accommodate its enrollment. A one-room school in each small community accomplished these results. Transportation to schools was unthinkable because of poor roads and slow methods of transportation. Moreover, the community was almost self-sufficient and life was relatively simple; therefore, adequate preparation for life did not require intricate and varied teaching facilities, with the possible exception of the professions. Most necessary learning could be accomplished in a one-room school, and some very fine products

CHAPTER I

THE SCHOOLS

Education for every child is a fundamental right. The purpose of this chapter is to discuss the various factors which influence the quality of education. It is necessary to consider the role of the school, the teacher, the student, and the community. The school is the primary institution responsible for the education of the child. The teacher is the professional who guides the student's learning. The student is the individual who receives the education. The community is the environment in which the school operates. Each of these factors plays a vital role in determining the quality of education. It is the responsibility of all of us to ensure that every child has access to a high-quality education. This chapter will explore the various ways in which these factors interact and influence the educational process. We will discuss the importance of a strong curriculum, effective teaching methods, and a supportive learning environment. We will also examine the role of parents and the community in supporting their children's education. By understanding these factors, we can work together to improve the quality of education for all children.

were the result. The one-room school filled the needs of its era.

With the mechanization of the country came a need for specialized as well as more extensive learning. This could be done only in the larger town centers and in rural schools which had been consolidated.

Consolidation also has made possible a better distribution of the income from taxable wealth throughout the regions involved. A study of the long trek from the one-room school to the consolidated school district in any area is worthwhile and significant.

I. THE PROBLEM

Statement of the problem. It is the purpose of this study (1) to trace school consolidation in Bernalillo County and (2) to show the improvement in educational opportunities through consolidation.

Delimitation of the problem. This study will be concerned only with aspects of the problems which have occurred since 1912.

Importance of the problem. Within the past thirty-five years Bernalillo County has been transformed from a series of many small rural communities with the town of

24014

were the results.



With the present study, it is hoped that some of these

for specialized as well as general purposes.

could be done only in a very limited way.

total schools which had been investigated.

Consolidated data have been available for the

distribution of the schools in the various regions.

the regions involved. A study of the data shows that

one-room schools are concentrated in the rural areas.

area is worthwhile for study.

Statement of the problem. The purpose of this study

this study (1) to study school distribution in

County and (2) to study the factors which affect

opportunities to attend school.

Definition of the problem. This study will be

concerned only with schools of the type which have

occurred since 1930.

Importance of the problem. This study is of

five years duration. It is a study of the

series of years which have been selected for

Albuquerque incidentally at its center to a metropolitan area where the impact of the City of Albuquerque is felt in every part of the county. Thirty-five years ago Bernalillo County could have been designated as an agricultural county; today, only the fringes can be called rural. The schools in attempting to meet the needs of this changing condition have played a very important role. In this study, an attempt is made to report this role in so far as consolidation of school districts and school buildings is concerned.

A great deal of significance can be attached to school consolidations in Bernalillo County. In some cases whole communities have sprung up around new school sites; in other instances town incorporations have been thwarted with the realization that sufficient funds would not be available to finance adequately an independent school system.

This study is important because it shows the history of consolidation in Bernalillo County and some of the far-reaching effects caused by these school consolidations. This study may serve as a plan or at least offer suggestions for other communities interested in consolidation.

II. DEFINITION OF TERMS USED

Consolidation. Consolidation will refer (1) to the

Albuquerque incidentally at the corner of the intersection
area where the impact of the city of Albuquerque is made
in every part of the county. The city of Albuquerque is situated
in the center of the county and is an important
county; today, only the city of Albuquerque is the
schools in attempting to meet the needs of the changing
condition have played a very important role. In this case,
an attempt is made to meet this role by the consolidation
of school districts and school buildings throughout the county.
A great deal of consideration has been given to the

school consolidation in the Albuquerque County. In this case,
whole communities have been brought to a new organization
in other instances, some of the schools have been merged
with the realization that the schools would not be
available to finance the schools in the future.
system.

This study is a study of the schools in the county
of consolidation in the county of Albuquerque. The study
reaching effect on the schools in the county.
This study may serve as a guide for the schools in the county
for other communities in the county.

II. SUMMARY OF THE STUDY
Consolidation, Albuquerque, N.M.

joining of two or more school districts or (2) to the centralizing of school buildings within existing districts.

Annexation. Annexation will apply to instances where rural areas have been taken into a municipality for all governmental purposes, including public schools.

City. The City will refer to Albuquerque.

County. The County will refer throughout this study to Bernalillo County, excluding Albuquerque.

III. SOURCES OF THE DATA

The data used in the compilation of this study were, in the main, taken from the minutes of the meetings of the Bernalillo County Board of Education, the minutes of the meetings of the Albuquerque Board of Education, and the records of the County Treasurer and the County Clerk. Other information was secured through interviews with Mr. John Milne, Superintendent of the Albuquerque Public Schools, Mr. J. S. Bowers, a former President of the Bernalillo County Board of Education, Mrs. Lola B. Giesler, formerly a principal in the Bernalillo County Schools, Miss Irene Burke, former School Superintendent of Bernalillo County, Mr. J. E. Owens, tax agent for the Santa Fe Railroad, and others.

joining of two or more school districts, or the
centralizing of school buildings and in general, the

Annexation. Any school district which
where rural areas have been located, and
all governmental purposes, for the purpose of this act.

City. The City of Bernalillo.
County. The County of Bernalillo.
state of Bernalillo, County of Bernalillo, New Mexico.

III. PURPOSE OF THE ACT

The data used in the compilation of this report were
in the main, taken from the minutes of the meetings of the
Bernalillo County Board of Education, the minutes of the
meetings of the Albuquerque Board of Education, and the
records of the County Treasurer and the County Clerk.
Other information was secured through interviews with
Mr. John Milne, Superintendent of the Albuquerque Public
Schools, Mr. J. B. Fowler, a former President of the
Bernalillo County Board of Education, and John W. Gorman,
formerly a principal in the Bernalillo Public Schools.
Miss Irene Burke, former school superintendent of Bernalillo
County, Mr. J. B. Gorman, tax agent for the Bernalillo
Borough, and others.

IV. METHODS OF PROCEDURE

The data were classified in such a manner as to show the number of districts, the assessed valuation of each district, the number of pupils attending school in each district, and the taxable value per school child in each district. Other data were arranged to show trends in consolidation from 1912 to 1949, culminating in a single district embracing Bernalillo County in its entirety. Still other data were classified to show the picture of school bond issues in Bernalillo County from 1912 to 1949.

V. REVIEW OF REORGANIZATION TRENDS

School consolidation has been advocated for many years. More than one hundred years ago Horace Mann struggled with consolidation problems in Massachusetts and succeeded in causing many districts to merge, but still the one-room schools remain to a large extent. Much consolidation throughout the United States has been unsound because it did not include children of poorer districts which logically should have been included. Many consolidations have failed because those responsible did not plan for the necessity and the cost of transportation. In many areas pupils must go outside their own school district for high school education. Whether

The data were classified in three main groups: (1) show the number of districts, (2) show the number of pupils in each district, and the average value for each district in each district. Other data were obtained from the records in consolidation from 1910 to 1920, and the number of districts embracing territories under the control of the State. Still other data were obtained from the records of school bond issues in Pennsylvania from 1910 to 1920.

V. REVIEW OF CONSOLIDATION LITIGATION

School consolidation has been a subject of discussion for many years. More than one hundred years ago, the people of Pennsylvania struggled with consolidation problems in the early years, and suggested in various ways to bring about a more efficient system. The one-room schools which were the result of such consolidation throughout the State have been a source of much discussion. It did not take long for the people of Pennsylvania to realize that consolidation was necessary, and the people of the State have been struggling with the problem ever since. In many instances, the people of the State have been successful in their efforts to bring about consolidation, and in many cases, the people of the State have been successful in their efforts to bring about consolidation.

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forced to pay tuition or not this plan is not the most desirable because it too often has resulted in indifference to school attendance; that is, the school authorities are prone to ignore non-attendance of students from the "sending" districts, thus causing the failure of many rural children to attend high school.¹

The Survey Board which made a study of the New Mexico educational system in 1948 included the following recommendation concerning school consolidations:

. the survey staff found that many desirable consolidations had not been made and that, since the rural district is still the unit for levying local taxes for the direct charge fund, many districts did not have the assessed valuation of property to raise enough money to provide and maintain the needed buildings and facilities.²

. The county in New Mexico is largely the administrative unit for the rural schools, though not entirely so, since the rural district remains the taxing unit for the direct charge fund and the unit for bonded indebtedness.

. A careful study of the present county and rural district reorganization indicates that all rural school districts should be abolished.

¹ Seventeenth Yearbook, American Association of School Administrators (Washington, D. C., 1939), pp. 212-14; 217.

² Public Education in New Mexico, A Report of the New Mexico Educational Survey Board, Division of Surveys and Field Services, George Peabody College for Teachers, (Nashville, Tennessee, 1948), pp. 58-9; 61.

The Survey recommendation further states that improved services result from the organization of larger systems than are generally to be found in New Mexico and that in several instances, at least, it would be wise to consolidate all the schools, municipal, independent and rural, into one school district. Specifically, it is stated that, "provision should be made whereby county school systems may be merged with municipal districts."³

Some of the minimum requirements for the size of desirable administrative units are outlined in the "Report of the National Commission on School District Reorganization:

[If the local administrative unit is made large enough to provide all of the various elements of a desirable educational program there is grave danger that the school organization will be so far removed from the normal process of community living that people will not participate effectively in the formulation of educational policy or in the control of the schools.] On the other hand, if educational needs cannot be met by local administrative units or through some form of intermediate district organization, the state will assume the necessary functions and the control of the educational program will be much further removed from the local community life.

The difficulties were recognized by Butterworth when he proposed that the intermediate district should be:

³ Ibid., p. 88.

1. An area with a sufficient number of pupils so that educational services, both those now accepted and those likely to be demanded in the foreseeable future, can be provided economically.

2. An area sufficiently large that it can provide challenging opportunities in educational leadership, both general and special.⁴

The Regents Inquiry, after studying the administrative units of New York State, made the recommendation, among others, that every school district should "contain sufficient assessed valuation and taxpaying capacity to carry the greater part of the school program."⁵

If possible, and in order to provide for all the rightful functions, a school district should have at least ten thousand pupils in the total elementary-high school system.⁶

Several states have been organized on a county-wide basis, not only for administrative purposes but also for the purpose of equalizing tax income over the area. The Utah legislature passed a law in 1915 making it mandatory for all rural areas to be organized into large

⁴ Your School District, National Commission on School District Reorganization, Department of Rural Education, NEA, (Washington 6, D. C., 1948), pp. 83, 84.

⁵ Ibid., p. 84.

⁶ Ibid., p. 131.

1. An area with a sufficient number of pupils
so that additional personnel, both regular and
accepted and those likely to be accepted in the
foreseeable future, can be properly employed.

2. An area sufficient to provide
provide challenging opportunities in educational
leadership, both general and specialized.

The Regional Institute, after a study of the

five units of New York State, made the following
among others, that every school district should
sufficient assessed valuation and varying amounts to
carry the greater part of the school program.

If possible, and in order to provide for all the
rightful functions, a school district should have
least ten thousand pupils in the total attendance
school system.

Several states have been organized on a county-
wide basis, not only for administrative purposes but also
for the purpose of equalizing the income of the school.
The Utah legislature passed a law in 1911 which
mandatory for all rural areas to be organized into

⁴ Year School District, National Commission on
School District Organization, National Education
Association, N.E.A., (Washington 6, D.C.), 1934, p. 10.

⁵ 1911, p. 84.

⁶ 1911, p. 101.

districts, with counties the primary basis for administrative units. At present there are forty school districts in Utah; five are city districts, one county is organized into three districts, four counties are divided into two districts each, and twenty-four counties are also school districts.

New Mexico has a county unit system in so far as administrative responsibility is concerned. However, construction and upkeep of buildings is based upon the ability of the district to levy taxes against its assessed valuation. A great deal of consolidation has been accomplished. From 1941 to 1943 more than 30 per cent of the school districts in the state were consolidated. Consolidation procedure, being in the hands of the State Board of Education, which is an appointive body, is rather far removed from the people, but active opposition to consolidation has developed in very few cases.

A great deal more consolidation is needed in New Mexico, where hundreds of small districts still remain. Bernalillo County labored under the handicap of several small, artificial districts from Statehood until 1945, when the entire area was consolidated into five districts. Even these five districts presented artificialities for which there was no sound explanation.

districts, with counties the primary basis for administrative units. At present there are forty school districts in Utah; five are city districts, one county is organized into three districts, four counties are divided into two districts each, and twenty-four counties are also school districts.

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A great deal more consolidation is needed in New Mexico, where hundreds of small districts still remain. Bernalillo County labored under the handicap of several small, artificial districts from Statehood until 1945, when the entire area was consolidated into five districts. Even these five districts presented artificialities for which there was no sound explanation.

The Albuquerque Board of Education in 1948 invited Dr. N. L. Engelhardt to spend a few days in going over the school building problems in this area. After several inspection trips he made the statement that this county seemed to be a single unit with the center of influence being the City of Albuquerque and that the most satisfactory solution would be to consolidate the two school systems so that there would be uniformity of planning.

In the autumn of 1947 Dr. Shirley Cooper, Associate Director of NEA Rural Services, made an inspection tour throughout Bernalillo County. His statement was to the effect that the most plausible solution to the problems involved would be a county-wide consolidation, provided that the specific needs of the rural areas were not buried beneath the weight of the tremendous urban problems.

VI. ORGANIZATION OF THE REMAINDER OF THE STUDY

This study is arranged in the following manner: Chapter II gives the early history of school districts in Bernalillo County; Chapter III is a study of the various school district changes; Chapter IV gives recent school district changes; Chapter V is a study of the 1949 consolidations in the County; and Chapter VI consists of a summary, conclusions, and recommendations.

CHAPTER II

EARLY HISTORY OF BERNALILLO COUNTY SCHOOL DISTRICTS

I. COMMUNITY BACKGROUND

One of the early school superintendents of Bernalillo County has described the county, as follows:

Bernalillo County, the smallest and most densely populated County of New Mexico, is located near the geographical center of the State; it is about 24 miles in width from north to south, 60 miles in length from east to west, and has an area of 1214 square miles.

.
In 1920 the population numbered 29,855, or 24.6 persons to the square mile....while the average for the State was 2.9. At least 95 per cent of the people of the county are in the Rio Grande Valley, a narrow valley approximately 24 miles long. More than one half of them, 15,157 are in the City of Albuquerque.⁷

The early European settlers came to this region more than 250 years ago and gradually established many small villages interspersed among the agricultural lands. Some of these villages are Alameda, on the northernmost boundary of the county, Ranchos, Griegos, Candelarias, Duranes, Old Albuquerque, and Santa Barbara,--all north of what is now Albuquerque. West of the river are to be found Atrisco,

⁷ A. Montoya, The Consolidated Schools in Bernalillo County, New Mexico (Washington, D. C.: Department of the Interior, U. S. Bureau of Education, 1924), Rural Leaflet No. 22, p. 1.

EARLY HISTORY OF BERNARDINO COUNTY, CALIFORNIA

I. COMMUNITY BACKGROUND

One of the early school superintendents of the

Bernardino County has been the following:

Bernardino County, the smallest and most sparsely populated county in the State, is located near the geographical center of the State. It is about 100 miles in width from north to south, 50 miles in length from east to west, and has an area of 11,000 square miles.

In 1920 the population numbered 20,122, or 12.6 persons to the square mile. While the average for the State was 21.9, the lowest for any county in the State was 1.2 in the Rio Grande Valley. People of the county are in the Rio Grande Valley, a narrow valley approximately 10 miles long, where the main body of the population is located. The population is distributed as follows:

The early agricultural settlements in this region were

than 250 years ago and originally established along small irrigated waterways among the agricultural lands. Some of these villages are Alhambra, of the northeastern boundary of the county, San Jose, Colton, San Bernardino, and Alhambra, and other towns. All north of what is now Alhambra. West of the river are the towns of San Bernardino, San Jose, and San Bernardino.

A. Morrey, The Consolidated Census in Bernardino County, New Mexico Foundation, U. S. Department of the Interior, U. S. Bureau of Reclamation, 1921, Bureau of Reclamation, No. 22, p. 1.

Arenal, Armijo, Pajarito, and Padillas. On the east side of the river and south of Albuquerque are Barelitas and San Jose. Albuquerque did not become a town until after the coming of the Santa Fe Railroad in 1880.

To this day each of these valley localities holds its identity even though it is almost surrounded by the population which makes up the outer fringe of Greater Albuquerque. Perhaps the most important factor in the survival of these villages is the presence of a Catholic Church. These edifices were built long ago and are to be found in each village.

Two remotely located communities of twenty years ago have disappeared. They are definitely exceptions to the rule. Coyote Springs, a small settlement at the mouth of Coyote Canyon, was large enough to require the construction of a one-room school in the summer of 1920. By 1935 this community had disappeared and the school was closed. Incidentally this area at present is the site of some of the most feverish activity to be found anywhere in the world, as it is within the eastern boundary of the Sandia Base. The Coyote Springs Area was a part of District 15, which extended from the Rio Grande to the Manzano Mountains.

San Ignacio was a small community situated west of the Rio Puerco and northwest of the present bridge which

Arroyo, Arroyo, Arroyo, and Arroyo. On the east side of the river and south of Albuquerque are Arroyo and San Jose. Albuquerque did not become a town until after the coming of the Santa Fe Railroad in 1880.

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San Ignacio was a small community situated west of the Rio Pecos and northwest of the present bridge which

crosses that river on Highway 66. At one time it supported a one-room school but this was closed in 1935 because the community had ceased to exist.

In the Sandia and Manzano Mountains east of Albuquerque many of the villages are in 1949 about as they were thirty-five years ago. Among these are Sedillo, Juan Tomas, Cedro, Yrisarri, Escabosa, and Chilili. Those which have undergone slight changes because of the building of mountain summer homes by the wealthy townspeople are San Antonito and San Antonio. Tijeras and Carnuel are undergoing rapid changes due to recent construction of permanent homes by people who commute to their places of work in the city and at the Sandia Base.

It was quite natural that with the consciousness of the need for public education one-room schools should spring up in each of these small communities. While some early consolidation was accomplished, in most instances the village one-room school was the forerunner of a slightly larger building which in turn became the nucleus of the more recent "consolidated school"; that is, a school wherein the village children were educated along with those who walked or were transported to the school from the surrounding territory. This territory extended outward to the territory of the next village. All of these villages, it

should be stated, are within three or four miles of each other, and many of them are much closer together.

From the time that the first Santa Fe train puffed through Albuquerque in 1880 on its way to the Grand Canyon, the railroad shops and trackage became the backbone of taxable wealth. Running along the Rio Grande Valley the entire length of the county, the railroad was looked to by every district through which it passed for the very life blood of the district's financial well-being. Other districts not thus favored lived an anemic existence, being scarcely able to sustain any semblance of a decent school. Indeed the school districts were arranged in such a manner that as many as possible might have railroad property within their boundaries. There are only twenty-seven miles of the main line in Bernalillo County, yet nine school districts were beneficiaries of this source of wealth.

II. EARLY SCHOOL DISTRICTS AND BUILDINGS

Schools in New Mexico were in the early stages of development at the time of Statehood. During 1916 John V. Conway, Assistant State Superintendent of Public Instruction, made the first survey of the schools of New Mexico. He visited every school district in the state and found

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"deplorable" conditions in many of the rural schools. Many of the buildings were unfit for human occupancy, teachers were poorly qualified, and terms were irregular. The state was suffering from the injury dealt during territorial days, "when she was permitted to remain for a period of 43 years without even the semblance of a public school system."⁸ The schools in Bernalillo County were in better condition than the average for the State but there remained much to be done before they could be rated as satisfactory.

Atanasio Montoya was Superintendent of County Schools at the time of statehood. He served in that capacity before statehood and from 1912 to 1918 inclusive and from 1923 to 1926 inclusive. During his administrations a great many developments were made in rapid succession. In 1912, with his board, he inaugurated a "Six Year Program."⁹

A report submitted by Superintendent Montoya to the State Superintendent of Public Instruction just prior to 1912, was pathetic, yet challenging:

⁸ John V. Conway, The County Unit in New Mexico, (Washington, D. C.: Department of the Interior, United States Bureau of Education, 1924), Rural Leaflet No. 28, p. 1.

⁹ A. Montoya, op. cit., p. 2-3.

"deplorable" conditions in many of the rural schools. Many of the buildings were unfit for human occupancy. Teachers were poorly qualified, and terms were irregular. The state was suffering from the injury dealt during territorial days. "When she was permitted to remain for a period of 45 years almost even the semblance of a public school system." The schools in Sonora County were in better condition than the average for the state but there remained much to be done before they could be rated as satisfactory.

Alejandro Montoya was Superintendent of County Schools at the time of statehood. He served in that capacity before statehood and from 1911 to 1918 inclusive and from 1923 to 1928 inclusive. During his administrations a great many developments were made in rapid succession. In 1912, with his board, he inaugurated a "Six Year Program." A report submitted by Superintendent Montoya to the State Superintendent of Public Instruction just prior to 1912, was pathetic, yet challenging:

8 John V. Conway, The County Unit in New Mexico, (Washington, D. C.: Department of the Interior, United States Bureau of Education, 1924), Rural Census No. 28, p. 1.

9 A. Montoya, op. cit., p. 2-3.

During the past year we have rebuilt one schoolhouse and built an addition to another. Neither of these buildings can be said to have been built along the lines laid down in the book of plans. We have made every effort to do so and approximated the plans in one case, but these plans are such a radical departure from what the directors have been used to in the past and the matter of expense to have had someone familiar with the plans go out and build the buildings, prohibited us from departing very far from the old style.

We have made a start, however, in this line and we may have sufficient funds sometime to build a modern schoolhouse.¹⁰

In 1912, the rural valley area of Bernalillo County had the following schools, most of them being one-room buildings: Alameda, District 4, District 36, Griegos, Candelarias, Old Town, Duranes, Santa Barbara, San Jose, Barelas, Atrisco, Arenal, Armijo, Pajarito, Padillas, and Mountain View.

John Milne became Superintendent of the Albuquerque Public Schools in 1911 and has served in that position until the present time (1949). During the same period nine different persons have served as County School Superintendent.

The Albuquerque School System also faced problems of reorganization and finance. The "ward system,"¹¹ whereby

¹⁰ Report of the Superintendent of Public Instruction, Territory of New Mexico, 1910, p. 52.

¹¹ New Mexico Compiled Laws, 1897, Section 1567.

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John Miles became Superintendent of the Alameda

Public Schools in 1911 and has served in that position until the present time (1929). During the same period nine different persons have served as County School Superintendent.

The Alameda School System also faced problems of reorganization and finances. The "ward system" was

10 Report of the Superintendent of Public Instruction, Territory of New Mexico, 1910, p. 82.

11 New Mexico Compiled Laws, 1927, Section 1567.

two city school board members were elected from each of the four wards, was in effect at the time of statehood. This system presented its problems and often blocked progress, since the ward representatives on the board made it their business, oftentimes, to see that no other ward received more attention than their own. For instance, upon one occasion the superintendent recommended that a sidewalk be built in front of the Third Ward School.¹² Immediately one of the First Ward members requested a sidewalk for his school. Since there was sufficient money for only one sidewalk, the final result was that no sidewalk was built. Often, and upon much more important issues, the board found itself deadlocked.

Citywide board elections, abolishing the ward system, were provided in the Laws of 1912, Chapter 43.

The Albuquerque Schools in 1912 were as follows: First Ward, located at Grand Avenue and Edith Street; Second Ward, located on the corner of Edith Street and Santa Fe Avenue; Third Ward, at Fourth Street and Iron Avenue; Fourth Ward, located on Sixth Street and Fruit Avenue. The High School was in the Central School Building, at the corner of Third Street and Lead Avenue.

¹² John Milne, Interview.

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12 John Miles, Interview.

III. EARLY BUILDING CONSOLIDATION

The first rural schoolhouse to be erected under the new county program was in Barelvas at a cost of five thousand dollars. This was a three-teacher building constructed of brick, with pitched shingle roof. It was located on a small lot in the 1400 block, South Second Street, and served that community until 1938 when the West San Jose ten-room building was completed under W. P. A. Its taxable wealth was derived from the Santa Fe Railroad shops.

In 1912 the Los Padillas School, a four-room structure, was built at a cost of eight thousand dollars. Los Padillas is the southernmost community of Bernalillo County and is situated west of the Rio Grande. Its ability to take care of its building needs adequately was due to a ten-mile stretch of railroad which ran through the school district. This raised the assessed valuation to a relatively high figure, compared to that of adjoining school districts.

North Fourth Street School, in District 13, was established in 1912. By 1914 it was necessary to expand this building from a two-room to a four-room structure. Shortly afterwards it was increased to nine rooms. This

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North Fourth Street School, in District 13, was established in 1913. By 1914 it was necessary to expand this building from a two-room to a four-room structure. Shortly afterwards it was increased to nine rooms. This

school was the first one outside the city limits to experience the direct suburban expansion of Albuquerque. Only thirteen years later, in 1927, it became a city school due to annexation of the territory from Mountain Road to Indian School Road.

Two one-room schools in Alameda were consolidated at the site of the present school building in 1913. The cost of the new four-room building was seven thousand dollars.

The Ranchos de Atrisco (Armijo) School in District 9 was built in 1914. This also combined two one-room schools located in different parts of the district.

IV. FIRST DISTRICT CONSOLIDATIONS

Until this time consolidation in Bernalillo County had involved changing of locations and improving buildings within districts which already had been established. Now it became necessary to attempt the union of districts in order to advance with the program for better schools.

The laws provided that consolidation of districts could be made by the county superintendent under certain conditions:

Whenever it is desired that a new school district shall be formed, a petition and statement of facts signed by a majority of legal

electors residing within the proposed district shall be presented to the County Superintendent of Schools.

Upon the receipt of such petition and statement by the County Superintendent, he shall create such new district, and shall assign to it a number or other proper designation.

The County School Superintendent shall consolidate school districts on the presentation of separate petitions signed by the majority of electors residing in the respective districts affected; he shall also attach a territory to a district by change of boundary lines on the presentation of separate petitions signed by the majority of the electors residing in the respective territories affected; which petitions shall be prepared and submitted as hereinbefore described.¹³

In 1914, Districts 4 and 36 voted to consolidate as District 4. A three-teacher school was built on the present site of the Ranchos School, on Highway 85. However, the minutes of June 17, 1918, show that a petition was read before the Board, this document being in the form of a protest against the consolidation of Districts 4 and 36. The matter was dispatched by a board resolution reaffirming the consolidation of the two districts. The school building in the former district 36 was sold on December 7, 1918.

Districts 2, 22, and 8 agreed to consolidation as school District 22 in 1914. The exact copy of

¹³ New Mexico Session Laws, 1907, Chapter. 97.

electors residing within the proposed district shall be presented to the County Superintendent of Schools.

Upon the receipt of a petition and a statement by the County Superintendent, he shall create each new district, and shall assign to it a number or other proper designation.

The County Superintendent shall consolidate school districts on the presentation of separate petitions signed by the majority of electors residing in the respective districts affected; he shall also assign a territory to a district by change of boundary lines on the presentation of separate petitions signed by the majority of the electors residing in the respective territories affected; when petitions shall be presented and accepted or rejected as described.

In 1918, Districts 4 and 36 voted to consolidate as

District 4. A three-teacher school was built on the present site of the Anchor School, on Highway 66. However, the minutes of June 17, 1918, show that a petition was read before the Board, this document being in the form of a protest against the consolidation of Districts 4 and 36. The matter was referred by a board resolution reaffirming the consolidation of the two districts. The school building in the former district 36 was sold on

December 7, 1918.

Districts 2, 22, and 2 agreed to consolidation as

school District 22 in 1914. The exact copy of

13 New Mexico Session Laws, 1907, Chapter, 97.

Superintendent Montoya's order consolidating these three districts follows:

TO WHOM IT MAY CONCERN:-

I, Atanasio Montoya, Superintendent of Schools in and for Bernalillo County, New Mexico, hereby certify as follows:-

That acting on separate petitions from school districts No. 2, 8 and 22, in the aforesaid county, presented to me, signed by the majority of the legal electors residing in the respective districts affected, in accordance with the provisions of Section 22, Chapter 97, of the session laws of New Mexico for 1907, I have on this 11th. day of September, A. D. 1914, consolidated the aforesaid school districts into one school district to be known as "Consolidated School District Number 22."

That the boundaries of said consolidated school district No. 22 are as follows, to-wit:- On the North it is bounded by school districts No. 4 and 36; on the South by school district No. 13; on the East by school districts No. 45, 7 and 23; and on the West by school district No. 28; and includes the villages of Los Griegos and Los Candelarias.

That consolidated school district No. 22, as herein organized and created, assumes the bonded indebtedness heretofore issued by district No. 22, as it existed prior to this consolidation.

That Elfego Garcia, Pablo Apodaca and Juan Griego y Lucero have been appointed on this day to serve as school directors; and that said directors have qualified as such by filing in my office their oath of office as required by law.

IN WITNESS WHEREOF, I have hereunto set my official signature on this 11th. day of September, A. D. 1914.

(Signed) Atanasio Montoya
Superintendent of Schools for
Bernalillo County, New Mexico.

Superintendent Montoya's order consolidating these three

districts follows:

TO WHOM IT MAY CONCERN:-

I, Anastasio Montoya, Superintendent of Schools in and for Bernalillo County, New Mexico, hereby certify as follows:-

That acting on separate petitions from school districts No. 1, 2 and 3, in the consolidated county, presented to me, signed by the majority of the legal electors residing in the respective districts affected, in accordance with the provisions of Section 22, Chapter 27, of the Session Laws of New Mexico for 1907, I have on this 11th day of September, A. D. 1914, consolidated the above said school districts into one school district to be known as "Consolidated School District Number 22."

That the boundaries of said consolidated school district No. 22 are as follows, to-wit:- On the North it is bounded by school district No. 4; and 36; on the South by school district No. 12; on the East by school districts No. 45, 7 and 25; and on the West by school districts No. 28; and includes the villages of Los Grupos and Los Gandelarias.

That consolidated school district No. 22, as herein organized and created, assumes the boundaries heretofore issued by district No. 22, as it existed prior to this consolidation.

That Eliseo Garcia, Pablo Apodaca and Juan Griego y Lacero have been appointed as this day to serve as school directors; and that said directors have qualified as such by filing in my office their oath of office as required by law.

IN WITNESS WHEREOF, I have hereunto set my official signature on this 11th day of September, A. D. 1914.

(Signed) Anastasio Montoya
Superintendent of Schools for
Bernalillo County, New Mexico.

I, Atanasio Montoya, Superintendent of Schools for Bernalillo County, State of New Mexico, do hereby certify that the foregoing is a true, perfect and complete copy of the order made by me consolidating school districts Nos. 2, 8 and 22 into consolidated school district No. 22, as said order appears upon the official book of records in my office.

Witness my hand affixed at Albuquerque, New Mexico, this 25th. day of January, A. D. 1915.

(Signed) Atanasio Montoya
Superintendent of Schools for
Bernalillo County, New Mexico

A four-room building was constructed on the site which is still that of the Griegos-Candelarias School. This consolidation was perhaps one of the most difficult to accomplish of any which have been consummated in Bernalillo County. Griegos and Candelarias are, to this day, very conscious of their identities. Although they are only approximately one mile apart, each has its own church and local stores. According to reliable authority the favorable petition for consolidation was brought about by the promise, first, that the new schoolhouse would be built with the central hall following along the old dividing line, thus placing half the building in each of the original districts, of Griegos and Candelarias and, second, that both names would be used in designating the building.

Atrisco and Arenal gave up their one-room schoolhouses in 1918, when Districts 16 and 48 united with

I, Atanasio Montoya, Superintendent of Schools for Bernalillo County, State of New Mexico, do hereby certify that the foregoing is a true, correct and complete copy of the order made by me consolidating school districts Nos. 2, 3 and 23 into consolidated school district No. 23, as said order appears upon the official book of records in my office.

Witness my hand affixed at Albuquerque, New Mexico, this 25th day of January, A. D. 1915.

(Signed) Atanasio Montoya
Superintendent of Schools for
Bernalillo County, New Mexico

A four-room building was constructed on the site which is still that of the Griggs-Gandalaria School. This consolidation was perhaps one of the most difficult to accomplish of any which have been consummated in Bernalillo County. Griggs and Gandalaria are, to this day, very conscious of their identities. Although they are only approximately one mile apart, each has its own church and local stores. According to reliable authority the favorable petition for consolidation was brought about by the promise, first, that the new schoolhouse would be built with the central hall following along the old dividing line, then placing half the building in each of the original districts, of Griggs and Gandalaria and, second, that both names would be used in designating the building. Atasco and Aracael gave up their one-room school houses in 1918, when District 18 and 23 united with

District 28. A five-teacher school was erected about midway between the two communities and school-wagons were employed to carry the children who lived farthest away. A seven-thousand dollar bond issue provided the funds for this building.

The Pajarito central school, a four-room brick building, was constructed in 1918 on the basis of a four-thousand dollar bond issue.

In 1920 bond issues were voted upon in Districts 4, 6, and 15. The proposed four-thousand dollar issue in District 4, Ranchos, failed to carry. District 6, Padillas, carried a six-thousand dollar issue. Mountain View, known as District 15, voted favorably upon a six-thousand dollar bond issue. Building additions were constructed in both districts that same year.

V. CITY-COUNTY HIGH SCHOOL VENTURE

The high school was built on the present site, Broadway and Central Avenue, in 1914. An agreement was in effect whereby the county pupils were allowed to attend. The County Superintendent served as a member of the City School Board when matters pertaining to the high school were concerned.

The January 15, 1914, minutes of the Albuquerque Board of Education show the report of the Special

District 28. A five-tonner school was erected about
 midway between the two communities and school-buses
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 funds for this building.

The District Central school, a four-room brick
 building, was constructed in 1918 on the basis of a four-
 thousand dollar bond issue.

In 1920 bond issues were voted upon in Districts
 4, 6, and 12. The proposed four-thousand dollar issue in
 District 4, Hancock, failed to carry. District 6, Badeline,
 carried a six-thousand dollar issue. Mountain View, known
 as District 12, voted favorably upon a six-thousand dollar
 bond issue. Building additions were constructed in both
 districts that same year.

V. CITY-COUNTY HIGH SCHOOL VENTURE

The high school was built on the present site,
 Broadway and Central Avenue, in 1914. An agreement was in
 effect whereby the county pupils were allowed to attend.
 The County Superintendent served as a member of the City
 School Board when matters pertaining to the high school
 were concerned.

The January 15, 1914, minutes of the Association
 Board of Education show the report of the Special

Committee which follows:

I herewith submit the essential parts of the act for the establishment of County High Schools, and providing for the maintenance thereof, and recommend that proper petitions be placed in the hands of those interested in the different parts of the county.

1. A county high school may be established in any county.

2. When petitioners to the number of one-fifth of the electors of the county, including women, qualify as provided for in Section 1, Article 7, of the State Constitution shall petition to the Board of County Commissioners requesting that an election be called to determine the question, it shall be the duty of said Board of County Commissioners to call an election. Said election shall be called, conducted and the returns made and canvassed as provided for election of County officers.

3. All pupils of said County who have finished the eighth grade work shall be admitted to such county high school free of tuition.

4. The management and government of county high schools shall be under the control of the Board of Education of the City where said school is used, and the county superintendent shall be a member of said board.

5. Board of Education of county high schools shall be permitted to levy a county high school levy not to exceed two mills upon the dollar. This money must be placed in a separate fund, and shall be used only for the purpose of maintaining the county high school.

6. The cost of site, location of building, and erection and cost thereof of any county high school shall be entirely borne by the district in which said county high school is erected.

Committee which follows:

I herewith submit the recommendations of the committee for the establishment of a county high school, and providing for the maintenance thereof, and recommending that proper provision be made for the benefit of those interested in the education of the county.

1. A county high school may be established in any county.

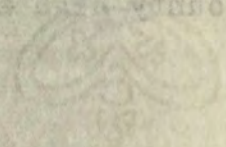
2. When provision is made for the establishment of the school of the county, the following shall be provided for in the constitution of the State: The Board of County Commissioners, consisting of five members, shall be called to determine the location of the school, and shall be the duty of said board to call an election for the purpose of calling and canvassing as provided for election of officers.

3. All pupils of said county high school shall be admitted to the school free of tuition.

4. The management and control of county high schools shall be vested in the Board of Education of the State, and the county board of education shall be a member of said board.

5. Board of Education of county high schools shall be permitted to levy a tax on the county for the purpose of raising money to be used for the purpose of maintaining the county high school.

6. The cost of a county high school shall be paid by the county, and the school shall be entitled to the same as a school in which said county high school is located.



7. The Board of Education shall prescribe the Course of Study, but Manual Training, Domestic Science, and Agricultural and Commercial work must be offered.

Respectfully submitted,

A. J. Maloy,
Chairman of Committee.

The minutes of the Albuquerque Board of Education for May 29, 1914, show that the following certificate was presented to the Board:

State of New Mexico,
County of Bernalillo.

THIS IS TO CERTIFY, That the Board of County Commissioners of Bernalillo County, New Mexico, at a session thereof held at the courthouse of said county on the 26th day of May, 1914, established a County High School, as provided by law, in the City of Albuquerque, in the County of Bernalillo and State of New Mexico, in accordance with the result of the election held in said county on the 19th day of May, 1914, as shown by the returns of said election on file with the County Clerk of said Bernalillo County and as declared and determined by the Board of County Commissioners of said County, sitting as a canvassing board, on said 26th day of May, 1914.

IN TESTIMONY WHEREOF, We have hereunto set our hands and caused to be affixed the seal of the Board of County Commissioners of said County this 26th day of May, 1914.

M. R. Springer
Temporary Chairman

Policarpio Armijo,
Board of County Commissioners, Bernalillo
County, New Mexico.

A. E. Walker,
County Clerk

7. The Board of Education shall prescribe the course of study, and manual training, domestic science, and agricultural and commercial work must be offered.

Respectfully submitted,

A. J. Wiley,
Chairman of Committee.

The minutes of the Albuquerque Board of Education for May 29, 1914, show that the following certificate was presented to the Board:

State of New Mexico,
County of Bernalillo.

THIS IS TO CERTIFY, That the Board of County Commissioners of Bernalillo County, New Mexico, at a session thereof held at the courthouse of said county on the 26th day of May, 1914, established a County High School, as provided by law, in the City of Albuquerque, in the County of Bernalillo and State of New Mexico, in accordance with the results of the election held in said county on the 19th day of May, 1914, as shown by the return of said election on file with the County Clerk of said Bernalillo County and as declared and determined by the Board of County Commissioners of said County, sitting as a canvassing board, on said 26th day of May, 1914.

IN TESTIMONY WHEREOF, We have hereunto set our hands and caused to be affixed the seal of the Board of County Commissioners of said County this 26th day of May, 1914.

M. E. Springer
Temporary Chairman

Police Officer Armijo,
Board of County Commissioners,
Bernalillo County, New Mexico.

A. E. Walker,
County Clerk

This arrangement continued until 1923, when the joint city-county agreement was abandoned. The minutes of March 22, 1923, state that Summers Burkhardt, attorney at law, had examined the new School Code at the request of the President of the City Board of Education, in order to ascertain "what changes have been made in the law heretofore in force and how such changes affect this district." He reported that by Section 1431 of the School Code, county high schools had been abolished.

However, even though the old school buses were discontinued the next school term, leaving many rural children stranded as far as any official means of transportation was concerned, they were allowed the right to attend the high school without tuition charges either to them as individuals, or to the County School System. No transportation was provided from 1923 until 1937, but during this period more and more county children attended the high school.

VI. LA MADERA SCHOOL DISTRICT

District 39, La Madera, was discovered to be in Sandoval County by Irene Burke in 1921. It had been supported as a Bernalillo County School since the division of Sandoval County from Bernalillo County nineteen years before. Miss Burke had difficulty in reaching the school through

2

This arrangement continued until 1925, when the joint city-county agreement was abandoned. The minutes of March 23, 1925, state that Sumner Burkhardt, attorney at law, had examined the new School Code at the request of the President of the City Board of Education, in order to ascertain "what changes have been made in the law heretofore in force and how such changes affect this district." He reported that by Section 1425 of the School Code, county high schools had been established.

However, even though the old school areas were discontinued the next school year, leaving many rural children stranded as far as any official means of transportation was concerned, they were allowed the right to attend the high school without tuition charges either as individuals or to the County School System. No transportation was provided from 1925 until 1929, but during this period more and more county children attended the high school.

VI. LA MADRE SCHOOL DISTRICT

District 39, La Madre, was discovered to be in Sandoval County by Irene Burke in 1921. It had been reported as a Bernalillo County school since the division of Sandoval County from Bernalillo County nineteen years before. Miss Burke had difficulty in reaching the school through

Bernalillo and Los Placitas; therefore she used a seldom-travelled trail north of San Antonito in making her visitation. On the way she noticed an old surveyor's marker designating the Bernalillo County line. Since she travelled considerable distance beyond this marker in order to reach the school house, she became suspicious and requested that a check be made by the Bernalillo County Surveyor. He verified the fact that the La Madera School was within the boundaries of Sandoval County; therefore, District 38 was lost in preëmtory fashion.

VII. BOND ISSUE PROGRAM OF 1923-26

In the early spring of 1923 the County Board inaugurated proceedings for bond elections in seven school districts. The results were as follows:

School District	3	\$5,000	13	votes for;	48	against	Defeated
"	"	4	6,000	38	"	" ; 7	Carried
"	"	6	4,000	40	"	" ; 0	Carried
"	"	9	6,000	113	"	" ; 2	Carried
"	"	11	4,000	37	"	" ; 7	Carried
"	"	22	7,000	59	"	" ; 83	Defeated
"	"	47	7,000	43	"	" ; 65	Defeated

An addition was made to the school in each district which approved its bond issue.

The electors of District 13 petitioned the County Board of Education to call an election upon a school bond issue for \$70,000 in 1924. The election was held and the

Bernalillo and Los Alamos; therefore she used a seldom-travelled trail north of San Antonio to reach her village. On the way she noticed an old surveyor's marker designating the Bernalillo County line. Since she travelled considerable distance beyond this marker in order to reach the school house, she became suspicious and requested that a check be made by the Bernalillo County Surveyor. He verified the fact that the La Grada school was within the boundaries of Sandoval County; therefore, District 33 was lost in prospecting fashion.

VII. BOND ISSUE PROGRAM OF 1923-24

In the early spring of 1923 the County Board inaugurated proceedings for bond elections in seven school districts. The results were as follows:

School District	3	\$5,000	15 votes for; 48 against	Defeated
"	4	5,000	" ; " ; "	Carried
"	5	4,000	" ; " ; "	Carried
"	9	5,000	" ; " ; "	Carried
"	11	4,000	" ; " ; "	Carried
"	22	7,000	" ; 82 ; "	Defeated
"	44	7,000	" ; 88 ; "	Defeated

An addition was made to the school in each district which approved the bond issue.

The elections of District 13 postponed the County Board of Education to call an election upon a school bond issue for \$70,000 in 1924. The election was held and the

bonds were voted by a tremendous majority. The funds thus acquired were used for additions to the North Fourth Street School, Santa Barbara School, and the Old Albuquerque School.

In 1925 a \$12,000 bond issue was carried for the enlargement of the Griegos-Candelarias School. The next year, District 1 voted for a \$34,000 bond issue which was used to build the first part of the East San Jose School upon its present site. Chilili, District 47, voted favorably upon a \$4,700 bond issue and a three-room school was built in 1926.

During the period from 1912 to 1926 inclusive the City of Albuquerque had voted favorably upon five school bond issues:

1913	\$100,000
1917	40,000
1919	30,000
1920	425,000
1926	<u>400,000</u>
Total	\$995,000

This was a period of active improvement in the school facilities of Albuquerque and Bernalillo County. In the fourteen years following Statehood there had been twenty-six bond issue elections, twenty-two of which had been voted upon favorably, making available \$1,230,500 for public school buildings, (see Table II).

bonds were voted by a tremendous majority. The funds thus acquired were used for additions to the North Fourth Street School, Santa Barbara School, and the Old Albuquerque School.

In 1925 a \$12,000 bond issue was carried for the enlargement of the Griggs-Candelaria School. The next year, District 1 voted for a \$25,000 bond issue which was used to build the first part of the Santa Rosa School upon its present site. District 27 voted favorably upon a \$4,700 bond issue and a three-room school was built in 1926.

During the period from 1918 to 1926 inclusive the City of Albuquerque had voted favorably upon five school

bond issues:	
1918	\$100,000
1919	40,000
1920	20,000
1925	125,000
1926	400,000
Total	\$695,000

This was a period of active improvement in the facilities of Albuquerque and Bernalillo Counties. In the fourteen years following 1918 there had been twenty-six bond issue elections, twenty-two of which had been voted upon favorably, making available \$1,220,500 for public school buildings. (see table II).

CHAPTER III

SCHOOL DISTRICT CHANGES

I. COUNTY HIGH SCHOOL PROPOSALS

There has been a consistent trend toward a closer administrative bond in all of Bernalillo County since 1912. As early as 1915, a petition bearing the names of 129 voters in the Barelás area was brought before the City Board of Education. This petition requested consolidation with the city school system. Some protest was also voiced and the Board tabled the matter by a 3 - 2 vote. A. Montoya, who was serving on the City Board and had the right of vote on all matters pertaining to the county high school, was barred from voting on this question.¹⁴

The city-county high school venture also is evidence of this movement toward a single administrative unit. While the original plan was abolished by statute in 1923, nevertheless from that time the entire county, in effect, has been consolidated for high school purposes because all pupils have been permitted to attend the Albuquerque High School free

¹⁴ Minutes of the Albuquerque Board of Education, February 15, 1915.

Education, February 12, 1911
If needed, please direct to

of any tuition. It was necessary for pupils to secure their own means of transportation from 1923 until 1937, when a plan was worked out by the Bernalillo County Board of Education in cooperation with the Albuquerque Board of Education whereby each school system contributed to the transportation of all valley high school pupils living three miles or more from the high school. A contract was entered into with the Albuquerque Bus Company for furnishing the transportation. This plan is still in operation (1948-49 school term).

The minutes show that there was some discontent because high school transportation was not provided after 1922. Nevertheless, the patrons seemed satisfied that their children had the advantage of the well-equipped Albuquerque High School.

However, on August 4, 1936, "Mr. W. G. Dorff appeared before the County Board with a petition for a high school to be built in Five Points to accommodate the children living on the west side of the Rio Grande."

The minutes of April 20, 1937, read as follows:

Committees from Five Points and Padillas appeared before the Board in opposition to the proposed Union High School District. Mr. Wagner, Mrs. Chester Miller and others spoke against it. Mr. Dorff spoke in defense of the proposed consolidation plan.

of any action. It was necessary for pupils to secure their own means of transportation from 1925 until 1937, when a plan was worked out by the Board of Education in cooperation with the Albuquerques Board of Education whereby each school was assigned a high school. A contract was entered into with the Albuquerques Bus Company for furnishing the transportation. This plan is still in operation (1948-49 school term).

The minutes show that there was some discussion because high school transportation was not provided after 1937. Nevertheless, the parents seemed satisfied that their children had the advantage of the well-equipped Albuquerques High School.

However, on August 4, 1938, Mr. W. C. Davis appeared before the County Board with a petition for a high school to be built in Five Points to accommodate the children living on the west side of the Rio Grande. The minutes of April 30, 1939, read as follows:

Committee from Five Points and Padilla appeared before the Board in opposition to the proposed Union High School District. Mr. Vassar, Mr. Charles Miller and others spoke against it. Mr. Davis spoke in favor of the proposed transportation plan.

RESOLVED

2 NOV 1948

100

During the discussion it was forcibly disclosed that the elementary school buildings at Five Points in particular and other schools across the river in general, were very much in need of improvement and repair. The Board considered the matter and adopted the following resolution:

We feel that our first obligation is to provide the best school facilities possible for the elementary grades. Since these are still inadequate it is our belief that the expense of building a high school would further endanger the possibility of improvement and therefore should be delayed until care has been satisfactorily taken of the elementary school buildings and equipment.

We also are practically assured of transportation for the next two years which will enable students wishing to attend the Albuquerque High School to do so.

Transportation was provided in the fall of 1937. There is little doubt that failure to have made this provision would have resulted in the establishment of small local high schools and possibly in the incorporation of one or two towns outside Albuquerque within the ensuing ten years.

Transportation of children in rural areas has been a sore spot for many years throughout New Mexico. There has been a constant conflict between the inefficiency of the one-room school and the additional cost of transportation to consolidated schools. The school code of 1923 provided that children living

During the discussion it was generally agreed that the elementary school building at Five Points in particular and other schools across the river in general, were very much in need of improvement and repair. The Board considered the matter and adopted the following resolution:

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We also are practically assured of transportation for the next two years which will enable students wishing to attend the Albuquerque High School to do so.

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There is little doubt that failure to have made this provision would have resulted in the establishment of small local high schools and possibly in the introduction of one or two towns outside Albuquerque within the ensuing few years.

Transportation of children in rural areas has been a sore spot for many years throughout New Mexico. There has been a constant conflict between the efficiency of the one-room school and the additional cost of transportation to consolidated schools. The school code of 1923 provided that children living

within a three-mile limit of a schoolhouse may not have public funds appropriated for their transportation. Atanasio Montoya was quoted as saying that this law would force Bernalillo County to return to the one-room schools in order to meet the needs of the smaller pupils whose parents were unable personally to transport them to consolidated schools. Fortunately they were not forced back into one-room schools, because this law, although it still remains on the statute books, is violated in almost every county of the state.

Transportation, as costly and difficult to administer as it is, has increased tremendously and, no doubt, is here to stay. The number of students transported in the United States increased 261 per cent during the ten-year period from 1927 to 1937. According to one authority which makes adequate transportation a prerequisite of a sound consolidation program;--

All pupils beyond a reasonable walking distance to school should be transported at public expense. Modern transportation has become an integral part of our social fabric. Integration of the school with the social structure requires the provision of pupil transportation.¹⁵

During the nine years following 1937 the problem of County High Schools did come before the boards of

¹⁵ Seventeenth Yearbook, American Association of School Administrators (Washington, D. C.: 1939), p. 228.

within a three-mile limit of a schoolhouse may not have public funds appropriated for their transportation. Ateneas Montoya was quoted as saying that this law would force Bernalillo County to return to the one-room schools in order to meet the needs of the smaller pupils whose parents were unable personally to transport them to consolidated schools. Fortunately they were not forced back into one-room schools, because this law, although it still remains on the statute books, is violated in almost every county of the state. Transportation, as costly and difficult to administer as it is, has increased tremendously and, no doubt, is here to stay. The number of students transported in the United States increased 251 per cent during the ten-year period from 1927 to 1937. According to one authority which makes adequate transportation a prerequisite of a sound consolidation program:-

All pupils beyond a reasonable walking distance to school should be transported at public expense. Modern transportation has become an integral part of our social fabric. Integration of the school with the social structure requires the provision of pupil transportation.¹⁵

During the nine years following 1927 the problem of County High Schools did come before the boards of

¹⁵ Seventeenth Yearbook, American Association of School Administrators (Washington, D. C.: 1939), p. 228.

both City and County upon several occasions. Alameda seriously threatened to become an incorporated town, but upon the realization, on the part of the more conservative citizens, that their children would be cut off from attendance at the Albuquerque High School, the plan was abandoned. On April 5, 1939, the Board "discussed the impending high school problem."¹⁶ Again, on September 20, 1939, the Board discussed the problem which had arisen from high school transportation. Various plans were discussed but no conclusions were reached. The Board agreed to hold itself in readiness for a joint meeting with the City Board in order to attempt the formulation of some satisfactory policy.

On December 19, 1941, the minutes show this interesting statement:

The Board has been advised by the Superintendent of City Schools that the children in the 9, 10, 11, and 12 grades will be permitted to attend the Albuquerque Junior and Senior High Schools during the 1942-43 school year. As this was the question disturbing some of the patrons of the County Schools, the Superintendent was advised to notify them that they need no longer be concerned. We will be notified long in advance when the city schools can no longer take care of the County Junior and Senior high school children.

¹⁶ Minutes of Bernalillo County Board of Education, Volume II, p. 198.

both City and County upon several occasions. The Board seriously threatened to become an incorporated town, but upon the realization, on the part of the more conservative citizens, that their children would be sent off from attendance at the Albemarle High School, the plan was abandoned. On April 5, 1939, the Board discussed the impending high school problem, and on September 30, 1939, the Board discussed the problem which had arisen from high school transportation. Various plans were discussed but no conclusion was reached. The Board agreed to hold itself in readiness for a joint meeting with the City Board in order to attempt the formulation of some satisfactory policy. On December 19, 1941, the minutes show this

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It is shown with clarity by this paragraph that the county children had no high school facilities by law and that the privilege of attending the city high school was subject to the will of the city school board and could be annulled at any time.

II. INTER-COUNTY CONSOLIDATION

Regions beyond the Sandia and Manzano mountain barrier have presented a problem whenever coordinating efforts have arisen. The areas of Frost, Barton, Yrissarri, Escabosa, and Chilili are actually more accessible to Santa Fe and Torrance Counties than they are to Albuquerque. Barton, District 24, solved its problem with an inter-county consolidation with the Edgewood and Venus districts of Santa Fe County in 1939, by the very close vote of 14 for and 13 against the consolidation.

Chilili, District 47, felt its proximity to Torrance County in 1921 when some of its citizens petitioned the Bernalillo County Board of Education to permit its consolidation with District 40 of Torrance County. The Bernalillo County Board of Education minutes of June 18, 1921 disclose this paragraph:

It is shown with clarity by this paragraph that the county children had no high school facilities by law and that the privilege of attending the city high school was subject to the will of the city school board and could be annulled at any time.

II. INTER-COUNTY CONSOLIDATION

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Chillicothe, District 27, felt its proximity to Torrance County in 1921 when some of its citizens petitioned the Santa Fe County Board of Education to permit its consolidation with District 40 of Torrance County. The Santa Fe County Board of Education minutes of June 18, 1921 disclose this paragraph:

The matter of consolidating District 40 in Torrance County with Chilili, was taken up and as we would be the dominating County, would not be justified in incurring the extra expense. Motion made not to consolidate.

The law provides that the consolidated district in any inter-county consolidation shall be administered by the Board of that county whose portion of the newly formed district has the greater school population, hence the reference to this factor as expressed in the quotation cited.¹⁷

The minutes of August 29, 1922, show a motion passed which was favorable to the consolidation of District 47 in Bernalillo County with District 40 of Torrance County. However, Irene Burke,¹⁸ who was Superintendent of Bernalillo County at that time, states that this plan was never carried to completion because it was not feasible, bad roads making transportation of school children impossible. Transportation has been provided at the expense of the Bernalillo County Schools to Moriarty and Estancia for high school students since 1941.

¹⁷ New Mexico Code 1929, Section 120-808.

¹⁸ Irene Burke, personal interview.

III. LOCAL DIRECTORS AND COUNTY BOARDS OF EDUCATION

Another tendency toward centralization of administration is indicated by the fact that until 1917 the local district directors were empowered with the authority to employ teachers, employ janitors, and to make payments and purchases within the allotted budget for the district. This power gradually dwindled into an advisory capacity when the county board of education was created in 1917, but as late as 1938 janitors were employed only upon the recommendation of the three local directors of each rural district, and the directors assumed the guardianship of the buildings in their districts, granting and refusing permission for use to outside groups.

The directors of the several school districts shall also employ and pay school teachers under the restrictions imposed by this Chapter, and shall have the general control and management of the schools in their respective districts, subject to such supervision as shall herein be conferred upon the County Superintendent.¹⁹

There has been a movement throughout the entire state toward larger units since 1915.

¹⁹ New Mexico Session Laws, 1907, Chapter 97.

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There has been a movement throughout the entire state toward larger units since 1915.

The first step toward the complete county-unit system was taken by the legislature of 1915 which provided for three types of taxation to care for the needs of the schools of the state. These were the State Tax, the County Tax, and the District Tax Though this step furnished the initial stimulus which finally developed the county-unit system in New Mexico, it was not until 1917 that the real county-unit system, providing for both taxation and administration, went into effect.²⁰

In 1917, the legislature authorized the creation of county boards of education.²¹ Four members were to be appointed by the district judge, the fifth member being the county superintendent of schools. Not more than two appointed members could belong to one political party.

All payments were to be made by warrants, valid only when signed by the president of the county board of education. Even though the local directors still could appoint teachers, the approval of the county board was necessary. The 1917 statutes gave the county boards of education full authority over all matters pertaining to the rural schools. Any board might delegate certain authority to the district directors but had the power to revoke this authority at its pleasure.

²⁰ Conway, op. cit., p. 3.

²¹ New Mexico Session Laws, 1917, Chapter 105, Section 9.

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²⁰ Conway, op. cit., p. 3.
²¹ New Mexico Session Laws, 1917, Chapter 105, Section 9.

Nepotism, which had flourished under the old system began to decline. A minimum of five months school was established by law, also, in 1917. In 1921, a suit was brought in Bernalillo County to test the validity of the county-unit law. The courts upheld the law as constitutional.²² In 1923, the legislature abolished the county board of education and placed the problems of school finance in the hands of the county commissioners. Of course this was a decided step backward, and the county board was resurrected in 1925.

Interest gradually lagged in the office of district directorship when the Bernalillo county board in 1939 took over the full responsibility for the employment of janitors and for the use of buildings. The last Bernalillo county school directors' elections were held in 1941. District lines began to be less important with the creation of the County Board of Education; that is, less important to the average citizen in so far as local administration and manipulation was concerned. A district levy was still made, but the county-wide levy leveled out some of the inequalities. However, to this day (1949) the

²² Conway, op. cit., p. 2.

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 system began to decline. A number of live women
 school was established by law, also, in 1911. In 1911,
 a suit was brought in Herk County to test the
 validity of the county-wide law. The county upheld
 the law as constitutional.⁸² In 1923, the legislature
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 the inequalities. However, to this day (1949) the

⁸² Conway, op. cit., p. 8.

district remains the unit for the levying of taxes for the purpose of building and equipping schoolhouses. Many glaring inequalities exist in this phase of the educational program.

Wealthier districts can have better school buildings and more equipment than those districts which have less wealth. For example, in Bernalillo County, every rural school building within districts which did not include railroad property was heated with coal stoves, while all schools within "railroad endowed" districts were provided with steam heat. In 1945, when general district consolidations were accomplished, there was only one exception to this rule.

The Santa Fe Railroad is by far the largest taxpaying unit in Bernalillo County. This property in 1948 was assessed at three and a half million dollars, or approximately 8 per cent of the total for the county.

IV. ANALYSIS OF DISTRICT CONSOLIDATIONS

Table I shows that in 1912 there were thirty-three school districts in Bernalillo County. Districts 4 and 36 consolidated in 1914, Districts 2, 22, and 8 combined in 1915, and 1918 saw the consolidation of Districts 16, 48, and 28.

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IV. ANALYSIS OF DISTRICT CONSOLIDATIONS

Table I shows that in 1913 there were thirty-three school districts in Bernallville County. Districts 4 and 35 consolidated in 1914, Districts 2, 23, and 8 combined in 1915, and 1918 saw the consolidation of Districts 10, 48, and 22.

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TABLE I

BERNALILLO COUNTY SCHOOL DISTRICTS AND CONSOLIDATIONS
BY YEARS, FROM 1912 UNTIL 1949

Year:	1912	14	15	18	21	31	32	38	39	41	45	1949
Dist.	4	4	4	4	4	4	4	4		4		
36												
2												
22		22	22	22	22	22	22	22		22		
8												
3	3	3	3	3	3	3	3 ^b	3		3	3	
1	1	1	1	1	1	1	1 ^b	1	1	1	1	
5	5	5	5	5	5	5	5	5	5			
15	15	15	15	15	15	15	15	15	15	15		
16	16	16										
48	48	48										
28	28	28	28	28	28	28	28 ^b	28	28	28		
14	14	14	14	14	14	14	14	14				
9	9	9	9	9	9	9	9	9	9	9		
						20	20	20	20	20		
6	6	6	6	6	6	6	6	6	6	6	6	
11	11	11	11	11	11	11	11	11	11	11		
12-	12-	12-	12-	12-	12-	12-	12-	12-	12-	12-	12-	
26	26	26	26	26	26	26	26	26	26	26	26	
13	13	13	13	13	13	13	13	13	13	13		
7	7	7	7	7	7	7	7	7	7	7	7	
10	10	10	10	10	10	10	10	10	10	10		
17	17	17	17	17	17	17	17	17	17	17		
18	18	18	18	18	18	18	18	18	18	18		
23	23	23	23	23	23	23	23	23	23	23		
25	25	25	25	25	25	25	25	25	25	25		
34	34	34	34	34	34	34	34	34	34	34		
41	41	41	41	41	41	41	41	41	41	41		
44	44	44	44	44	44	44	44	44	44	44		
45	45	45	45	45	45	45	45	45	45	45		
47	47	47	47	47	47	47	47	47	47	47		
54	54	54	54	54	54	54	54	54	54	54		
24	24	24	24	24	24	24	24	24	24 ^c			
39	39	39	39	39	39 ^a							

Albuquerque Consolidated

^a Discovered to be in Sandoval County.

^b Defeated consolidation by election.

^c Consolidated with Santa Fe County.

BRITAIN AND COUNTY BOARD OF HEALTH
BY ORDER, BRITAIN AND COUNTY BOARD OF HEALTH

Year: 1915 14 13 12 11 10 9 8 7 6 5 4 3 2 1

BRITAIN AND COUNTY BOARD OF HEALTH

Dist.	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
30	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
29	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
28	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
27	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
26	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
25	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
24	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
23	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
22	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
21	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
20	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
19	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
18	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
17	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
16	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
15	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
14	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
13	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
12	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
11	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
10	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
9	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
8	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
7	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
6	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
5	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
4	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
3	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
2	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
1	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

a Discovered to be in Sancho's Company.
b Defected conscription by American.
c Conscription with Santa Fe Company.

However, 1931 proved to be a disastrous year for consolidation. A group of patrons living in the northern part of District 9 demanded the right to vote²³ on the matter of dividing that district. Their campaign was successful and the Armijo district was divided into the Armijo and Five Points districts; that is, District 9 became Districts 9 and 20. The County Board in 1932 provided for elections which might have consolidated Districts 1 and 5 and also 28 and 14. Both proposals were defeated by a vote of the people.

In 1939, advantage was taken of a new law²⁴ which permitted the State Board of Education upon petition by the local governing authorities to consolidate any district which had not operated a school for five consecutive years with an adjoining district. The school in District 14 had been closed in 1935 because the enrollment had dropped below eight in average daily attendance. This district was consolidated in 1939 with the Atrisco district; that is, District 14 merged with District 28.

²³ New Mexico Session Laws, 1923, Chapter 148.

²⁴ New Mexico Session Laws, 1935, Chapter 109.

However, 1931 proved to be a disastrous year for consolidation. A group of persons living in the northern part of District 9 demanded the right to vote²³ on the matter of dividing that district. Their campaign was successful and the entire district was divided into the 1st and 2nd districts. That is, District 9 became Districts 9 and 10. The County Board in 1932 provided for elections which might have consolidated Districts 1 and 2 and also 9 and 10. Both proposals were defeated by a vote of the people. In 1935, advances were taken of a new law²⁴ which permitted the State Board of Education upon petition by the local governing authorities to consolidate any district which had no operating a school for five consecutive years with an adjoining district. The school in District 10 had been closed in 1930 because the enrollment had dropped below eight in average daily attendance. This district was consolidated in 1935 with the 1st district; that is, District 10 merged with District 1.

²³ New Mexico Session Laws, 1931, Chapter 143.
²⁴ New Mexico Session Laws, 1935, Chapter 100.

The increased taxes from this enlarged district greatly aided the school program. In 1937-1938, District 14 was assessed at \$89,624, with no school to support, while District 28 had a taxable value of \$291,623, with 460 children attending an outdated schoolhouse. Consolidation of the two districts increased the taxable wealth 30 per cent, with the same number of children to educate. Again taking advantage of the above-mentioned law as amended, Districts 1 and 5 were consolidated in 1941. For several years prior to this time District 5 had been paying tuition to District 1, therefore no great financial increase came about due to consolidation.

Under the same law District 18 was consolidated with District 17 in 1941. Table II shows that in 1938 District 18 was assessed on the tax rolls at \$4,420, while the taxable value of District 17 was \$8,865. There were no school children in District 18 and the consolidation increased the value of District 17 almost 50 per cent; therefore its financial backing per child was increased 50 per cent, or from \$253 to \$356.

The voters of District 13 petitioned the board of education in 1924 to call a special election upon a \$70,000 bond issue. Since this petition carried the

The increased taxes from this enlarged district greatly aided the school program. In 1937-1938, District 18 was assessed at \$85,824, with no school tax support, while District 18 had a taxable value of \$251,843, with 450 children attending its outdated schoolhouse. Consolidation of the two districts increased the taxable wealth 50 per cent, with the same number of children to educate. Again taking advantage of the above-mentioned law as amended, Districts 1 and 5 were consolidated in 1941. For several years prior to this time District 5 had been paying tuition to District 1, therefore no great financial increase came about due to consolidation. Under the same law District 18 was consolidated with District 14 in 1941. Table II shows that in 1938 District 18 was assessed on the tax rolls at \$4,450, while the taxable value of District 14 was \$5,865. There were no school children in District 18 and the consolidation increased the value of District 14 almost 50 per cent; therefore the financial benefit for children was increased 50 per cent, or from \$225 to \$338. The voters of District 18 petitioned the board of education in 1941 to call a special election upon a \$70,000 bond issue. Since this petition carried the

names of over 10 per cent of the qualified electors of the district as computed from the combined votes cast for governor at the last general election,²⁵ the Board ordered that the election be held. This bond issue was carried on April 4, by a vote of 381 for the issuance of the bonds and eight votes against.

District 13 was the largest district outside the city of Albuquerque. At the time of this bond issue it included the schools located in Old Albuquerque, Duranes, North Fourth Street, and Santa Barbara. District 13, although seriously cut into by the city annexation of the North Fourth Street section in 1927, still remained as the largest rural school district. In it were developed two additional schools in later years, and the consolidation of this district with that of the City of Albuquerque in 1945 played a strategic role in developing plans for the county-wide consolidation. This phase will be discussed in detail in Chapter V.

It will be interesting to note here that about this time proceedings were inaugurated to annex that portion of District 5 lying east of the railroad to the City (see Figure 2). This was accomplished but the

²⁵ New Mexico Code, 1929, Section 120-702.

names of over 10 per cent of the qualified electors of the district as computed from the compiled voter card for Governor at the last general election.²⁵ The Board ordered that the election be held. This bond issue was carried on April 4, by a vote of 581 for the issuance of the bonds and 141 votes against.

District 13 was the largest district outside the city of Albuquerque. At the time of this bond issue it included the schools located in Old Albuquerque, Bernal, North Fourth Street, and Santa Barbara. District 13, although seriously cut into by the city annexation of the North Fourth Street section in 1927, still remained as the largest rural school district. In 1929 developed two additional schools in later years, and the consolidation of this district with that of the City of Albuquerque in 1945 played a decisive role in developing plans for the county-wide consolidation. This phase will be discussed in detail in Chapter V. It will be interesting to note here that about this time proceedings were instituted to annex that portion of District 8 lying east of the railroad to the City (see Figure 8). This was accomplished but the

²⁵ New Mexico Code, 1929, Section 180-103.

county officials were able to manipulate it in such a manner that the new city boundary followed the east side of the railroad shops for several blocks, thus retaining all of this valuable property within the county.

Distortion of boundary lines as illustrated in both these instances is inevitable when so much of the future welfare of the various districts is so determined.

One of the city annexations, perhaps of no great significance, but of interest, involves the site of John Marshall School. The City Board of Education, owning some deeded land on the southern edge of Albuquerque, but outside its corporate limits, decided that a portion of it would be desirable as a building site. Therefore, annexation election proceedings were inaugurated, the election held, and approximately three blocks were added to the city. John Marshall School now is located upon a part of this annexed territory.

V. BUILDING AND TAX PROBLEMS IN ALBUQUERQUE

During the years before the equalization law went into effect, upon a great many occasions there was a strong contest during budget hearings, between

county officials were able to maintain it in such a manner that the new city boundary followed the same side of the railroad shops for several blocks, thus retaining all of this valuable property within the county.

Dissection of boundary lines as illustrated in both these instances is inevitable when so much of the future welfare of the various districts is so determined.

One of the city annexation, annexation of no great significance, but of interest, involved the case of John Marshall School. The school, located on a corner some 400 feet on the corner side of the street, but outside the corporate limits, located that a portion of it would be annexed to a building site. Therefore, annexation election proceedings were suggested, the election held, and approximately three blocks were added to the city. John Marshall School now is located upon a part of this annexed territory.

V. BUILDING AND TAX PROBLEMS IN ANNEXATIONS

During the years before the annexation law went into effect, upon a great many occasions there was a strong contest during district meetings, between

the school people and representatives of the taxpayers' groups. Many a battle was fought by John Milne, the city school superintendent, against the big taxpayers who often were determined to reduce taxes, no matter what the cost to the schools. Many times these taxpayers' representatives dominated the budget hearings and attempted to force reductions in almost any manner imaginable. Much credit must be given to John Milne, A. Montoya, and a few others for almost ruthlessly challenging these vested interests in their selfish and rather shortsighted philosophy of taxation, which could have wrecked the schools.

Perhaps one of the most wholesome figures among the taxpayers' group is J. E. Owens, formerly a public school teacher and who for many years has been tax agent for the Santa Fe Railway. He has insisted upon efficient use of the tax money by public officials. His philosophy is reflected by a statement he made one time, about taxation, "We don't mind to pay a hundred thousand dollars in taxes if it is really needed and wisely expended, but we'll raise Cain if we think a dollar of tax money is being wasted."

Albuquerque, while faring much better than the rural districts of the County in taxable value per child,

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Albuquerque, while faring much better than the rural districts of the County in taxable value per child,

is not a wealthy city, as can be illustrated by the fact that Carlsbad was assessed at \$27,955,665 with a school population of 3,632, while Albuquerque's assessment was \$37,949,886 with a school population of 10,069, in 1947-48, or \$3,769 per child in average daily attendance, against \$7,697 per child in Carlsbad.

VI. FEDERAL AID FOR BUILDINGS

One of the most progressive movements was planned and carried out by the City school administration during the depression days when the Federal government was matching funds in order to create employment. Under the program of Public Works Administration, where the government matched forty dollars for every sixty dollars furnished by the local agency, Albuquerque greatly improved its school facilities by the construction of Lew Wallace, Coronado, Jefferson Junior High School, and huge additions to the Senior High School. The high school stadium was built by WPA, a plan whereby the government paid the labor and the local agency (Albuquerque School System) furnished the material.

Previous to "the depression" the City through bond issues had constructed Lincoln and Washington Junior High Schools and Longfellow, Heights,

is not a wealthy city, as can be illustrated by the fact that Canada was assessed at \$27,255,886 with a school population of 2,521, while Alaska's assessment was \$27,243,886 with a school population of 10,089. In 1947-48, or 1948 per capita in average daily attendance, against \$1.297 per child in Canada.

VI. FEDERAL AIRPORT BUILDINGS

One of the most progressive movements was planned and carried out by the City School Administration during the depression days when the Federal Government was matching funds in order to create employment. Under the program of Public Works Administration, where the government matched forty dollars for every sixty dollars furnished by the local agency, Alaska's progress improved its school facilities by the construction of Lew Wallace, Governor, Jefferson Junior High School, and three additional to the Senior High School. The high school stadium was built by WPA, a plan whereby the government paid the labor and the local agency (Alaska State School System) furnished the material.

Previous to "the depression" the City through bond issues had constructed Lincoln and Washington Junior High Schools and International, Heights.

Monte Vista, John Marshall, and Eugene Field elementary schools. This vast program kept apace with the growing city and furnished adequately large and excellent school facilities for the period up until the beginning of World War II.

The Bernalillo County Schools also took advantage of the WPA program of Federal Aid. Although this plan was not so efficient as that of the PWA, yet a great deal was accomplished by it. Some of the new buildings gained in this manner were West San Jose, Stronghurst, Five Points, New Armijo, and Duranes. Additions were made to Old Armijo, Pajarito, Griegos, Atrisco, and Ranchos Schools.

These funds represented the first Federal aid to school districts for school building purposes, and perhaps, as history is made, may become a precedent for National equalization of educational opportunity.

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Monroe Viste, John Warkentin, and Eugene Field elementary schools. This vast program kept pace with the growing city and furnished adequately large and excellent school facilities for the period up until the beginning of World War II.

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These funds represented the first Federal aid to school districts for school building purposes, and perhaps, as history is made, may become a precedent for National equalization of educational opportunity.

CHAPTER IV

RECENT SCHOOL DISTRICT CHANGES

I. SUMMARY OF CONSOLIDATION CHANGES

State laws affecting consolidation have undergone a great many changes until, at present, the localities involved have no direct control over such matters. Possibly the need for consolidation, coupled with the difficulty in arousing the people to act in a progressive, unbiased manner, has been the cause of this trend.

The Laws of 1907, Chapter 97, gave the county superintendent the authority to create, divide, and combine districts upon the receipt of a petition signed by a majority of the legal voters of the areas concerned, with the provision that no part of a district remaining had less than twenty-five children of school age. When a district was reduced by causes outside the County Superintendent's control to less than fifteen children of school age he had the authority to disorganize the district and attach the territory to adjacent districts. The people affected could appeal complaints to the county commissioners.

RECENT SOUTHERN HISTORY

I. SUMMARY OF RECENT HISTORY

State laws affecting education have been enacted since a great many changes have been made in the localities involved have no direct effect upon matters. Possibly the need for legislation, together with the difficulty of enforcement, has been a factor in a progressive, unified manner, but the trend of this trend.

The law of 1901, which was passed by the legislature, the majority of the population, and the combined efforts of a majority of the population, signed by a majority of the population of the state, concerned, with the provision that no part of a district remaining had been previously established on school age. When a district was reduced to less than fifteen children of school age, the district was transferred to the County Board of Education, and the authority to discontinue the district was given to the territory to adjacent districts. The people of the district could appeal complaints to the county board of education.

According to the Laws of 1923, Chapter 148, rural districts might be changed or consolidated after a petition filed prior to the first day of April in any year, containing the signatures of 15 per cent of the qualified electors living in each of the districts affected. The County Board of Education should call an election within ten days after the filing of the petition, in each affected district, and a favorable majority in each district required the Board to cause the change to be made. Elections could not be called in any district oftener than once every two years.

In 1931 the legislature passed a law found in Chapter 119, amending the provisions of 1923 in such a manner that petitions bearing names of 50 per cent of the electors of the district should be filed with the County Board of Education, which might at its discretion call an election upon the proposition within twenty days after the filing of the petition.

In 1935 Chapter 98 of the session laws further modified consolidation provisions by making it mandatory that upon receipt of the necessary petitions the County Board should receive the written consent of the State Board of Education before, at its discretion, calling such election.

According to the laws of 1933, Chapter 143,

usual districts might be changed or consolidated

after a petition filed prior to the first day of

April in any year, containing the signatures of 15

per cent of the qualified electors living in each of

the districts affected. The County Board of Education

should call an election within ten days after the

filing of the petition, in each affected district,

and a favorable majority in each district required

the Board to cause the change to be made. Elections

could not be called in any district sooner than once

every two years.

In 1937 the legislature passed a law found in

Chapter 119, amending the provisions of 1933 in such

a manner that petitions bearing names of 50 per cent

of the electors of the district should be filed with

the County Board of Education, which might at its

discretion call an election upon the proposition

within twenty days after the filing of the petition.

In 1938 Chapter 98 of the session laws further

modified consolidation provisions by making it

mandatory that upon receipt of the necessary petitions

the County Board should receive the written consent of

the State Board of Education before, at its discretion,

calling such election.

Throughout all laws governing consolidation, districts have been forced to maintain their original identities until indebtedness incurred before consolidation was paid. Also throughout, no combination of districts was permitted which forced more than a 6 per cent indebtedness upon any part of the area involved. This provision is a carefully guarded part of the State Constitution as found in Article 9, Section 11.

Many of the rapid alterations in Bernalillo County school districts from 1944 to 1949 were made possible by two factors. First, a change in the law made consolidation relatively simple when compared with the former method whereby a favorable majority vote of the people was necessary in each district in order to consolidate. In 1941 the New Mexico Legislature gave the State Board of Education the power²⁶ to consolidate districts where a substantial saving could be made by so doing. Second, there was a growing demand for high school facilities in the rural areas by the people themselves and by the Albuquerque school authorities who were hard pressed by overcrowded conditions within the city school system.

²⁶ New Mexico Session Laws, 1941, Chapter 123, Section 1.

Throughout all laws governing consolidation, districts have been forced to maintain their original identities until the necessary majority for consolidation was reached. Also throughout, no combination of districts was permitted which forced more than a 5 per cent increase upon any part of the area involved. This provision is a carefully guarded part of the State Constitution as found in Article 3.

Section 11.

Many of the rapid alterations in Bernalillo County school districts from 1944 to 1948 were made possible by two factors. First, a change in the law made consolidation relatively simple when compared with the former method whereby a favorable majority vote of the people was necessary in each district in order to consolidate. In 1941 the New Mexico Legislature gave the State Board of Education the power to consolidate districts where a substantial saving could be made by so doing. Second, there was a growing demand for high school facilities in the rural areas by the people themselves and by the Albuquerque school authorities who were hard pressed by overcrowded conditions within the city school system.

II. HIGH SCHOOL SITUATION

A meeting of the City and County boards was held on February 8, 1944, and overcrowded conditions, as well as high school transportation, was discussed. The possibility of junior high schools in the County was considered desirable, and the County Superintendent was instructed to locate suitable building sites.

The imminent problem of providing junior high schools in the north and south areas of the County was discussed on January 16, 1945. An immediate search for suitable sites was to be carried out.

Also the possibility of a consolidation of all Bernalillo County School districts was discussed, this course being desirable in order to eliminate the necessity of Union High School Boards and in order to be able to utilize the combined wealth of all districts effectively.

A few days prior to this meeting the County Superintendent, in a conference with the City Superintendent, had been told that due to the extremely crowded condition of the Albuquerque High School it would be necessary for the County immediately to take steps which would lead toward caring for its own high school problem. It was agreed that this transition could not take place overnight, but the City Board would expect to see consistent progress toward that goal.

II. HIGH SCHOOL SITUATION

A meeting of the City and County Boards was held on February 6, 1944, and overcrowded conditions, as well as high school transportation, was discussed. The possibility of junior high schools in the County was considered desirable, and the County Superintendent was instructed to locate suitable building sites. The immediate problem of providing junior high schools in the north and south areas of the County was discussed on January 15, 1945. An immediate search for suitable sites was to be carried out.

Also the possibility of a consolidation of all Berkeley County districts was discussed. This course being desirable in order to eliminate the necessity of Union High School Boards and in order to be able to utilize the combined wealth of all districts effectively.

A few days prior to this meeting the County Superintendent, in a conference with the City Superintendent, had been told that due to the extremely overcrowded condition of the Alhambra High School it would be necessary for the County immediately to take steps which would lead toward caring for its own high school problem. It was agreed that this transition could not take place overnight, but the City Board would expect to see constant progress toward that goal.

The County Board approved on March 5, 1945, the purchase of approximately twenty-five acres lying adjacent to the New Armijo School. The cost was six hundred dollars per acre to be paid in ten annual installments. It was provided that the payments should be made by all the districts west of the Rio Grande, each district contributing in proportion to its assessed valuation and holding ownership of the land in proportion. This property was to be held as a high school site. Purchase of land by a district when that real estate lies outside the district boundaries is of doubtful legality, and it is impossible by statute for several districts to bond themselves for school building purposes when that building is to be erected in one of the bonding districts.

III. CONSOLIDATIONS OF 1945

With this problem in mind, and also with the desire to eliminate the possibility of union high school districts, which in the opinion of the county board would have further complicated the situation, a plan of consolidation was studied.

The County Board approved on March 2, 1925, the purchase of approximately twenty-five acres lying adjacent to the New Amity School. The cost was six hundred dollars per acre to be paid in ten annual installments. It was provided that the payments should be made by all the districts west of the Rio Grande, each district contributing in proportion to its assessed valuation and holding ownership of the land in proportion. This property was to be held as a high school site. Purchase of land by a district when that tract abuts the east side the district boundaries is of doubtful legality, and it is impossible by statute for several districts to bond themselves for school building purposes when that building is to be situated in one of the bonding districts.

III. CONSIDERATIONS OF 1925

With this problem in mind, and also with the desire to eliminate the possibility of action with school districts, which in the opinion of the County Board would have further complicated the situation, a plan of consolidation was studied.

The plan developed was as follows:

The first district to be composed of:

- # 1-5 San Jose - Barelbas*
- #15 Mountain View

The second district to be composed of:

- # 6 Los Padillas
- #11 Pajarito
- # 9 Armijo
- #20 Five Points
- #28-14 Atrisco - San Ignacio*

The third district to be made up of:

- # 3 Alameda
- # 4 Ranchos
- #22 Griegos-Candelarias

The fourth district to be composed of all the mountain districts:

- # 7 San Antonio
- #10 Escabosa
- #17-18 Juan Tomas - Sabino*
- #23 San Antonito
- #25 Frost
- #34 Cedro
- #41 Tijeras
- #44 Sedillo
- #45 Carnuel
- #47 Chilili
- #54 Yrisarri

The fifth district was to remain as it existed; that is, District 13 was not to be changed, for the time being.

This proposal divided the county into five natural areas which could be bonded for high school purposes.

* Districts previously consolidated are enumerated here.

The plan developed was as follows:

The first district to be composed of:

1-1-5 San Jose - Barrios
115 Mountain View

The second district to be composed of:

2-6 Joe Padilla
111 Tataria
2-3 Armijo
120 Five-Farms
128-14 Arriaga - San Ignacio*

The third district to be made up of:

3-3 Alameda
3-4 Encinas
128 Arriaga-Candelarias

The fourth district to be composed of all the mountain districts:

4-7 San Antonio
110 Encinas
117-18 Juan Tomas - Harding
122 San Antonio
122 West
124 Cedro
141 Alfaro
141 Hedilla
142 Candelaria
147 Orellana
154 Ysidro

The fifth district was to remain as it existed; that is, District 18 was not to be changed, for the time being.

This proposal divided the county into five natural

areas which could be bonded for high school purposes.

* Districts previously consolidated are enumerated here.

Consolidated District 1 included all the area south of Albuquerque, east of the Rio Grande and west of the mountains. Consolidated District 3 was to be comprised of all that area north of District 13, east of the Rio Grande and west of the Sandia mountain range. All of that area west of the Rio Grande, except a small portion of District 3, (see Figure 3) was included in Consolidated District 6. The mountain area was to be consolidated into District 7.

The City of Albuquerque comprised the fifth area, with the problem undecided as to whether District 13 should become a part of the City School System or should be added to consolidated District 3.

This plan was approved and a petition was prepared requesting the State Board to make the consolidations. On March 19, 1945, the State Board took favorable action and passed the following resolution:

WHEREAS, the State Board of Education, in session at Santa Fe, New Mexico, March 19, 1945, has duly received proper resolutions from the Board of Education of the County of Bernalillo, and it appearing from said resolutions that substantial economies can be effected and standards of education improved by the consolidation of the school districts herein described,

NOW, THEREFORE, IT IS ORDERED, in accordance with Chapter 123, New Mexico Session Laws of 1941, that School District Nos. 5 and 15, and District No. 1, be, and it hereby is consolidated

Consolidated District 1 included all the area south of Albuquerque, east of the Rio Grande and west of the mountain. Consolidated District 2 was to be comprised of all that area north of District 1, east of the Rio Grande and west of the Santa Fe mountain range. All of that area west of the Rio Grande, except a small portion of District 3, (see Figure 3) was included in Consolidated District 4. The mountain area was to be consolidated into District 5.

The City of Albuquerque comprised the fifth area with the problem undecided as to whether District 13 should become a part of the City School System or should be added to consolidated District 3.

This plan was approved and a petition was prepared requesting the State Board to make the consolidation. On March 19, 1945, the State Board took favorable action and passed the following resolution:

WHEREAS, the State Board of Education, in session at Santa Fe, New Mexico, March 19, 1945, has duly received proper resolutions from the Board of Education of the County of Bernalillo, and it appearing from said resolutions that essential economies can be effected and standards of education improved by the consolidation of the school districts herein described,

NOW, THEREFORE, IT IS ORDERED, in accordance with Chapter 123, New Mexico Session Laws of 1941, that School District Nos. 1 and 13, and District No. 2, be, and it hereby is consolidated

in the County of Bernalillo; and it is further ordered that said consolidated school district be henceforth known as School District No. 1, in the County of Bernalillo, State of New Mexico.

THE STATE BOARD OF EDUCATION

by Georgia L. Lusk (Signed)
Mrs. Georgia L. Lusk, Secretary

utions were passed consolidating
as requested by the County Board.
d when twenty-four school districts
were merged into four districts
high school areas. It was possible
h school facilities as they were
bjection of forming independent
s. In some of the consolidated
h could be assessed for use over
For example, District 15 was
O per child in 1945, while District
2,161 per child that same year (see

Table IV).

District 6, Los Padillas, greatly aided equalization in Consolidated District 6, because in 1945 (see Table IV) this district was worth \$2,839 per pupil, while Districts 9, 29, 11, and 28 were worth \$518, \$789, \$1,261, and \$632 per pupil, respectively.

3.46
19
3.27

DRIVE-THRU
TAX
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1 TACO
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7:43PM

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316

REG 3

ORDER STORE 16602

THANK YOU
FOR EATING AT
TACO BELL
CONDIMENTS ON REQUEST

in the County of Bernalillo; and it is further ordered that said consolidated school district be numbered known as School District No. 1, in the County of Bernalillo, State of New Mexico.

THE STATE BOARD OF EDUCATION

By Georgina L. Lusk (Signed)
Mrs. Georgina L. Lusk, Secretary

Similar resolutions were passed consolidating the other districts, as requested by the County Board. It was a step forward when twenty-four school districts of Bernalillo County were merged into four districts comprising natural high school areas. It was possible then to plan for high school facilities as they were needed without the objection of forming independent high school districts. In some of the consolidated areas, taxable wealth could be assessed for use over a much wider area. For example, District 15 was assessed at \$7,324.00 per child in 1945, while District 1 was assessed at \$1,161 per child that same year (see

Table IV).

District 6, Joe Padilla, greatly aided equalization in consolidated District 6, because in 1945 (see Table IV) this district was worth \$2,832 per pupil, while Districts 9, 38, 11, and 28 were worth \$618, \$769, \$1,361, and \$632 per pupil, respectively.

Very little benefit was derived for the mountain area by consolidation. It was merely a case of adding poverty to poverty and wrapping it in a larger package, as will be seen from a study of Districts 7 to 54 as shown in Table IV, although it will be noted that District 23 contributed its share to "equalization of poverty."

It would have been wise to have consolidated all county districts except District 13 into one unit rather than four as was done, but the Board felt that perhaps the plan on such an extended scale might meet defeat. Later events proved that the single-unit plan very likely could have been accomplished.

IV. CITY-COUNTY DISTRICT CONSOLIDATION

District 13 presented a baffling problem. It was situated in somewhat of a crescent shape about the west, north, and east of Albuquerque. It was a rapidly growing area and five schools were located within its boundaries. Santa Barbara, Old Albuquerque, and Duranes Schools represented three very old community centers. Stronghurst was a new community, the school growing from one room in 1931 to eighteen rooms in 1945. La Mesa School, east of the Fairgrounds,

Very little benefit was derived for the
 mountain area by consolidation. It was merely a
 case of adding poverty to poverty and wrapping it
 in a larger package, as will be seen from a study
 of Districts 7 to 54 as shown in Table IV, although
 it will be noted that District 55 contributed its
 share to "equalization of poverty."

It would have been wise to have consolidated
 all county districts except District 13 into one unit
 rather than four as was done, but the Board felt that
 perhaps the plan on such an extended scale might meet
 defeat. Later events proved that the single-unit plan
 very likely could have been accomplished.

IV. CITY-COUNTY DISTRICT CONSOLIDATION

District 13 presented a baffling problem. It
 was situated in somewhat of a crescent shape about the
 west, north, and east of Alhambra. It was a
 rapidly growing area and five schools were located
 within its boundaries. Santa Barbara, Old Alhambra,
 and Duane schools represented three very old
 community centers. Bronckhorst was a new community
 the school growing from one room in 1931 to eighteen
 rooms in 1945. La Mesa School, east of the Fairgrounds,

opened its first one-room school in 1939 and had become an eight-room school by 1945.

City expansion, it was believed, and future events proved, would move northward and eastward into District 13. If the County Board purchased a site and planned for a high school plant, very likely it would have been lost, or some of the area that it served would have been separated from it, by city annexation. The problem, while really a city one, lay geographically within the County. The City could not make plans for the "high school-future" of District 13; the County dare not make such plans.

After a great deal of careful consideration by both the City and the County Boards of Education, on April 26, 1945, the County Board had the following written into its minutes:

The Board recommends, if favorable to the Albuquerque School Board, in order to meet the High School problem as it exists in district #13, that district 13 be consolidated with the Albuquerque School System for all school purposes. Since district #13 is definitely a suburban district, consolidation with the City School System appears to be the most practical manner in which to provide High School facilities for it. Approximately 400 High School students from this district now attend the Albuquerque High School.

The Albuquerque Board of Education passed a resolution on April 28th, 1945, as may be read below:

opened the first one-room school in 1838 and had become an eight-room school by 1863.

City expansion, it was believed, and future events proved, would move northward and eastward into District 13. If the County Board purchased a site and planned for a high school plant, very likely it would have been lost, or some of the area that it served would have been separated from it, by city annexation. The problem, while really a city one, lay geographically within the County. The City could not make plans for the "high school-plant" of District 13; the County dare not make such plans.

After a great deal of careful consideration by both the City and the County Board of Education, on April 26, 1945, the County Board had the following letter into its minutes:

The Board recommends, it favorable to the Alhambra School Board, in order to meet the High School problem as it exists in District #13, that District 13 be consolidated with the Alhambra School System for all school purposes. Since District #13 is definitely a suburban district, consolidation with the City School System appears to be the most practical manner in which to provide High School facilities for it. Approximately 400 High School students from this district now attend the Alhambra High School.

The Alhambra Board of Education passed a resolution on April 26th, 1945, as may be read below:

Whereas, the Board of Education of the City of Albuquerque, New Mexico is advised that, on April 26, 1945, the County Board of Education of Bernalillo County, New Mexico has duly adopted the following resolution:

Be it resolved that we, the Bernalillo County Board of Education approve and authorize the uniting of School District #13 with the School System of the City of Albuquerque, in case such a plan is acceptable and favorably acted upon by the School Board of the City of Albuquerque; and

WHEREAS, The Board of Education of the City of Albuquerque, New Mexico has investigated the subject matter of said proposed consolidation and is of the opinion that such consolidation would effect the greatest possible economies and the furnishing of proper educational facilities to all the school children:

NOW, THEREFORE, BE IT RESOLVED by the Board of Education of the City of Albuquerque, New Mexico, that the State Board of Education be, and it hereby is requested to consolidate said District #13 of the Rural School Districts of said Bernalillo County with the Albuquerque Municipal School District in the manner provided by law.

STATE OF NEW MEXICO)
) SS.
COUNTY OF BERNALILLO)

I, D. A. MacPherson, Sr., Clerk of the Board of Education of the City of Albuquerque, New Mexico, hereby certify that the above and foregoing is a true and correct copy of the resolution duly passed and adopted at a Special Meeting of said Board held in the City of Albuquerque on the 28th day of April, 1945.

IN WITNESS WHEREOF, I have hereunto set my hand and affixed the seal of said Board this 28th day of April, 1945.

Signed by (D. A. MacPherson)
 Clerk

Whereas, the Board of Education of the City of Albuquerque, New Mexico is advised that on April 23, 1945, the County Board of Education of Bernalillo County, New Mexico has duly adopted the following resolution:

Be it resolved that we, the Bernalillo County Board of Education approve and authorize the making of School District No. 1 with the School System of the City of Albuquerque, in case such a plan is acceptable and favorably acted upon by the School Board of the City of Albuquerque; and

WHEREAS, The Board of Education of the City of Albuquerque, New Mexico has investigated the subject matter of said proposed consolidation and is of the opinion that such consolidation would effect the greatest possible economies and the furnishing of proper educational facilities to all the school children:

NOW, THEREFORE, BE IT RESOLVED by the Board of Education of the City of Albuquerque, New Mexico, that the State Board of Education be and is hereby is requested to consolidate said District No. 1 of the Rural School District of Bernalillo County with the Albuquerque Municipal School District in the manner provided by law.

STATE OF NEW MEXICO
COUNTY OF BERNALILLO

I, D. A. MacPherson, Sr., Clerk of the Board of Education of the City of Albuquerque, New Mexico, hereby certify that the above and foregoing is a true and correct copy of the resolution duly passed and adopted at a Special Meeting of said Board held in the City of Albuquerque on the 28th day of April, 1945.

IN WITNESS WHEREOF, I have hereunto set my hand and affixed the seal of said Board this 28th day of April, 1945.

Signed by (D. A. MacPherson)
Clerk

An excerpt from the minutes of the New Mexico State Board of Education for April 29, 1945, appears in this form:

Reuben Perry, President of the Bernalillo County Board of Education, John T. Varney, Business Manager of the Albuquerque City Board of Education, John Milne, Superintendent of the Albuquerque Public Schools and Tom Wiley, Secretary of the Bernalillo County Board of Education, presented resolution jointly requesting that school district No. 13 be consolidated with the Albuquerque City School District. Previously, the State Board of Education had had a survey made of this territory through the Transportation Division of the State Department of Education and a report of the survey indicated that the consolidation requested is advisable and in the interest of economy and better educational opportunity for the children involved.

Mr. Sanchez moved that the State Board order the consolidation made as requested. Motion seconded by Miss Kennedy and carried.

(Signed) Georgia L. Lusk
Secretary, State Board of Education

V. TAX VALUATIONS AND BOND ISSUES

Consolidation of the area west of the Rio Grande validated the March 5th purchase of a high school site which was located about two miles southwest of the Barelas Bridge.

The County Board voted to accept a ten-acre tract offered for sale by Samuel Shalit on MacArthur Road, about four miles north of Central Avenue and one-half

An excerpt from the minutes of the New Mexico
State Board of Education for April 29, 1945, appears

in this form:

Harold Perry, President of the Barnstable
County Board of Education, John T. Varney,
Business Manager of the Barnstable City
Board of Education, John Miller, Superintendent
of the Barnstable Public Schools and
Tom Wiley, Secretary of the Barnstable County
Board of Education, presented resolutions
jointly requesting that school district No.
15 be consolidated with the Barnstable City
School District. Previously, the State Board
of Education had had a survey made of this
territory through the Transportation Division
of the State Department of Education and a
report of the survey indicated that the con-
solidation requested is advisable and in the
interest of economy and better educational
opportunity for the children involved.

Mr. Sanders moved that the State Board
order the consolidation made as requested.
Motion seconded by Miss Kennedy and carried.

(Signed) George I. Pack
Secretary, State Board of Education

V. TAX VALUATIONS AND BOND ISSUES

Consolidation of the area west of the Rio Grande
valuated the March 5th purchase of a high school site
which was located about two miles southeast of the
Barnstable Bridge.
The County Board voted to accept a ten-acre tract
offered for sale by Mrs. J. Smith on Barnstable Road,
about four miles north of Central Avenue and one-half

mile west of Fourth Street. The owner finally donated two acres and sold eight acres for \$8,000.00, in May, 1945. This was to be the site of a high school for District 3.

During the months of planning, the ideas of the County Board had been somewhat nebulous as to whether the secondary program should include senior high schools or merely junior high schools in the beginning.

Public opinion seemed quite pleased to anticipate junior high schools in the rural areas, but there was some dissatisfaction expressed regarding the possibility of pupils being barred from the well-equipped Albuquerque Senior High School. Careful study proved that the rural areas could not construct and equip high schools which would in any way compete with that of the City. This fact was explained to the City Board, whereupon it was agreed that junior high schools would be sufficient to fulfil the needs for the immediate future. On September 6, the County Board discussed the problems of bond issues and unanimously agreed that junior high schools only should be considered when planning for secondary school expansion.

mile west of Fourth Street. The school was built in 1945. This was to be the site of the high school for District 5.

During the months of January, February and March the County Board had been somewhat undecided as to whether the secondary program should be located in high schools or merely junior high schools at the beginning.

Public opinion seemed to favor the establishment of junior high schools in the rural areas but there was some dissension as to whether or not regarding the possibility of establishing several new the well-equipped Algonquin Junior High School. Careful study proved that the rural areas could not construct and equip high schools which would in any way compete with that of the City. This fact was explained to the City Board, whereupon it was agreed that Junior High schools could be established to fulfill the needs for the respective districts. On September 6, the County Board announced the problems of bond issues and unanimously agreed that Junior High schools only should be established with planning for secondary school expansion.

Bond elections were held in all school districts in April, 1946 (see Table II). The results of the election were heartening in that they showed almost unanimous consent of the voters for maximum issues in all districts:

District 1,	\$ 50,000	166 for	none against
District 3,	126,500	183 for	none against
District 6,	108,000	171 for	three against
District 7,	11,300	60 for	none against
Albuquerque	700,000	1,224 for	12 against

From the funds thus acquired the County Board was desirous of constructing junior high schools in at least two areas; that is, west of the Rio Grande and north of Albuquerque, upon the sites which already had been selected and purchased. Also, it was considered desirable, if possible to build a trade-school in the San Jose area. A consolidated grade school at Tijeras was planned for the mountain district.

Building costs during this period had soared tremendously, while the bond issues were based upon 6 per cent of the assessed value of property which was rated upon pre-war value. To build adequately at post-war cost with funds derived from property assessed at pre-war values presented a problem. Many school districts, including Albuquerque, were holding their bond funds in reserve, hoping for cheaper and

Bond allocations were made in April, 1948 (see Table 1). The election was held in May, 1948. The amount of the vote for the various districts was as follows:

District	Amount
District 1	\$ 50,000
District 2	100,000
District 3	100,000
District 4	100,000
District 5	100,000
District 6	100,000
District 7	100,000
District 8	100,000
District 9	100,000
District 10	100,000
District 11	100,000
District 12	100,000
District 13	100,000
District 14	100,000
District 15	100,000
District 16	100,000
District 17	100,000
District 18	100,000
District 19	100,000
District 20	100,000
District 21	100,000
District 22	100,000
District 23	100,000
District 24	100,000
District 25	100,000
District 26	100,000
District 27	100,000
District 28	100,000
District 29	100,000
District 30	100,000
District 31	100,000
District 32	100,000
District 33	100,000
District 34	100,000
District 35	100,000
District 36	100,000
District 37	100,000
District 38	100,000
District 39	100,000
District 40	100,000
District 41	100,000
District 42	100,000
District 43	100,000
District 44	100,000
District 45	100,000
District 46	100,000
District 47	100,000
District 48	100,000
District 49	100,000
District 50	100,000
District 51	100,000
District 52	100,000
District 53	100,000
District 54	100,000
District 55	100,000
District 56	100,000
District 57	100,000
District 58	100,000
District 59	100,000
District 60	100,000
District 61	100,000
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District 68	100,000
District 69	100,000
District 70	100,000
District 71	100,000
District 72	100,000
District 73	100,000
District 74	100,000
District 75	100,000
District 76	100,000
District 77	100,000
District 78	100,000
District 79	100,000
District 80	100,000
District 81	100,000
District 82	100,000
District 83	100,000
District 84	100,000
District 85	100,000
District 86	100,000
District 87	100,000
District 88	100,000
District 89	100,000
District 90	100,000
District 91	100,000
District 92	100,000
District 93	100,000
District 94	100,000
District 95	100,000
District 96	100,000
District 97	100,000
District 98	100,000
District 99	100,000
District 100	100,000

From the funds that remained after the election was decided of constructing the new school building. At least two areas; that is, the area of the school and north of Alhambra, upon the area which is now being been selected and purchased. It is possible to build a school building in the San Jose area. A consolidated grade school building was planned for the northern district. Building costs during this period had been tremendous, while the bond issues were being sold. The cost of the assessed value of property in the city was raised upon pre-war value. The value of property in the post-war area when funds derived from the bond issues bonded at pre-war values produced a surplus. The school districts, including Alhambra, were to have their bond funds in reserve, and the surplus was to be used for the construction of the new school building.

100-100000
BOND
100-100000

better materials, and labor. The county problem, however, was very pressing, due to the fact that the school enrollment was increasing by leaps and bounds.

The first school to be constructed in the county was by contract. La Luz School, a four-room unit, was built by contract at a cost of \$31,000.

The County Board then decided to attempt to do some of its own building. Fortunately, a reliable foreman was secured, and in rapid succession buildings were constructed or are under construction as follows:

Barcelona,	4 rooms,	at a cost of	\$26,592
Lavaland,	6 rooms,	at a cost of	27,769
La Luz,	4 additional		
	rooms	at a cost of	20,208
MacArthur,	8 rooms,	costing	51,776
Tijeras,	5 rooms,	costing	33,751
Alvarado,	5 rooms,	costing	35,259
New Pajarito,	4 rooms,	at a cost of	24,608
East San Jose,	3 rooms,	at a cost of	27,814
Mountain View,	2 rooms,	at a cost of	16,107
West San Jose,	2 rooms,	at a cost of	18,377
Atrisco,	4 rooms,	at a cost of	21,725
Griegos,	4 rooms,	at an estimated	
		cost of	27,000

These buildings were constructed at about three-fifths of the current contract prices.

Plans for the Ernie Pyle Junior High School west of the Rio Grande, in Consolidated District 6, were let for bids, and, due to modified construction design, a 17-room, well-equipped building was secured for \$139,680.

water materials and labor. The county problem, however, was very pressing due to the fact that the school enrollment was increasing by leaps and bounds.

The first school to be constructed in the county was by contract. It was a four-room unit, was built by contract at a cost of \$31,000.

The County Board then decided to attempt to do some of its own building. Fortunately, a reliable foreman was secured, and in rapid succession buildings were constructed or are under construction as follows:

Barcelonia	4 rooms	at a cost of	\$24,682
Lavonia	8 rooms	at a cost of	\$7,782
La Fila	4 additional rooms	at a cost of	\$0,808
Madison	8 rooms	costing	\$1,772
Tilley	8 rooms	costing	\$5,751
Alvarado	8 rooms	costing	\$6,882
New Laramie	4 rooms	at a cost of	\$4,608
East San Jose	3 rooms	at a cost of	\$7,814
Mountain View	3 rooms	at a cost of	\$6,107
West San Jose	8 rooms	at a cost of	\$8,377
Atlaton	4 rooms	at a cost of	\$1,722
Grignon	4 rooms	at an estimated cost of	\$7,000

These buildings were constructed at about three-

fifths of the current contract prices.

Plans for the First Fife Junior High School west of the Grande, in Consolidated District 6, were let for bids, and the modified construction design, a 17-room, well-equipped building was secured for \$132,680.

The Tijeras Consolidated School, called the A. Montoya School, after the county school superintendent of that name, was erected upon a twelve-acre site and proved to be a satisfactory beginning of mountain school consolidation as planned by the County Board.

The MacArthur School which had been planned for junior high school purposes was converted into an elementary school, due to the fact that the area which is served by MacArthur and La Luz Schools doubled its school population during the 1947-48 school term. At that time, this region was the most rapidly growing part of greater Albuquerque. In the autumn of 1948 the city limits were extended, making it a part of incorporated Albuquerque by annexation (see Figure 4).

The City School Board also was faced with grave problems caused by the mushroom growth on the east mesa, which was a result of the expansion of activities at the Sandia Base. In 1947 the City Board inaugurated its building expansion program as follows:

Duranes, addition	3 rooms,	costing \$	36,386
Monte Vista, addition	10 rooms,		177,509
Bandelier,	4 rooms,		64,524
La Mesa, addition	14 rooms,		228,970
Highlands High School, + Gymnasium	32 rooms,		1,197,740
South Quincy Street,	8 rooms,		163,430
North Jefferson Street,	8 rooms,		156,971

The Elgin Consolidated School, which was
McNoy School, after the county school superintendent
of that name, was erected upon a site which
proved to be a satisfactory location for a
school consolidation as planned by the county board.
The McArthur School which had been located
for Junior High School purposes was converted into an
elementary school, due to the fact that the school
is served by McArthur and La Mesa schools. During the
school population during the 1957-58 school year, it
that time, this region was the most rapidly growing
part of Greater Alhambra. In the year 1957-58
the city limits were extended, making it a part of the
consolidated Alhambra by annexation less than a year
ago.
The City School Board also has to deal with
grave problems caused by the increasing growth in the
east mesa, which was a result of the expansion of
activities at the Santa Ana. In 1957 the City
Board inaugurated the building program project as
follows:

3 rooms, consisting of	3 rooms, addition	3 rooms, addition
10 rooms	10 rooms	10 rooms, addition
1 room	1 room	1 room, addition
15 rooms	15 rooms	15 rooms, addition
32 rooms	32 rooms	32 rooms, addition
6 rooms	6 rooms	6 rooms, addition
8 rooms	8 rooms	8 rooms, addition
		8 rooms, addition

These are excellent buildings, but as in Bernalillo County, the costs were high when compared with assessed valuation.

Since all of Bernalillo County districts both City and County, were bonded to the legal limit, bond issues again having been voted in all five districts in 1948, the Boards decided to take advantage of a statute passed by the legislature in 1947,²⁷ allowing the use of cash balances in the state-distributed maintenance funds for school building purposes.

The Albuquerque Board of Education transferred \$1,000,000 for that purpose in 1948. The Bernalillo County Board of Education requested and received permission to transfer \$17,700 in District 3, \$20,000 in District 6, and \$20,000 in District 7 from the maintenance cash balances to the building funds, the same year.

Had it not been for this statutory provision, the building program in Albuquerque and Bernalillo County would have greatly suffered. For instance, the Tijeras Consolidated School, which cost \$33,751, derived \$20,000 of this amount from the funds thus transferred.

²⁷ New Mexico Session Laws, 1947, Chapter 75.

These are excellent buildings, but as in Bern-
 illo County, the costs were high when compared with
 assessed valuation.

Since all of Bernillo County districts both
 City and County, were bonded to the legal limit, some
 issues again having been voted in all five districts
 in 1948, the Board decided to take advantage of a
 statute passed by the legislature in 1947, ST allowing
 the use of cash balances in the state-distributed
 maintenance funds for school building purposes.

The Albuquerque Board of Education transferred
 \$1,000,000 for that purpose in 1948. The Bernillo
 County Board of Education requested and received
 permission to transfer \$1,700 in District 3, \$20,000
 in District 6, and \$20,000 in District 7 from the
 maintenance cash balance to the building funds
 the same year.

Had it not been for this statutory provision,
 the building program in Albuquerque and Bernillo
 County would have greatly suffered. For instance,
 the Tijeras Consolidated School, which cost \$12,701,
 derived \$20,000 of this amount from the funds thus
 transferred.

Use of these funds in this manner was significant in that it represented the first substantial aid from the State level for schoolhouse construction purposes.

VI. REVIEW OF BOND ISSUES

A study of Table II, will show some pertinent phases of bond issues as they have occurred in the City and County. It will be noted that in 1920 and 1923 four bond issues failed to pass, they being the only such failures out of fifty-two bond issue elections since 1912. Perhaps the "depression" of that period influenced the electors.

There were no bond issues in either City or County during the depression years of 1931, '32, '33, '34, and '35. Some school construction was accomplished during this time, but funds used to match Federal Aid, were balances which were in reserve, and direct charge funds.

During Atanasio Montoya's administrations as County Superintendent, from 1912-18 and from 1923-26, there were seventeen bond issue elections, three of them being defeated. Marie Balling Milne's administration, which was from 1927 to 1930 inclusive, shows seven bond issue elections held, and all of them

Use of these funds in such manner as to
in that it represented the first time that
the State level for education was established.

VII. REVIEW OF BOND ISSUES

A study of Table II, which shows the
phases of bond issues as they have occurred in the
and County. It will be noted that in 1910
four bond issues failed to pass, only one being
each failed out of fifty-two bond issues
since 1910. Perhaps the "disaster" of 1910
influenced the electors.

There were no bond issues in 1910, 1911 or
County during the depression years of 1912, 1913, 1914,
'15, and '16. Some school construction was accomplished
during this time, but funds used to make permanent
were balances which were in reserve, not raised during
funds.

During Arkansas' War of Secession
County Superintendent, from 1861 to 1865, and
there were seventeen bond issues authorized, eleven of
them being defeated. Little building was accomplished
thereafter, which was from 1865 to 1870. In 1870, and
seven bond issues election held, and all of them

RECEIVED
JUL 11 1915

BOARD

COMMISSIONER

TABLE II-A

BOND ISSUES BY DISTRICTS IN BERNALILLO COUNTY
(INCLUDING ALBUQUERQUE) FROM 1912
UNTIL 1926 INCLUSIVE.

Year: 1912 1913 1914 1917 1918 1919 1920 1923 1924 1925 1926										
Dist.										
4			4				(5)	6		
36										
2										
22			3½					(7)	12	
8										
3		7						(5)		
1									34	
5	5									
15							6			
16										
48										
28				7						
14										
9			2½					6		
20										
6	8						6	4		
11				4				4		
City		100		40		30	425			400
13		12				30			70	
7										
10										
17										
18										
23										
25										
34										
41										
44										
45										
47										
54								(7)	4½	
24										
39										
	13	119	10	40	11	60	437	20	70	50½ 400

Each number represents thousands.

Circled number denotes failure of bond issue to carry.

TABLE II-A

BOND ISSUES BY DISTRICT IN SAN MATEO COUNTY
(INCLUDING ALBUQUERQUE) FROM 1912
UNTIL 1935 INCLUSIVE.

Year: 1912 1913 1914 1915 1916 1917 1918 1919 1920 1921 1922 1923 1924 1925 1926 1927 1928 1929 1930 1931 1932 1933 1934 1935

District	1912	1913	1914	1915	1916	1917	1918	1919	1920	1921	1922	1923	1924	1925	1926	1927	1928	1929	1930	1931	1932	1933	1934	1935
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100 90 80 70 60 50 40 30 20 10 0

Each number represents thousands.
Circled number denotes failure of bond issue to carry.

TABLE II-B

BOND ISSUES BY DISTRICTS IN BERNALILLO COUNTY
(INCLUDING ALBUQUERQUE) FROM 1927
UNTIL 1948 INCLUSIVE.

Year:	1927	1928	1929	1930	1936	1937	1938	1940	1944	1946	1948
Dist.											
4	14										
36											
2											
22											
8											
3			15			6			126.5		68
1									50		66
15											
16											
48											
28				3 $\frac{1}{2}$							
14											
9							8				
20						8					
6				14					108		65
11											
City	30			300	312		250		500	700	450
13				15				54			
7										11.3	2
10			0 $\frac{1}{2}$								
17											
18											
23			1 $\frac{1}{2}$								
25											
34											
41											
44											
45											
47											
54											
24											
39											
Totals	14	30	17	332 $\frac{1}{2}$	312	14	258	54	500	995.8	651

Each number represents thousands.

Circled number denotes failure of bond issue to carry.

TABLE II-B

BOND ISSUES BY DISTRICT IN BRANFORD COUNTY
(INCLUDING ALBUQUERQUE) FROM 1927
UNTIL 1942 INCLUSIVE.

Year: 1927 1928 1929 1930 1931 1932 1933 1934 1935 1936									
District	1	2	3	4	5	6	7	8	9
1									
2									
3									
4									
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92									
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94									
95									
96									
97									
98									
99									
100									

Each number represents thousands.

Circled number denotes failure of bond issue to carry.

carried. Caroline Schmidt served as County Superintendent from 1941 to 1944 inclusive, during the war years, at which time there were no bond proceedings inaugurated.

The City of Albuquerque has consistently bonded itself for school buildings having successfully carried twelve bond issues, with none defeated, for a total of \$3,537,000. The total for the City and County from Statehood until January, 1949, amounted to \$4,408,300. A study of Tables II-A and B will indicate the trends in bond issue elections since 1912.

VII. RESUMÉ OF SCHOOL ADMINISTRATION

It was stated previously that the Albuquerque Public Schools have been under the administrative leadership of Superintendent John Milne from Statehood until the present time, 1949. Therefore, all of the City school bond and building program of that period reflects his efforts.

During that same period, nine superintendents have guided the destiny of the County schools. Atanasio Montoya served as Superintendent from 1912 to 1918, inclusive, and from 1923 to 1926, inclusive. Much of his work is described in an earlier chapter.

carried. Caroline Bernard served as County Treasurer from 1961 to 1964 inclusive. During the war years, at which time there were no bond proceedings instituted. The City of Albuquerque has not actually issued itself for school building, having previously carried twelve bond issues, with bond dated, for a total of \$3,531,000. The total for the City and County from 1940 to 1964, inclusive, amounted to \$4,408,300. A study of Tables 11-A and B will indicate the trends in bond issue elections since 1938.

VII. REVIEW OF SCHOOL ADMINISTRATION

It was stated previously that the Albuquerque Public Schools have been under the administrative leadership of Superintendent J. P. White from 1940 to the present time, 1964. Therefore, all of the City school bond and building programs of that period reflect his efforts. During that same period, and subsequent, have guided the building of the County Schools. Montoya served as Superintendent from 1938 to 1940, inclusive, and from 1942 to 1944, inclusive. Much of his work is described in the last chapter.

Mrs. John W. Wilson was superintendent in 1919-20. She carried on the program during this period. Irene Burke served from 1921 to 1922, inclusive. It was difficult for her to accomplish a great deal in building construction due to the economic "slump" of that time.

Marie Balling (now Mrs. John Milne) was superintendent from 1927 to 1930. During her four-year term several bond issues were voted and substantial additions were made to the county school buildings.

Hilario Gonzalez was superintendent in 1931-32. He labored under difficulties because of the depression, since at that time no type of Federal Aid for buildings had been devised.

Margaret Easterday, superintendent from 1933 to 1936, was able through the WPA program to progress with building construction, although no bonds were voted during her term of office.

Caroline Schmidt was superintendent during the greater part of the War, that is, from 1941 to 1944 inclusive. Several large building projects were completed before the scarcity of materials and other construction difficulties forced abandonment of the program until after the War.

Mrs. John W. Wilson was superintendent in 1919-20.

She carried on the program during this period. It was

quite varied from 1921 to 1923, inclusive. It was

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Maria Balline (now Mrs. John Milne) was superin-

tendent from 1927 to 1930. During her four-year term

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He labored under difficulties because of the depression,

since at that time no type of Federal Aid for buildings

had been devised.

Margaret Westberg, superintendent from 1933 to

1936, was able through the WPA program to progress

with building construction, although no bonds were

voted during her term of office.

Caroline Schmidt was superintendent during the

greater part of the war, that is, from 1941 to 1944

inclusive. Several large building projects were

completed before the scarcity of materials and other

construction difficulties forced abandonment of the

program until after the war.

The writer served as superintendent from 1937 to 1940 and 1945 to 1948. Some of the bond and building procedures of this time are described in another chapter.

Adolfo Chavez was elected county superintendent, his term beginning January 1, 1949. Although the city and county schools are in the process of consolidation, he is to act as chief administrator for the county schools until July 1, 1949. Additions are being made to various buildings under his direction.

The witness stated that he had been in the
 to 1940 and then to 1941. He had been in the
 holding meetings and the same time he was in
 another chapter.
 Adolfo Chavez was also in the same chapter.
 his term beginning January 1, 1941, and ending
 and coming to school was in the same chapter.
 he is to see as a child, and in the same
 schools until July 1, 1941, and then he was in
 various buildings where the chapter was held.

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CHAPTER V

BERNALILLO COUNTY CONSOLIDATIONS IN 1949

I. WARTIME TRANSITION

Cities were devastated overnight during the last war; the war also built cities almost overnight. Albuquerque experienced a fabulous growth from 1940 to 1948. In 1940 it was a consistently growing western town; by 1948, a bustling city. The sewer lines were almost bursting from overload, the water mains could not carry enough water to supply the demand, the telephone system was overtaxed, the power plant was not adequate, the streets were jammed with traffic, and the schools were overrun with the increased number of pupils.

About the time of the end of the War a consciousness came out of these growing pains that Bernalillo County was, to a great extent, a single unit, and therefore an integral part of Albuquerque. Rather than continuing its existence as a scattered group of small communities, Albuquerque dominated, and its influence permeated, the whole county.

BERNALILLO COUNTY CONSOLIDATIONS IN 1949

I. WARTIME TRANSITION

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About the time of the end of the war a consciousness came out of these growing pains that Bernalillo County was, to a great extent, a single unit, and therefore an integral part of Albuquerque. Rather than continuing its existence as a scattered group of small communities, Alhambra dominated, and its influence permeated the whole county.

II. ANNEXATION PLANS

During the winter of 1946-47, the Albuquerque Chamber of Commerce proposed city annexation of a tremendous area, which would have taken in every school north of town, except Alameda. It also included Lavaland and Five Points west of the Rio Grande, and East San Jose and West San Jose south of the City. This plan was so ambitious and, had it been accomplished, would have had such a far-reaching effect upon the county school system, as well as that of the City, that immediately some thought was given to the feasibility of a complete City-County school consolidation, rather than allowing the County system to continue its existence as a mere shell about the City.

This annexation plan was not accomplished, but it tempered the thinking of the Boards of Education. On January 16, 1947, the County Board minutes have this to say:

The Board reviewed a sketch, submitted by A. W. Boehning, Architect, of the Jr. High School Building to be erected in Consolidated Dist. #6. Essentially, the Board approved the general ground plan and the building layout. However, due to the current proposition of the City Commissioners to attempt to incorporate most of the area surrounding the

II. ANNEXATION PLANS

During the winter of 1948-49, the Alameda County Chamber of Commerce proposed city annexation of a tremendous area, which would have taken in every school north of town, except Alameda. It also included Lathrop and Five Points west of the Rio Grande, and East San Jose and West San Jose south of the City. This plan was so ambitious and, had it been accomplished, would have had such a far-reaching effect upon the county school system, as well as that of the City, that immediately some thought was given to the feasibility of a complete City-County school consolidation, rather than allowing the County system to continue its existence as a mere shell about the City.

This annexation plan was not accomplished, but it tapered the thinking of the Board of Education. On January 16, 1949, the County Board minutes have this to say:

The Board reviewed a sketch, submitted by A. W. Boehning, Architect, of the Jr. High School Building to be erected in Consolidated District No. 18. Essentially, the Board approved the general ground plan and the building layout. However, due to the current proposition of the City Commissioners to attempt to incorporate most of the area surrounding the

Albuquerque City limits, the Board unanimously agreed to request Mr. Boehning to postpone drawing up building details until after the State Legislature adjourns or until the incorporation plans are clarified somewhat more than at present.

A few months later, this particular plan of annexation was abandoned and the County Board proceeded with its building program, which included the Ernie Pyle Junior High School. However, annexation plans continued to be discussed. In the summer of 1948 three large areas were annexed to the City within a few weeks time (see Figure 4).

The city limits were many blocks inside the urban area; in fact, it was impossible to discern where the city limits began, and the county territory ended. Therefore it was quite natural that a great deal of the surrounding area should be annexed to the City. However, when annexation did come for three large sections in the summer of 1948 (as shown in Figure 5), a great deal of wealth was lost so far as the county schools were concerned. By statute all the area within municipal boundaries automatically becomes a part of the municipal school district. The only exceptions are villages having less than one hundred

Albuquerque City limits. The Board of Education
agreed to request Mr. Johnson to prepare
a drawing of building for the city and the
State Legislature at the time of the
corporation plan was adopted in 1901.
more than at present.

A few months later, the corporation plan of
annexation was abandoned and the County Board agreed
with its building program, which included the
Tyler Junior High School. However, the plan
continued to be discussed. In the summer of 1902
three large areas were annexed by the City of
few weeks time (see Figure 5).
The city limits were many blocks in the
urban area; in fact, it was impossible to
where the city limits began, and the county territory
ended. Therefore it was quite natural that a
deal of the surrounding area should be annexed
the City. However, when annexation did come to an
large sections in the summer of 1903, the Board of
Figure 5, a great deal of territory was lost to the
the county schools were concerned. In 1904 and 1905
area within municipal boundaries which should be
a part of the municipal school district. As only
exceptions are villages and the loss of the

pupils in average daily attendance, whose schools remain under the jurisdiction of the county school board.²⁸

North of Albuquerque, the newly acquired section carried with it all the railroad property from Indian School Road to Candelarias Road, and approximately two miles of North Fourth and North Second Streets, and formed an extension of the wedge which was thrust northward by the annexation of the North Fourth Street Area in 1927. Approximately one and one-half million dollars of assessed valuation was taken from Consolidated District 3, or about two-fifths of the total wealth of that district. Two schools were also taken by the annexation, namely, La Luz and MacArthur, with about 637 children out of 2,043 for the entire district. Thus, 40 per cent of the taxable wealth was lost to the district, while only 31 per cent of the pupils were taken. It is evident from these figures that the district which had none too great a value per pupil before, found itself in a more poverty stricken situation, with still less value per child. Moreover, the MacArthur School, which had been scheduled to become a Junior

²⁸ New Mexico Code, 1929, Chapter 120, Section 120-901.

High School for District 3, now was within the City limits.

Consolidated District 6 found itself in a situation financially more depressing than did the district just described. By glancing at Table IV it can readily be seen that District 6 had a per-pupil valuation well below that of any other unit in the County with the exception of the mountain district, Number 7. Here approximately 20 per cent of the assessable wealth had been taken but only about 12 per cent of the pupils lived within the annexed area. The entire district in September, 1948, had 2,973 pupils in average daily attendance. Lavaland, which had become a city school, had 443 pupils in average daily attendance.

Probably the most depressing aspect of the picture was the fact that in both instances the better prospects for the future development of wealth had vanished. The main highways north and west, which would be assured of new business enterprise, were taken while the hinterland, where homes would be built and therefore additional school pupils soon would be found, was left outside the new limits.

High School for District 3, now was within the City limits.

Consolidated District 6 found itself in a situation financially more depressing than did the district just described. By placing at Table IV it can readily be seen that District 6 had a per-pupil valuation well below that of any other unit in the County with the exception of the mountain district. Number 7. Here approximately 80 per cent of the assessable wealth had been taken but only about 18 per cent of the pupils lived within the annexed area. The entire district in September, 1948, had \$2,973 pupils in average daily attendance. Lavaland, which had become a city school, had 443 pupils in average daily attendance.

Probably the most depressing aspect of the picture was the fact that in both instances the better prospects for the future development of wealth had vanished. The main highways north and west, which would be expected to support a new business enterprise, were taken while the hinterland, where homes would be built and therefore additional school pupils soon would be found, was left outside the new limits.

III. CONSOLIDATION PLANS

The situation was alarming. Bond and building funds were almost depleted. Buildings were crowded to overflowing and there was not much hope for additional funds, and still the population was rapidly increasing.

Moreover, the boundaries were in such a state of flux that the city school authorities could do no longtime planning. With this problem and its complexities in mind the County Board on July 21, 1948, passed the following resolution:

Resolved that it is the sense of the Bernalillo County Board of Education that where areas are to be taken into the city limits by annexation that no available bond money will be expended, any previous resolution of the Board to the contrary.

Because the city annexation lines which encircled a major portion of the Lavaland community had left out over one hundred children who normally belonged within its boundaries, four classrooms which were planned for the Lavaland School were built instead at the site of the Atrisco School.

A sincere spirit of cooperation between the City and County School Boards and administrators was all that prevented serious friction during this chaotic period. Perhaps the best way in which to show

III. CONSOLIDATION - ELIAS

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flux that the city school authorities could do no longtime planning. With this problem and the complexities in mind the County Board on July 21, 1920, passed the

following resolution:

Resolved that it is the sense of the Board of Education of the County Board of Education that where areas are to be taken into the city limits by annexation that no available bond money will be expended, and previous resolution of the Board to the contrary.

Because the city annexation lines which entered a major portion of the Leland community had left out over one hundred children who normally belonged within its boundaries, four classrooms which were planned for the Leland School were built instead at the site of the Leland School.

A sincere spirit of cooperation between the City and County School Boards and Administrators was all that prevented serious friction during this chaotic period. Perhaps the best way in which to show

conditions is to quote the report as drawn up at the request of the two Boards and presented in joint meeting on November 11, 1948, and also the proceedings which followed as quoted below from the minutes of the County Board of Education.

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PROPOSED ALBUQUERQUE-BERNALILLO COUNTY SCHOOL CONSOLIDATION

I. REASONS FOR THE PROPOSED CONSOLIDATION

A. Recent annexation by the City of Albuquerque of adjacent rural areas has seriously disturbed the financial structure of both school systems. With annexation of other areas in the offing, it is impossible for either Board of Education to plan for future bond issues, needed school buildings, or additions.

The bonding of school districts involves a very careful and technical procedure. By law, a district which is to be bonded must be definitely mapped out and the assessed valuation determined. This area must keep its identity as far as bonded indebtedness is concerned from the time of the first petition calling for the bond election until all of the bonds have been redeemed. Moreover, should a part of the district be annexed during the time of the bond issue proceedings, which usually takes several months, the bonds could not be sold because there would be a question as to their validity. Periodic slicing away of parts of school districts by annexation to the City makes planning for bond issues confusing and almost impossible, not only for the part of that district remaining, but also for the city school district to which the area has been annexed.

conditions as to quote the report as drawn up at the
request of the two Boards and presented in joint
meeting on November 11, 1948, and also the proceedings
which followed as noted below from the minutes of
the County Board of Education.

PROPOSED MEMORANDUM-REYNOLDS COUNTY
SCHOOL CONSOLIDATION

I. REASONS FOR THE PROPOSED CONSOLIDATION

A. Recent annexation by the City of Albany
quarantined adjacent rural areas and seriously
disturbed the financial structure of each school
system. With annexation of other areas in the
future, it is impossible for either Board of
Education to plan for future bond issues, needed
school buildings, or additions.

The sounding of school districts involves a
very careful and technical procedure. By law,
a district which is to be bonded must be de-
finitely mapped out and the assessed valuation
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trict be annexed during the time of the bond
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there would be a question as to their validity.
Periodic wiping away of parts of school dis-
tricts by annexation to the City makes planning
for bond issues confusing and almost impossible,
not only for the part of that district remaining,
but also for the city school district to which
the area has been annexed.

The rate of increase in population makes it imperative that the school building program be carried forward without any faltering on the part of either Board, but at present it is unpredictable which Board should plan for a given area. The school population increase is overwhelming -- to hesitate would spell disaster -- yet hesitate we must until the annexation picture is clarified.

Some examples of problems which have arisen are explained below:

North of Albuquerque, along the north and west sides of the recently annexed areas, children who normally should attend County schools are now inside the City limits. The County is accepting these children but they have no legal right to attend rural schools. The schools taken in by the City are too crowded to care for them.

The same condition exists in reverse at Lavaland, where many children who normally are in that school district are now stranded outside the City limits, due to the recent annexation. Since the County has no school nearby, they are now allowed to attend Lavaland, a City School.

In the Barelvas Community, approximately 200 children who now reside within the City limits, are still attending the West San Jose school, which school they have always attended. From a practical standpoint, it is the school they should attend.

Northeast of Albuquerque and outside the corporate limits, hugh new developments are in the making. The City school system has no legal responsibility for students living in this area; on the other hand, the County has no way to care for their educational needs.

B. Many of these conditions have developed recently but carrying the problem further back, there never has been two distinct and independent

The rate of increase in population makes it imperative that the school building program be carried forward without any faltering on the part of either Board, but at present it is unprofitable which Board should plan for a given area. The school population increase is overwhelming -- to hesitate would mean disaster -- yet hesitate we must until the annexation picture is clarified.

Some examples of problems which have arisen are explained below:

North of Albemarle, along the north and west sides of the recently annexed streets, children who normally attend Albemarle County schools are now in the City limits. The County is accepting these children but they have no legal right to attend rural schools. The schools taken in by the City are too crowded to care for them.

The same condition exists in reverse at Leland, where many children who normally are in that school district are now annexed out-side the City limits, but to the recent annexation. Since the County has no school nearby, they are now allowed to attend Leland, a City school.

In the Leland Community, approximately 200 children who now reside within the City limits are still attending the West San Jose school, which school they have always attended. From a practical standpoint, it is the school they should attend.

Northwest of Albemarle and outside the corporate limits, many new developments are in the making. The City school system has no legal responsibility for students living in this area; on the other hand, the County has no way to care for their educational needs.

Many of these conditions have developed recently but carrying the problem further back, there never has been two distinct and independent

school systems in Bernalillo County because the high school pupils from rural areas have always been allowed to attend the City High School; therefore, in effect, only one High School district has ever existed here. So far as housing facilities for high school pupils are concerned, the City has borne the load, yet the very fact that everyone throughout the County looks to Albuquerque for the education of their high school students has been by far the most potent factor in preventing the formation of small High Schools within the County. This fact alone, has been worth much to the educational program and has been the means of building one outstanding high school rather than several weak units.

Bernalillo County has always centered its activities around Albuquerque, the only municipality within its boundaries.

The ultimate goal in any school consolidation is a county wide unit. This recommendation is found in the State School Survey Report just released.

In the early years of Bernalillo County School history, numerous consolidations were made which improved the system. In the 1920's, several areas were annexed to the City. North Fourth Street School became a City school under such a move. Two areas south and east of Albuquerque were annexed in the same manner.

In 1945, the Bernalillo County School Board consolidated 24 small rural school districts into 4 large districts and in that same year, after considerable study, realizing that there was no other satisfactory solution to the school problems in District #13, both the City and County Boards petitioned the State Board of Education to Consolidate that district with the City system, thus transferring in one move, 5 buildings, 52 teachers, and 2,000 pupils from the County to the City system. Developments during the past three and a half years have proved the wisdom of this action because most

school systems in Kern County. The high school pupils from rural areas have always been allowed to attend the City High School. However, in 1950, only one high school district has ever existed here. So far as housing facilities for high school pupils are concerned, the City has borne the load, and the very fact that everyone throughout the County looks on Alhambra as the education of their high school students has been by far the most recent factor in preventing the formation of small high schools within the County. This fact alone has been worth much to the educational program and has been the means of building an outstanding high school rather than several weak units.

Bernallillo County has always centered its activities around Alhambra, the only municipality within its boundaries.

The ultimate goal in any school consolidation is a county wide unit. This recommendation is found in the State School Survey Report that released.

In the early years of Bernallillo County School history, numerous consolidations were made which improved the system. In the 1930's, several areas were annexed to the City. North Fourth Street School became a City school under such a move. Two areas south and east of Alhambra were annexed in the same manner.

In 1945, the Bernallillo County School Board consolidated 24 small rural school districts into 4 large districts and in that same year, after considerable study, realizing that there was no other satisfactory solution to the school problems in District #15, both the City and County Boards petitioned the State Board of Education to consolidate that district with the City system. This transferring in one move, 5 buildings, 88 teachers, and 2,000 pupils from the County to the City system. Developments during the past three and a half years have proved the wisdom of this action because most

of that area has since become a part of the City of Albuquerque by annexation.

C. Bernalillo County is the largest school system in New Mexico with the exception of the City of Albuquerque. The law which governs the election of County School Superintendents makes a continuous program of planning and development impossible. Under this peculiar law, superintendents are not required to have professional qualifications, are underpaid, must submit to election every two years, and cannot hold office more than four successive years. Superintendents in this County have been well qualified, able administrators, and the same can be said of the newly elected superintendent, nevertheless, the progress of the system undergoes a period of lost motion after each change in the superintendency.

Since the welfare of the City and County, is, in the main, wrapped up in one package, both systems undergo the hardships caused by the ineffectiveness of the present law. This handicap would be eliminated by consolidation with the City where a long range program can be developed and carried forward.

D. There are phases of the supervisory and health programs which should be continued in a different manner for distinctly rural areas from that used in City areas but there is no reason why this cannot be accomplished under one administrative arrangement, as well as under the County system.

Governed by the facts as outlined above, county wide consolidation seems to be the only satisfactory and logical answer to the existing problems.

II. PROVISIONS OF THE PROPOSED CONSOLIDATIONS

A. The entire County School System, consisting of Districts Nos. 1, 3, 6 and 7 would be

of that area has since become a part of the City of Albuquerque by annexation.

3. Bernalillo County is the largest school system in New Mexico with the exception of the City of Albuquerque. The law which governs the election of County School Superintendent makes a continuous program of planning and development impossible. Under the present law, superintendents are not permitted to have professional qualifications, are ineligible, must submit to election every two years, and cannot hold office more than four consecutive years. Superintendents in this County have been well qualified, able administrators, but the law can be said to have newly elected superintendents, nevertheless, the progress of the system undergoes a period of loss motion after each change in the superintendency.

Since the welfare of the City and County, in the main, revolves in one package, both systems and the relationships caused by the ineffectiveness of the present law. This handicap would be eliminated by consolidation with the City where a long range program can be developed and carried forward.

4. There are phases of the supervisory and health programs which should be continued in a different manner for distinctively rural areas from that used in City areas but there is no reason why this cannot be accomplished under one administrative arrangement, as well as under the County system.

Covered by the facts as outlined above, county wide consolidation seems to be the only satisfactory and logical answer to the existing problems.

II. PROVISIONS OF THE PROPOSED CONSOLIDATION

A. The entire County School System, consisting of Districts Nos. 1, 2, 3 and 4 would be

consolidated with the School District of the City of Albuquerque.

- B. As soon as possible, the two School Boards involved should draw up proper resolutions petitioning the State Board to make the consolidation.
- C. The consolidation should take effect on January 1, 1949.
- D. The two systems, when consolidated, would operate as at present until July 1, 1949.
 - (1) Budget preparation in the Spring would embrace the two systems as a county wide system.
 - (2) During the six months interim from January 1 to July 1, plans would be carefully laid for consummating the merger of the two systems.
 - (3) Plans for the role of the county supervisory, health, maintenance and office staff, as well as the principals and teachers in organizing the enlarged system would be developed during this interim.

In accordance with the request of the Boards in joint session on October 18th, 1948:

We, the superintendents of the respective School Systems involved, hereby submit this recommendation to the Albuquerque and Bernalillo County Boards of Education for their consideration.

(Signed) John Milne, Superintendent
Albuquerque Public Schools

Tom Wiley, Superintendent
Bernalillo County Schools

Adolfo P. Chavez, Superintendant elect,
Bernalillo County Schools

The report was discussed and thereupon S. Y. Jackson moved the adoption and approval of the report. The motion was duly seconded by Pablo Garcia and, upon being put carried unanimously all members present voting "aye".

Thereupon R. M. Elder moved the adoption of the following Resolution:

RESOLUTION:

BE IT RESOLVED by the Bernalillo County Board of Education and the Board of Education of the City of Albuquerque, New Mexico, acting jointly and in joint session, a quorum of each board being present and all members present voting aye on the motion for the passage of this resolution, that it is hereby determined that substantial economies can be effected and standards of education improved by the consolidation of Bernalillo County Consolidated School District No. 1, Bernalillo County Consolidated School District No. 3, Bernalillo County Consolidated School District No. 7, with and the annexation of said districts to the Albuquerque Municipal School District, such consolidation to result in one school district in Bernalillo County, New Mexico, to-wit, the Albuquerque Municipal School District, whose exterior boundaries shall be coincident with the boundaries of said Bernalillo County, New Mexico, except that former School District 24, heretofore annexed to Santa Fe County School Districts No. 34 and 45, shall be excluded therefrom.

BE IT FURTHER RESOLVED that the New Mexico State Board of Education be, and it hereby is, requested to order such consolidation effective January 1, 1949.

The motion for the adoption of the Resolution was duly seconded by Mrs. Wm. H. Reed and, upon being put to a vote, carried unanimously.

Mr. Wiley and Mr. Milne were thereupon instructed to furnish a certified copy of the

foregoing Resolution to the State Board of Education and to take all steps possible to effect the consolidation proposed in said Resolution.

There being no further business, the meeting duly adjourned.

(Signed) D. A. Macpherson, Jr.
Secretary of the Meeting

We, the undersigned Secretary of the Bernalillo County Board of Education and Clerk of the Board of Education of the City of Albuquerque, New Mexico, hereby certify that the foregoing is a full, true, complete and correct transcript of the minutes of a joint meeting of said Boards duly held on November 11, 1948, at the hour of 7:30 P. M. in Albuquerque, New Mexico.

(Signed) Tom Wiley
Secretary of the Bernalillo
County Board of Education

D. A. Macpherson, Jr.
Clerk of the Board of
Education of the City of
Albuquerque, New Mexico

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The following is a copy of a State Board of Education Resolution regarding the consolidation of School Districts Nos: 1, 3, 6, and 7. with School District Number 12-26, Albuquerque Municipal School District, in the County of Bernalillo:

WHEREAS, the State Board of Education, in session at Santa Fe, New Mexico, November 15, 1948, has duly received proper resolutions from the Board of Education of the County of Bernalillo and the Board of Education of the City

foregoing Resolution as the basis of
action and to take all steps possible to
effect the consolidation proposed in said
Resolution.

There being no further business, the
meeting duly adjourned.

(Signed) D. A. Macpherson, Jr.
Secretary of the Meeting

At the undersigned Secretary of the Board of
County Board of Education and Clerk of
the Board of Education of the City of Alton,
Illinois, New Mexico, hereby certify that the
foregoing is a full, true, complete and correct
transcript of the minutes of a joint meeting
of said Board duly held on November 13, 1944,
at the hour of 7:30 P. M. in Alton, New
Mexico.

(Signed) Don Wiley
Secretary of the Board of
County Board of Education

D. A. Macpherson, Jr.
Clerk of the Board of
Education of the City of
Alton, New Mexico

The following is a copy of a State Board of Educa-

tion Resolution regarding the consolidation of school

District Nos. 1, 2, 3, 4, 5, 6, and 7, with School District

Number 12-25, Alton, New Mexico, dated November 13, 1944.

The County of Bernalillo:

WHEREAS, the State Board of Education, in
session at Santa Fe, New Mexico, November 13,
1944, has duly received proper resolutions from
the Board of Education of the County of Bernalillo
and the Board of Education of the City

of Albuquerque, and it appearing from said resolutions that substantial economies can be effected and standards of education improved by the consolidation of the school districts herein described:

"Bernalillo County Consolidated School District No. 1, Bernalillo County Consolidated School District No. 3, Bernalillo County Consolidated School District No. 6, and Bernalillo County Consolidated School District No. 7, with the Albuquerque Municipal School District No. 12-26, such consolidation to result in one school district in Bernalillo County, New Mexico, to-wit, the Albuquerque Municipal School District, whose exterior boundaries shall be coincident with the boundaries of said Bernalillo County, New Mexico, except that former school district 24, heretofore annexed to Santa Fe County School Districts No. 34 and 45, shall be excluded therefrom."

NOW THEREFORE, IT IS ORDERED, in accordance with Chapter 123, New Mexico Session Laws of 1941, that School District Nos. 3, 1, 6, 7, and 12-26, be, and it hereby is consolidated in the County of Bernalillo; and it is further ordered that said consolidated school district be henceforth known as Albuquerque Municipal School District, 12-26, in the County of Bernalillo, State of New Mexico.

State Board of Education
By (Signed) Charles L. Rose, Secretary.

The County Board of Education and County Superintendent-elect deserved a great deal of credit for their unselfishness in voting their powers out of existence, yet a study of the financial picture as it existed makes it very easy to understand the benefit to be gained for

of Albuquerque, and it is suggested that the
resolutions and suggestions contained in
by affected and interested persons in
proved by the consolidation of the school
district herein mentioned:

"Berkeley County Consolidated School
District No. 1, Berkeley County, Iowa
Consolidated School District No. 2, Berkeley
County Consolidated School District
No. 3, and Berkeley County Con-
solidated School District No. 4, with
the Albuquerque Municipal School Dis-
trict No. 12-13, upon consolidation to
result in one school district in Berke-
ley County, New Mexico, to-wit: the
Albuquerque Municipal School District,
those existing boundaries shall be co-
incident with the boundaries of said
Berkeley County, New Mexico, except
that former school district No. 1, Berke-
ley County, shall be annexed to said
Berkeley County, New Mexico, and shall be co-
incident therewith."

NOW THEREFORE, IT IS ORDERED, in accord-
ance with Chapter 125, New Mexico Session Laws
of 1941, that School District Nos. 1, 2, 3, 4,
and 12-13, be, and it hereby is consolidated
in the County of Berkeley, and it is further
ordered that said consolidated school district
be hereafter known as Albuquerque Municipal
School District, 12-13, in the County of Berke-
ley, State of New Mexico.

State Board of Education
By (Signed) Charles J. Rose, Secretary.

The County Board of Education and County Superin-
tendent have received a great deal of credit for their
unselfishness in seeing their power put to rest, and
yet a study of the financial picture as it existed makes
it very easy to understand the benefit to be gained for

the rural areas by the consolidation. Assessed values per child of \$1,521 in District 1, \$1,874 in District 3, \$1,372 in District 6, and \$571 in District 7, show a tremendous deficiency when compared with \$2,930 per child for the entire Consolidated County.

But why was the city board of education willing to accept consolidation when the assessed value per child for the city district was \$3,769 as compared with \$2,930 for the entire area? This board also deserves great credit for unselfishness and vision. The members of the City Board and the City Superintendent realized that Albuquerque and its future, as a growing, flourishing city was dependent upon a great many more factors than existed within its limits. The legal limits were artificial; the real limits encompassed the great area surrounding the city, which looked to Albuquerque for employment and in turn made Albuquerque its trade center. The relative wealth of Central Avenue is dependent upon the amount of area and the number of people who look to it as a trade center. The suburban and rural areas played their part in establishing this wealth and prosperity. Whatever affected the progress of the suburbs affected in like manner the progress of the city. If the rural areas were

the rural areas by the consolidation. The assessed value per acre of \$1.50 in District 1, \$1.50 in District 2, \$1.50 in District 3, and \$1.50 in District 4, when a tremendous increase was compared with \$1.50 per acre for the entire Consolidated County.

But why was the city board of education willing to accept consolidation when the assessed value per acre for the city district was \$1.50 as compared with \$1.50 for the entire area? This board also received great credit for foresight and vision. The members of the City Board and the City Superintendent realized that Alhambra and its future, as a growing, flourishing city was dependent upon a great many more factors than existed within its limits. The local limits were artificial; the local limits encompassed the great area surrounding the city, which led to Alhambra for employment and in turn made Alhambra the center. The relative wealth of Central Avenue is dependent upon the amount of area and the number of people who look to it as a trade center. The urban and rural areas played equal parts in consolidating this wealth and prosperity. However, without the progress of the entire district in the manner the progress of the city. If the rural areas were

forced into educational bankruptcy by an increasing population and a relatively decreasing proportion of taxable wealth, the reaction would cramp growth and the city itself would suffer, because the only way in which Albuquerque could continue to grow was throughout its suburban environs. This the City Board of Education knew and understood. They acted accordingly.

A solution of the problems relative to building construction is still to be discovered. Superintendent John Milne in a report to the Board, on April 12, 1949, stated that the "enrollment figures of the consolidated school system for the past three years" are as follows:

Years	1946-47	1947-48	1948-49
Enrollment	17,565	18,957	21,145

"On the basis of 30 pupils per room, it would require 119 school rooms just to accomodate this growth."

It is well to note here that the new consolidated district is not a wealthy one, when compared with many others in New Mexico. For example, Valencia County has been consolidated into three districts, centered about the towns of Belen, Los Lunas, and

forced into educational territory by an increasing population and a relatively stagnant production of taxable wealth. The remedy would seem to be to let the city itself build better, because the only way in which Alameda could continue to grow was throughout its suburban environs. This the City Board of Education knew and understood. They acted accordingly.

A relation of the statistics relative to building construction is set forth in the following table. The figures are taken from a report of the Board on April 12, 1923, and are for the figures of the consolidated school system for the past three years and as follows:

Years	1919-20	1920-21	1921-22
Expenditures	\$1,555,000	\$2,000,000	\$2,100,000

On the basis of 60 pupils per room, it would require 110 school rooms just to accommodate this growth.

It is well to note here that the new consolidated school district is not a healthy one, when compared with many others in New Mexico. For example, Valencia County has been consolidated into three districts, considered about the same as before. Los Alamos, and

Grants. In the Grants Consolidated District, which includes the entire western portion of Valencia County, the assessed valuation in 1947 was \$4,974,271 and the average daily school attendance was 1,337 pupils. Thus, the assessed value per child in average daily attendance was \$4,468.

In Bernalillo County, after consolidation of the entire area, the total taxable value was \$46,835,192 and the average daily attendance was 15,975, giving a taxable value per child of \$2,930 (see Table V).

Albuquerque and its vicinity has experienced a phenomenal growth in population during the past ten-year period. However, much of its wealth can never be shown on the tax rolls. The government owns much of the new development. Sandia Base represents "big industry," but it is a government project which places it beyond the reach of the county assessor. True, a great deal of other wealth has been developed which is dependent upon the Base, but this wealth is not sufficient to adequately bear the necessary tax burden. For example, if the Sandia Base, rather than being a government owned project, were a Ford Plant, the tax rolls would be increased by several million dollars. The taxable value actually increased only $2\frac{1}{2}$ per cent per pupil from 1945 to 1948. Construction costs increased at least 20 per cent during the same period.

Grange. In the Grange Consolidated District, which included the entire western portion of Volusia County, the assessed valuation in 1947 was \$1,271,371 and the average daily school attendance was 1,357 pupils. Thus, the assessed value per child in average daily attendance was \$1,453.

In Brevard County, after consolidation of the entire area, the total taxable value was \$45,835,142 and the average daily attendance was 15,976, giving a taxable value per child of \$2,930 (see Table V).

Alachua and its vicinity had experienced a phenomenal growth in population during the past few years. However, much of the wealth has never been shown on the tax rolls. The government owns much of the new development. Alachua has represented "big industry," but it is a government project which places it beyond the reach of the county assessor. Thus, a great deal of other wealth has been developed which is dependent upon the base, but this wealth is not available to adequately bear the necessary tax burden. For example, if the Alachua base, rather than being a government owned project, were a Ford plant, the tax rolls would be increased by several million dollars. The taxable value actually increased only 15 per cent per pupil from 1945 to 1948. Construction costs increased at least 50 per cent during the same period.

Albuquerque needs more taxable wealth. The Albuquerque Tribune of April 14, 1949 carried an article in which Arthur Frager, President of the Public Service Company of New Mexico, stated that Albuquerque is short on the supporting activities which are "the foundation upon which a city must depend for economic security, since they bring income into the city."

In the same article, Colonel Marvin Hurley, assistant general manager of the Houston Chamber of Commerce stated that there now was "a new war between the states, with industries as the prime spoils."

Only about 6.6 per cent of the labor in Bernalillo County goes into manufacturing while the national average is 23.4 per cent. It would seem that "an expansion in the Basic industry of Manufacturing is probably what is necessary to provide a permanent high level of employment."²⁹

Also, tax assessment rates, especially on home real estate, are deplorably low. Many homes are assessed at no more than 10 per cent of the

²⁹ E. L. Moulton, "New Mexico's Future", An Economic and Employment Appraisal of the Committee for Economic Development, Bernalillo County, New Mexico: University of New Mexico Press, Albuquerque, New Mexico, 1945, p. 30.

Albuquerque needs more taxable wealth. The Albuquerque Tribune of April 11, 1949, carried an article in which Arthur E. Kiser, President of the Radio Service Company of New Mexico, stated that Albuquerque is short on the supporting activities which are the foundation upon which a city must depend for economic security, since they bring in some into the city.

In the same article, Colonel Martin Barlow, assistant general manager of the Houston Chamber of Commerce stated that there now was "a new way between the states, with industries as the prime motive." Only about 6.5 per cent of the labor in Bernalillo County goes into manufacturing, while the national average is 25.4 per cent. It would seem that "an expansion in the basic industry of manufacturing is probably what is necessary to provide a permanent high level of employment."

Also, tax assessment ratios, especially on home real estate, are abominably low. Many homes are assessed at no more than 10 per cent of the

80 H. L. Gordon, "New Mexico's Future," in Economic and Sociological Analysis of the Southwest, Economic Development, Bernalillo County, New Mexico, University of New Mexico Press, Albuquerque, New Mexico, 1966, p. 50.

TABLE III

SCHOOL DISTRICTS IN 1938, ASSESSED VALUATION, NUMBER OF CHILDREN IN AVERAGE DAILY ATTENDANCE FOR THE YEAR, AND ASSESSED VALUATION PER CHILD IN AVERAGE DAILY ATTENDANCE

District Number	Assessed Valuation	Average Daily Attendance	Valuation Per Child
1	\$ 925,216		
5	118,165	898	\$ 1,161
15	419,689	58	7,236
District 1*	1,463,070	956	1,530
4	541,149	339	1,600
22	510,584	323	1,578
3	316,689	254	1,244
District 3*	1,368,422	916	1,496
28	291,623		
14	89,624	460	807
9	184,345	355	518
20	247,548	313	789
6	423,031	149	2,839
11	198,208	157	1,261
District 6*	1,434,379	1,434	1,000
12-26	20,430,899	6,774	3,016
13	1,610,365	1,334	1,200
City*	22,041,264	8,108	2,718
7	15,161	52	291
10	9,385	13	722
17	8,865		
18	4,420	35	379
23	32,854	39	842
25	7,730	16	483
34	5,030	16	314
41	17,304	32	541
44	11,036	38	290
45	12,010	54	222
47	25,017	95	263
54	11,895	45	264
District 7*	160,807	435	370
Totals	\$ 26,467,942	11,849	2,234

*Showing districts as consolidated in 1945.

TABLE III

SCHOOL DISTRICTS IN 1930, AVERAGE VALUATION, NUMBER OF CHILDREN IN AVERAGE DAILY ATTENDANCE FOR THE YEAR, AND AVERAGE VALUATION PER CHILD IN AVERAGE DAILY ATTENDANCE

District Number	Average Valuation	Average Daily Attendance	Valuation Per Child
1	\$ 983,216	135	1,125
2	1,125,166	138	1,125
10	118,689	138	1,125
District 1*	1,483,070	954	1,553
4	641,147	219	1,509
22	610,384	232	1,524
2	616,689	284	1,524
District 3*	1,286,423	915	1,406
25	1,621,312	410	1,507
14	87,624	135	1,518
9	188,348	135	1,518
20	647,442	215	1,569
8	483,081	149	1,569
11	108,208	157	1,569
District 6*	1,454,376	1,484	1,000
12-25	20,580,889	1,774	1,013
15	1,610,368	1,674	1,000
010*	32,611,184	8,108	1,013
7	18,161	32	1,013
16	2,387	13	1,013
17	8,665	35	1,013
18	4,420	35	1,013
23	32,884	89	1,013
26	7,730	16	1,013
24	2,000	18	1,013
41	17,204	32	1,013
44	17,036	32	1,013
45	12,010	34	1,013
47	23,017	45	1,013
21	11,873	45	1,013
District 7*	120,807	125	1,013
Total	\$ 26,567,928	11,949	1,013

*Showing districts as consolidated in 1943.

TABLE IV

SCHOOL DISTRICTS IN 1945, ASSESSED VALUATION, NUMBER OF CHILDREN IN AVERAGE DAILY ATTENDANCE FOR THE YEAR, AND ASSESSED VALUATION PER CHILD IN AVERAGE DAILY ATTENDANCE

District Number	Assessed Valuation	Average Daily Attendance	Valuation Per Child
1	\$ 1,103,789	845	\$ 1,489
5	155,122	62	7,024
15	435,522		
District 1*	1,694,433	907	1,868
4	879,590	297	2,961
22	981,540	368	2,667
3	370,103	239	1,548
District 3*	2,231,233	904	2,468
28	623,059	510	1,221
14			
9	288,513	337	856
20	431,912	402	1,074
6	495,124	128	3,868
11	243,522	175	1,391
District 6*	2,082,130	1,552	1,342
12-26	26,457,732	6,767	3,909
13	2,169,142	1,689	1,284
City*	28,626,874	8,456	3,385
7	19,169	47	408
10	9,789	22	445
17	13,039	34	383
18			
23	36,682		
25	8,545	21	2,153
34	6,137	17	361
41	25,014	36	695
44	12,998	16	812
45	14,659	77	190
47	31,991	84	381
54	14,212	19	748
District 7*	192,235	373	516
Totals	\$ 34,826,905	12,192	\$ 2,857

*Showing districts as consolidated in 1945.

TABLE V

SCHOOL DISTRICTS IN 1948, ASSESSED VALUATION, NUMBER OF CHILDREN IN AVERAGE DAILY ATTENDANCE FOR THE YEAR, AND ASSESSED VALUATION PER CHILD IN AVERAGE DAILY ATTENDANCE

District Number	Assessed Valuation	Average Daily Attendance	Valuation Per Child
1	\$ 1,368,410		\$
5	149,917		
15	417,138		
District 1*	1,935,465	1,272	1,521
4	950,115		
22	1,553,437		
3	962,339		
District 3*	3,465,891	1,849	1,874
28	1,195,530		
14			
9	353,992		
20	488,643		
6	946,432		
11	258,953		
District 6*	3,243,550	2,364	1,372
12-26	33,996,477		
13	3,953,409		
City*	37,949,886	10,069	3,769
7	44,400		
10	10,275		
17	12,090		
18			
23	56,610		
25	10,535		
34	5,830		
41	25,815		
44	8,565		
45	21,660		
47	30,935		
54	13,685		
District 7*	240,400	421	571
Totals	\$46,835,192	15,975	\$2,930

*Showing districts as consolidated in 1945.

TABLE 1

SCHOOL DISTRICTS IN 1940, ASSESSED VALUATION, NUMBER OF
CHILDREN IN AVERAGE DAILY ATTENDANCE FOR THE
YEAR, AND ASSESSED VALUATION PER CHILD IN
AVERAGE DAILY ATTENDANCE

District Number	Assessed Valuation	Average Daily Attendance	Valuation Per Child
1	\$ 1,000,410		
2	149,917		
12	217,178		
District 1*	1,368,465	1,875	1,361
4	950,115		
22	1,355,437		
3	502,333		
District 3*	3,463,821	1,947	1,844
28	1,468,650		
14	231,902		
9	280,643		
20	228,422		
6	228,823		
11			
District 2*	3,343,553	2,381	1,442
13-25	3,390,417		
15	2,900,409		
City*	27,944,882	10,032	2,882
7	44,400		
10	10,275		
17	12,080		
18	30,810		
23	10,538		
26	5,870		
34	22,812		
41	8,508		
42	21,260		
43	30,923		
44	15,823		
District 1*	240,400	421	571
Total	246,832,192	12,975	\$2,930

* Showing districts as consolidated in 1940.

TABLE VI

BERNALILLO COUNTY SCHOOL DISTRICTS
AND CHANGES IN ASSESSED VALUE
DUE TO 1948 CITY ANNEXATION

Districts	1948 Tax Assessment		Estimated Change by Annexation	District Values after Annexation
(County)				
1	\$1,935,465	—	\$200,000	\$1,735,465
3	3,465,891	—	1,459,000	2,006,891
6	3,243,550	—	640,000	2,603,550
7	240,400		none	240,400
Totals	8,885,306	—	2,299,000	6,586,306
(City)				
12-26	37,949,886	+	2,299,000	40,248,886
Totals	46,835,192			46,835,192

present sale or replacement value. The State Tax Commission is making a survey of tax assessment rates with recommendations to the various county assessors throughout the state. This may produce some favorable results. Be that as it may, the educational future of the entire area of Bernalillo County, from Chilili to Fourth Street and Central Avenue, is identical. Each and every child has the same per capita backing so far as the wealth of the District is concerned. To that extent, equalization has been accomplished.

IV. SIZE OF THE NEW SCHOOL SYSTEM

The new consolidated school system can anticipate for 1949-50 approximately 23,500 students, attending schools as listed below with the number of students and teachers, including principals, shown for each school:

Name of School	Students	Teachers
Albuquerque High	2730	92
Jefferson	760	21
Lincoln	697	22
Washington	1262	40
Bandelier	631	17
Coronado	593	17
Duranes	352	12
Eugene Field	428	14
John Marshall	455	14
Kirtland	61	2

present rate of replacement value. The State Tax Commission is making a survey of the assessment rates with recommendations as to the various county assessors throughout the state. This may produce some favorable results. It has in many cases educational factors of the entire area of Hamilton County, from Hillbill to North Street and Central Avenue, is identical. Each and every child has the same per capita taxation so far as the wealth of the District is concerned. To this extent, equalization has been accomplished.

17. DATA OF THE NEW SCHOOL SYSTEM

The new consolidated school system can be compared for 1949-50 approximately 28,500 students, attending schools as listed below with the number of students and teachers, including principals, shown for each school:

Name of School	Students	Teachers
Albany High	2730	93
Jackson	180	21
Lincoln	597	23
Washington	1258	40
Bradley	681	19
Coronado	598	19
Deer	388	13
Empire Field	428	14
John Mitchell	428	14
Kittling	61	2

Name of School	Students	Teachers
La Luz	400	11
La Mesa	669	17
Lavaland	604	14
Lew Wallace	523	16
Long Fellow	517	14
MacArthur	300	10
Monte Vista	890	26
North Fourth	481	14
Old Town	334	11
Sandia Base	105	4
Santa Barbara	300	12
Stronghurst	564	22
University Heights	312	10
Highlands	1000	33
South Quincy	240	9
North Jefferson	240	9
East San Jose	894	22
West San Jose	550	15
Mountain View	137	5
Alameda	385	11
Ranchos	530	14
Griegos	575	15
Alvarado	173	5
Los Padillas	160	6
New Armijo	380	13
Old Armijo	327	10
Pajarito	191	7
Five Points	532	14
Atrisco	597	16
Barcelona	264	6
Ernie Pyle	519	19
A. Montoya	272	6
Carnuel	46	2
San Antonio	27	1
Cedro	11	1
Chilili	60	2
Juan Tomas	21	1
Yrisarri	48	3
Escabosa	29	1

There are in all, 648 teachers, 37 principals, and a large supervisory staff. The budget for the 1949-50 school year will be approximately \$3,500,000.

CHAPTER VI

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

I. SUMMARY

Reorganization trends. The trend throughout the United States has been toward larger districts, in order to assure efficient administration, more equitable financing, and better services to the pupils within the schools. Bernalillo County has followed the most widely accepted procedure in reducing the number of school districts within its boundaries.

Early history of the county school districts. Albuquerque began to grow with the advent of the railroad, but education made very little progress in New Mexico until after Statehood. This was true both in Albuquerque and in Bernalillo County. Statehood found two men, John Milne and Atanasio Montoya, as superintendents of Albuquerque and Bernalillo County, respectively. Both contributed greatly to the early progress following 1912. Districts were consolidated and new school buildings were constructed in rapid succession.

There was a tendency toward fusion of the school systems of County and City through the

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

1. SUMMARY

Reorganization trends. The trend toward reorganization in the United States has been toward larger districts, in order to secure efficient administration, more complete financial, and better services to the public within the district. Centralized County was followed the most widely accepted procedure in reducing the number of school districts within the boundaries.

Early history of the county school district.

Albuquerque began to grow with the advent of the railroad, but education made very little progress in New Mexico until after 1880. This was due to the fact that Albuquerque and in Santa Fe County. Established around 1880, John W. and Alameda County, as representatives of Albuquerque and Santa Fe County, respectively. Both communities grew up in the early progress following 1880. Districts were consolidated and new school buildings were constructed in rapid succession.

There was a tendency toward fusion of the

school systems of County and City through the

county high school venture, which, even though the arrangement lasted only a few years, never was abandoned entirely, because the high school was made available to all County children.

By 1926, approximately one and one-quarter million dollars had been bonded by the City and County for school building purposes. Remarkable progress had been made in the fourteen years after statehood.

School district changes. The high school problem was a pressing one. Several threats were made to establish small county high schools because of dissatisfaction arising over the fact that between 1923 and 1937 transportation was not furnished. However, the County did not have the financial strength to build high schools, and the rural patrons were pleased with the fact that their children could attend the city high school. On the other hand, the city school board was somewhat dubious of the propriety of taking care of county school pupils who had no legal rights to attend the high school. Nevertheless, the fact that all of Bernalillo County looked to the City for high school facilities undoubtedly did much to make Albuquerque the center of the whole County and dampened efforts to incorporate various areas, as was attempted upon several occasions.

County high school revenue, which, even though the
experiment lasted only a few years, nevertheless
remained entirely, because the high school was
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By 1915, approximately one and one-half
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to make Pennsylvania the center of the whole County and
happened efforts to improve various areas, as was
stated from several sources.

Bernalillo County has experienced almost every type of consolidation provided by law. Inter-county consolidation came about when Barton, District 24, consolidated with Edgewood in Santa Fe County in 1939.

Probably consolidation throughout the State gained its greatest impetus when, in 1917, the county board of education was created by statute. This took most of the responsibility for the schools away from the local district directors. The number of districts in Bernalillo County has steadily decreased. In 1912 there were thirty-three districts; in 1949 one consolidated district.

Albuquerque was organized under the ward-system, but this system was changed by law in 1912 so that city school board members were elected at large. After that change the City was not plagued with any particular internal difficulty of school organization. However, annexation of outside areas without a part in the planning as to how such annexation might affect the schools, was a problem which was faced by the city school authorities as well as the county authorities.

The City and County School Systems took advantage of Federal Aid in the form of WPA and PWA and, in spite of the depression, entered into a construction program which greatly improved school facilities.

Bernell County was organized almost every year
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the depression, entered into a cooperation program which
greatly improved school facilities.

Recent school district changes. The laws pertaining to consolidation gradually carried responsibility away from the local districts until, in 1941, the discretion and power of consolidation was entirely in the hands of the State Board of Education. This made it possible for the Boards of Education of both Albuquerque and Bernalillo County to plan and recommend consolidations as needed with a reasonable chance that the State Board would act favorably upon them. After careful study the Boards in 1945 recommended that the twenty-four districts in the County (including Albuquerque) be consolidated into five large districts. This was accomplished by State Board action in the early months of 1945.

Bond issues to the legal limit were floated in all districts of the County and City in 1946 and 1948. With this money a large scale building program was entered upon, in order to care for the school population which was rapidly increasing not only because of the increased war-time birthrate but because of influx of families due to army activities at the Sandia Base.

The first State-aid for school construction came in 1948 when the Boards took advantage of a 1947 law allowing certain cash balances in the maintenance fund, which is principally derived from the State sales tax, to be used for building purposes. The City and County

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which is principally derived from the State sales tax, to
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combined transferred \$1,057,000.

Bernalillo County consolidation in 1949. Albuquerque had far outgrown its corporate limits and it was natural that annexation of various suburban sections would come. When annexation did come it carried into the City almost 25 per cent of the taxable wealth of the County, with less than a corresponding number of school pupils. Moreover it took the most promising potentialities for further development of assessable wealth. The new boundaries were confusing in that they cut through natural school communities, legally isolating many children from the school houses which they should attend.

With these problems well in mind, the Boards of Education recommended to the State Board of Education that the five districts representing the City and County School Systems be consolidated into one district. This action was taken by the State Board of Education, at a meeting held on November 15, 1948.

II. CONCLUSIONS

Consolidation laws. No consolidations were accomplished under the law whereby the electors of the district voted upon district consolidation. In fact two such elections brought out an unfavorable majority

combined approximately 51,000,000.

Practical County Consolidation in 1917.

It is not only the superior interest in
the history and antiquities of various sections
which have been the cause of the general
the city almost 80 per cent of the population of
the County, with less than a corresponding number of
school pupils. However, it took the last year
potentialities for further development of accessible
water. The new boundaries were adopted in that year
and through several school communities, thereby
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II. CONCLUSIONS

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district voted upon district consolidation. In fact
two such elections brought out an extraordinary response.

vote and District 9 was divided into Districts 9 and 20 under the provisions of this law.

The school district consolidation law of 1941 paved the way for an accelerated program of reorganization in New Mexico. The procedure, giving full authority for school district changes to the State Board of Education, eliminated the opportunity of the local patrons to enter into bickerings over unimportant details irrelevant to the major principles of consolidation. This "remote control" system does not seem, so far, to have been abused. For the most part the recommendations of county and municipal boards have been accepted by the State Board before making major district changes.

Dangers of large districts. The only serious hazard which can be foreseen, contingent with consolidation of large areas of such diverse interests and environment as can be found in Bernalillo County, hinges around the fact that it would be quite easy to overlook the specific needs as they exist in each small community. The rural population, especially in the mountain areas, presents a minority problem, yet one which must be given special attention if the schools can honestly claim to have fulfilled their mission. The fact that school standardization might

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one which must be given special attention if the
schools are properly to have fulfilled their
mission. The fact that school standardization might

take precedence over flexibility in order to care for individual needs presents a real danger.

Benefits of large administrative districts. There is no reason for claiming that the danger cited above cannot be overcome. The very fact that the system is large favors the extension of services to remote areas or minority problems which heretofore has been impossible.

The fact that the wealth of the entire County now underwrites the future school building program of the most remote mountain community is in itself a most encouraging aspect. The point was made by Dawson that a district in order to provide the necessary services of a standard administrative unit should have at least 12,000 students.³⁰ As this was not true of the county school system, the larger unit should be able to furnish more services than were possible heretofore.

This union also will place the administrators and staff in a much better position to view the interdependent relationships of all parts of the County, and to serve the needs as they are analyzed. As an example, during the autumn following a summer of drouth, many

³⁰ Your School District, op. cit. p. 85.

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Your School District, Oct. 17, 1935.

families move into various urban areas in order to find jobs and to survive the winter. Early the next spring they migrate back to their mountain homes. Under the old administrative arrangement these children were a County obligation while in the mountains, but became a City problem when they moved into "town." Many of them were lost in the shuffle. Such should not be the case in the unified system.

The county superintendent's position. A great deal of effort has been exerted by school people to improve the status of the county school superintendent. At present the salary is low, the tenure is short, the method of selection is undesirable, and no educational qualifications are prerequisite to holding the position. Since the county systems in most instances are large units and important ones it is highly undesirable that the chief official should be chosen under such conditions. Most authorities agree that a constitutional amendment would be necessary in order to abolish the present office, before it could be placed upon an appointive basis under the elective board system, as exists in cities and towns. Such an amendment has failed to pass the legislature upon many occasions. The plan as carried out in Bernalillo and Valencia Counties, if followed throughout the State, will eliminate the position of

families have this thing which is called
flood jobs and is something which is very
spring they might have to be taken in hand
Under the old system the old system was
were a family of children which was very
became a very serious matter and was
Many of them were lost in the old system
not be the case in the new system

The many circumstances which are
deal of things which are very serious
improve the system of the old system
at present the system is very serious
method of teaching which is very serious
qualitative and quantitative in nature
Since the system is very serious
white and black people are very serious
the chief official should be a person of
investigative nature which is very serious
would be necessary to order the system
office, which is very serious
basis of the system which is very serious
cities and towns. Such an arrangement
the legislative body which is very serious
out in Brazil and the system which is very serious
throughout the world, which is very serious

county school superintendent.

The law states that a county superintendent has jurisdiction over those areas which do not belong in municipal and independent school districts; therefore it follows that if all the area within any county is included within municipal school districts, the county superintendent would have no duties or authority in connection with his office. A qualified educator, therefore, would not aspire to the office since the salary, which is based upon schoolroom units, would be the minimum. If some unqualified person did run for and become elected to the office, it might be better economy to pay the \$2600 per year, which would be the amount of his "pension" than to undergo the waste of the present system. The rapid turnover of superintendents in itself causes a great amount of "lost motion" and long time planning is impossible. Evidence of this fact can be given by citing that in the period since statehood Bernalillo County has had nine superintendents, while the city of Albuquerque has had one superintendent.

All of the State, through the county-wide reorganization plan followed in Bernalillo County, or the consolidation of the entire county into several areas using a town or city as the hub of each district, as

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All of the above, through the county-wide system

action followed is Bernallillo County, or the

consolidation of the entire county into several areas

being a town or city as the hub of each district, as

was done in Valencia County, could eliminate the county superintendent's jurisdiction and would automatically place each area under an elected board and an appointed superintendent, since the city plan would govern the entire district. This in itself is a valid reason for reorganization. The point should be made, however, that, while the status of the county superintendent is undesirable, the appointed county boards have been composed of competent people, and in most cases they have served their county school systems well. Notwithstanding, since the present system is comprised of an elected superintendent acting as an ex-officio member of the board with four appointed members, it probably is desirable to change the whole system.

Federal and state aid for school buildings. The districts have financed through property tax their entire building program with two exceptions:

1. During "the depression" Federal aid was given under WPA and PWA programs, by which the schools of Albuquerque and Bernalillo County were greatly expanded and improved.

2. In 1948, Albuquerque and Bernalillo County took advantage of a state law passed in 1947 allowing transfers of state distributed cash balances from the school maintenance fund to the building fund. Over a

million dollars was used by the two school systems in this manner.

III. RECOMMENDATIONS

County Superintendent's office. The county superintendent's position should be allowed to become and to remain vacant by default. When the six-months transition period has been completed on July 1, 1949, Adolfo Chavez, the present county superintendent, plans to resign and to accept an appointive administrative position within the combined school system. Probably it would be wise if the County Commissioners refuse to fill this vacancy, since the position will carry no authority, due to the fact that there will no longer be in existence a county school system within Bernalillo County.

Future building program. The limited wealth per pupil in school attendance makes it imperative that several fundamental steps be taken:

1. Tax reassessment should be completed and put into effect in the near future. According to some estimates the tax rolls should show well over \$60,000,000 rather than the \$46,000,000 as at present.
2. Every effort should be made to secure Federal aid for school building purposes, especially in a city

million dollars as of the end of 1964.
This means...

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County Executive's office...

superintendent's position...

and to remain in the...

transition period...

Adolf Geyer, the...

to resign and to...

position...

it would be...

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such as Albuquerque which is overburdened with a school population in large part attributable to military activities.

3. School building plans should be modified in such a manner that they are not only usable, safe, and artistic, but also economical. The present type of construction may of necessity undergo radical changes.

Importance of rural problems. Individual community needs should be studied, the outgrowth of which will be plans for their progress. The possibilities of the A. Montoya Consolidated School in Tijeras are many, not only from the standpoint of valuable pupil experiences, but also in adult education. Several government agencies, such as the Health Department, the Extension Service, and the Veteran's Rehabilitation Service, are coordinating their efforts to this end through the leadership of the school. Other consolidated elementary schools should be established at San Antonito, Yrisarri, and Chilile, with a junior high school in the future at Tijeras.

Many rural problems exist in the valley areas. In most instances farmland is very poorly used. Perhaps the schools have a responsibility, with the assistance of the Extension Agent's office, in guiding boys and

girls into a better program of land usage on small garden and farm plots.

Urban problems. Many of the urban as well as rural pupils, during the process of academic education, are "washed down the drain." Vocational schools are needed in some areas, or perhaps a broader program involving many types of work experiences should be given consideration. A good job in distributive education is being carried on by the high school. Many students never reach the high schools, however, and they, too, are in need of guidance and training. This is a serious problem and it can be met by the enlarged system more effectively than was possible under the two independent school units.

Rural representation on the board. The Municipal Board is elected at large by the new School System. The present members are excellent persons, but at the next election it might be wise if one member were elected from the rural area, under the supposition that he would naturally be more cognizant of its problems.

Adequate staff. The enlarged and combined staff should be closely knit together for administrative purposes, but there should be sufficient flexibility

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garden and farm plots.

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to the local area. Under the new organization
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problems.

Adoptive staff. The enlarged and combined staff
should be closely and actively for administrative
purposes, but there should be sufficient flexibility

in order that specific problems, whether urban or rural can be met upon the most efficient and practical basis. Several new positions, such as a psychiatrist, a full time doctor, and others might be added, since the System has been increased to somewhat over twenty thousand pupils.

Bernalillo County, a single unit. As far as the schools are concerned, legally they now compose a single administrative unit. Albuquerque and Bernalillo County, in many other respects, are complementary to each other. Many duplications, as well as many omissions, in service to the people could be eliminated if not only the schools but other agencies of government were to combine and merge their administrative efforts. The future, whether favorable or otherwise, is identical for Albuquerque and Bernalillo County; they must stand or fall together.

In order that scientific studies, whether urban or
rural can be made upon the many different and various
social, physical and economic conditions, such as a
full time doctor, and other things, it is
the system has been designed to be somewhat more
thousand copies.

Reverend George A. Smith's letter to the
schools are reported, locally they are reported a
administrative staff. Absence and Reverend George
in many other respects, and management, in each
other. Many children, as well as very children,
in service to the people could be obtained in each
only the schools and other agencies of government
to combine and merge their administrative efforts.
The future, whether favorable or otherwise, is identical
for Absence and Reverend George, they must stand
or fall together.

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APPENDIX

EFFICIENCY
ERASE-BOND
RAG CONTENT

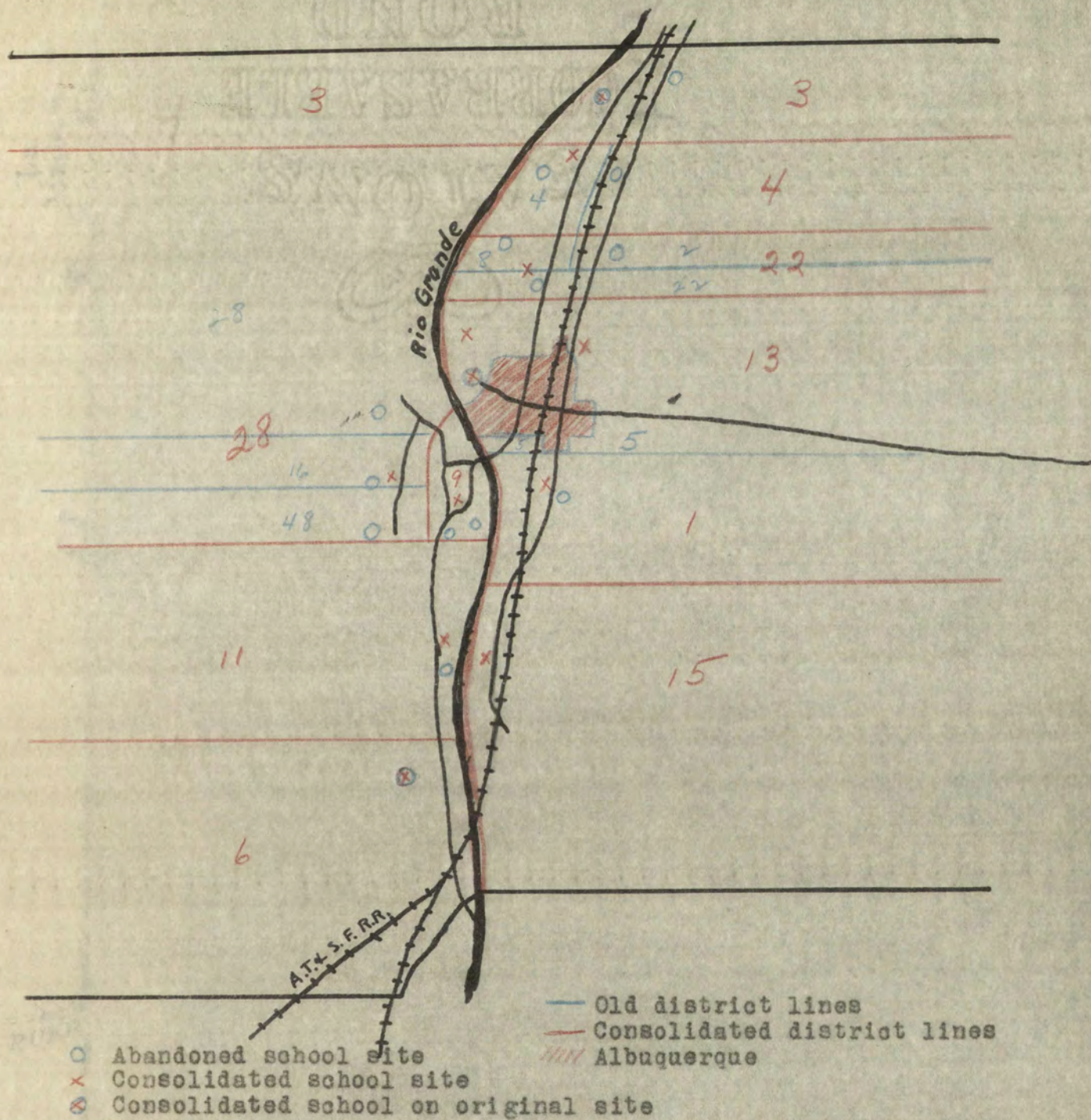


FIGURE I

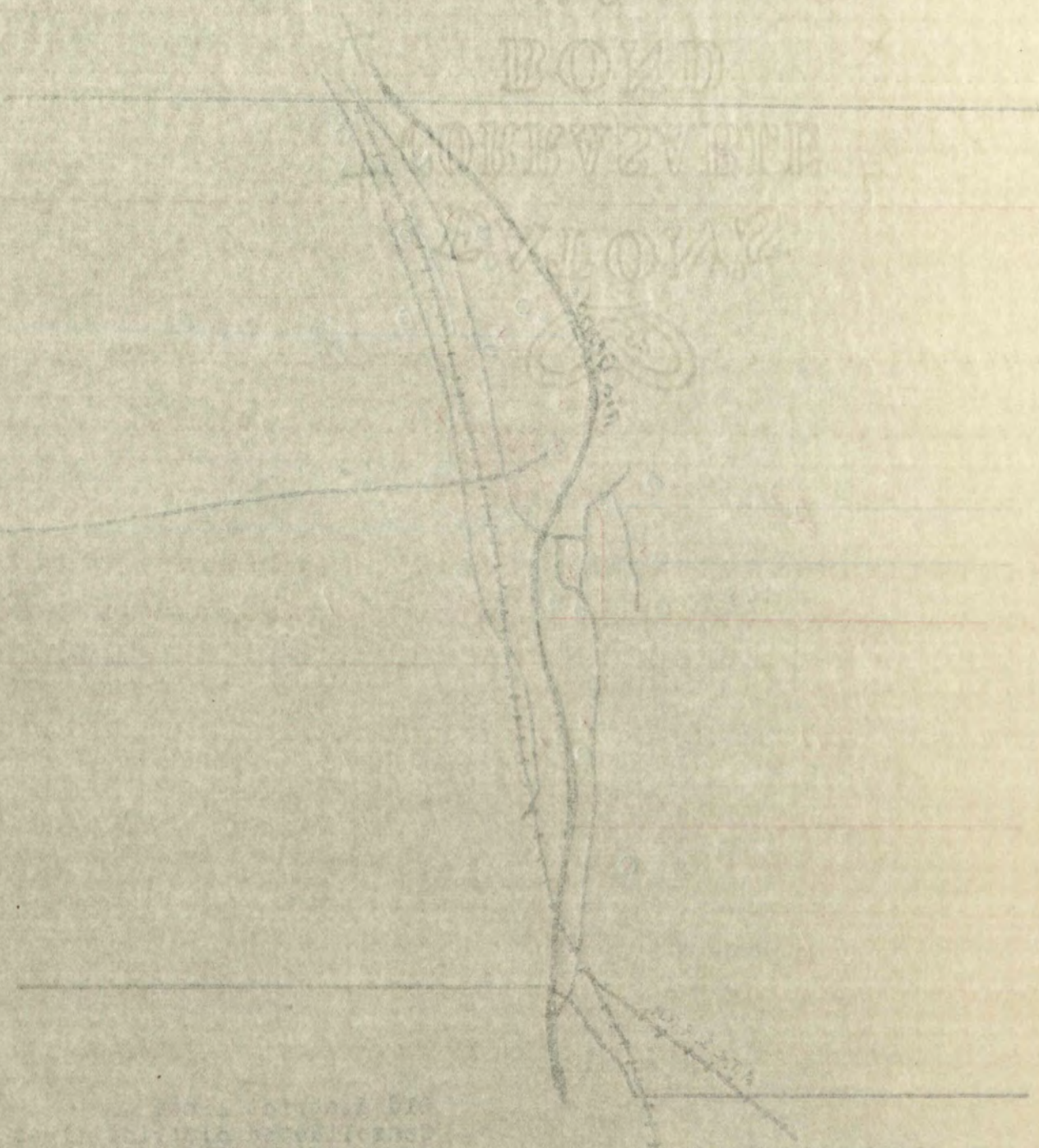
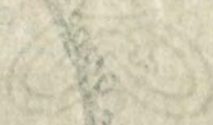
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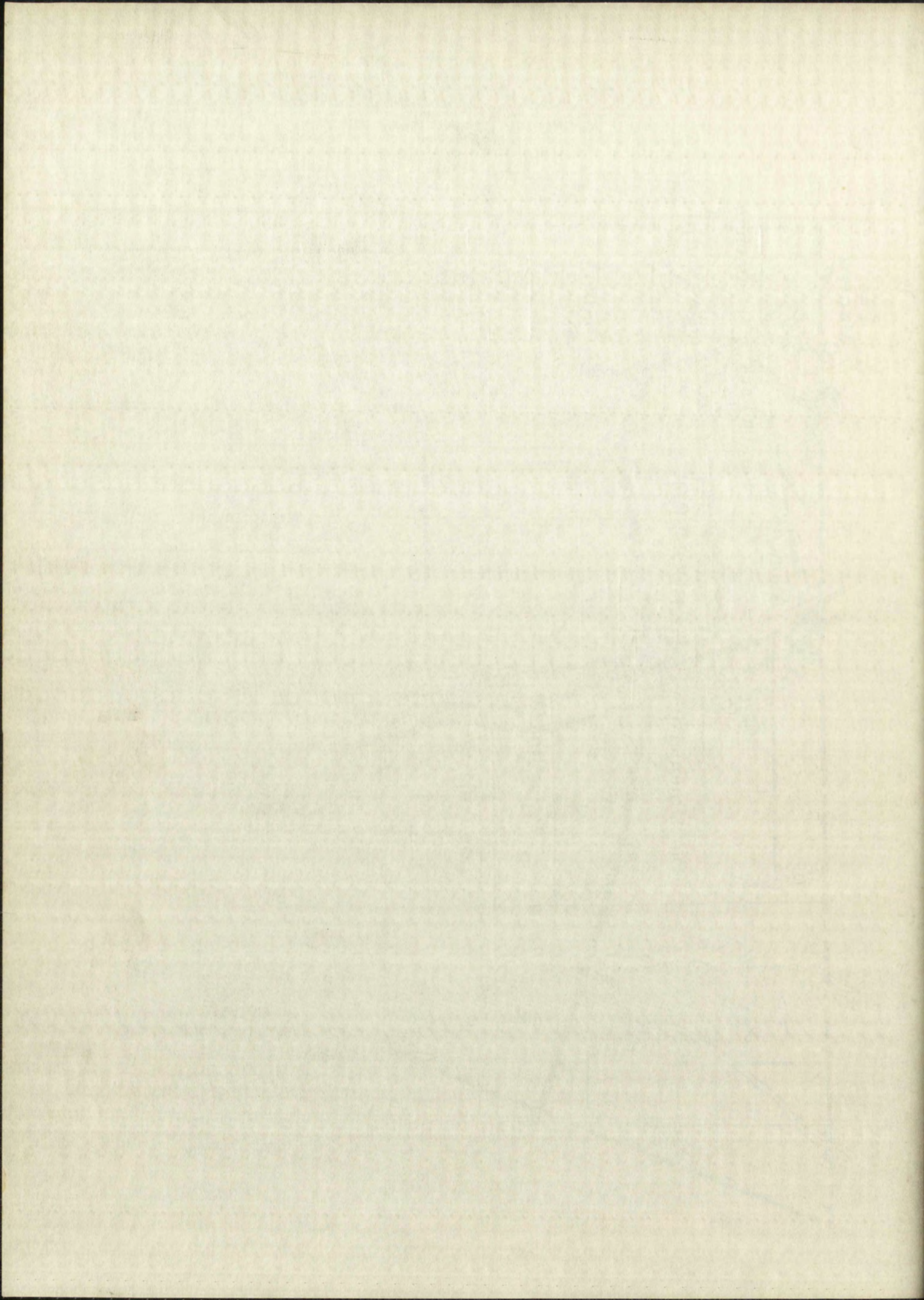
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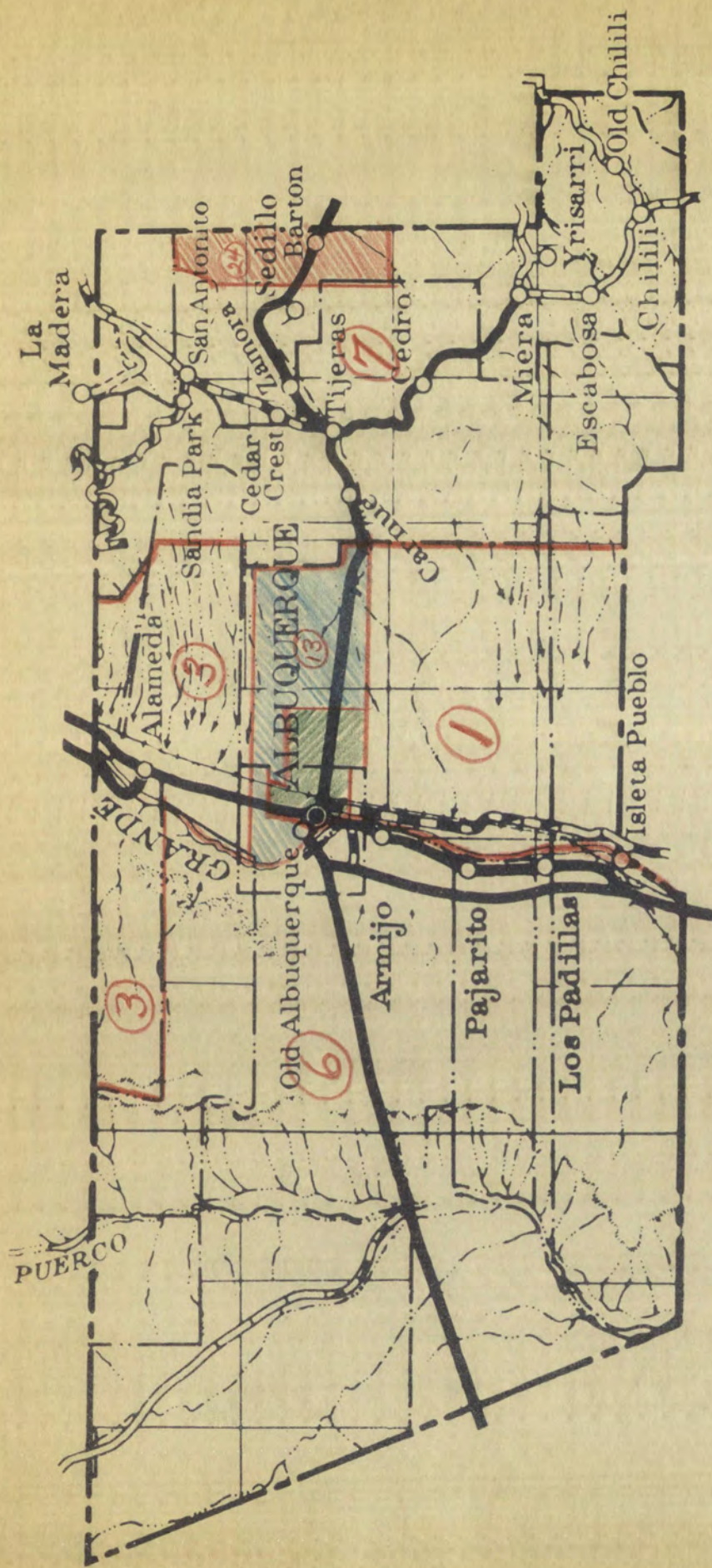
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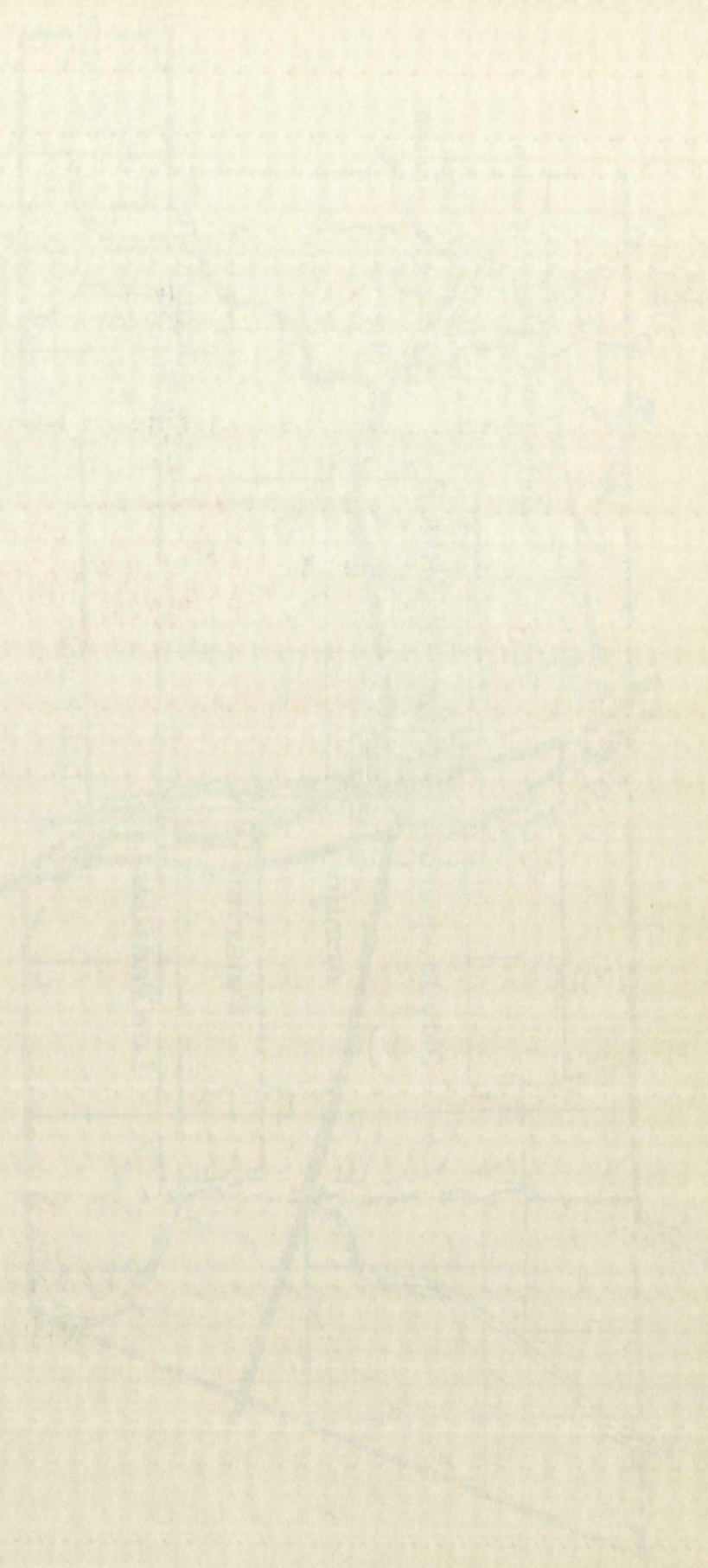


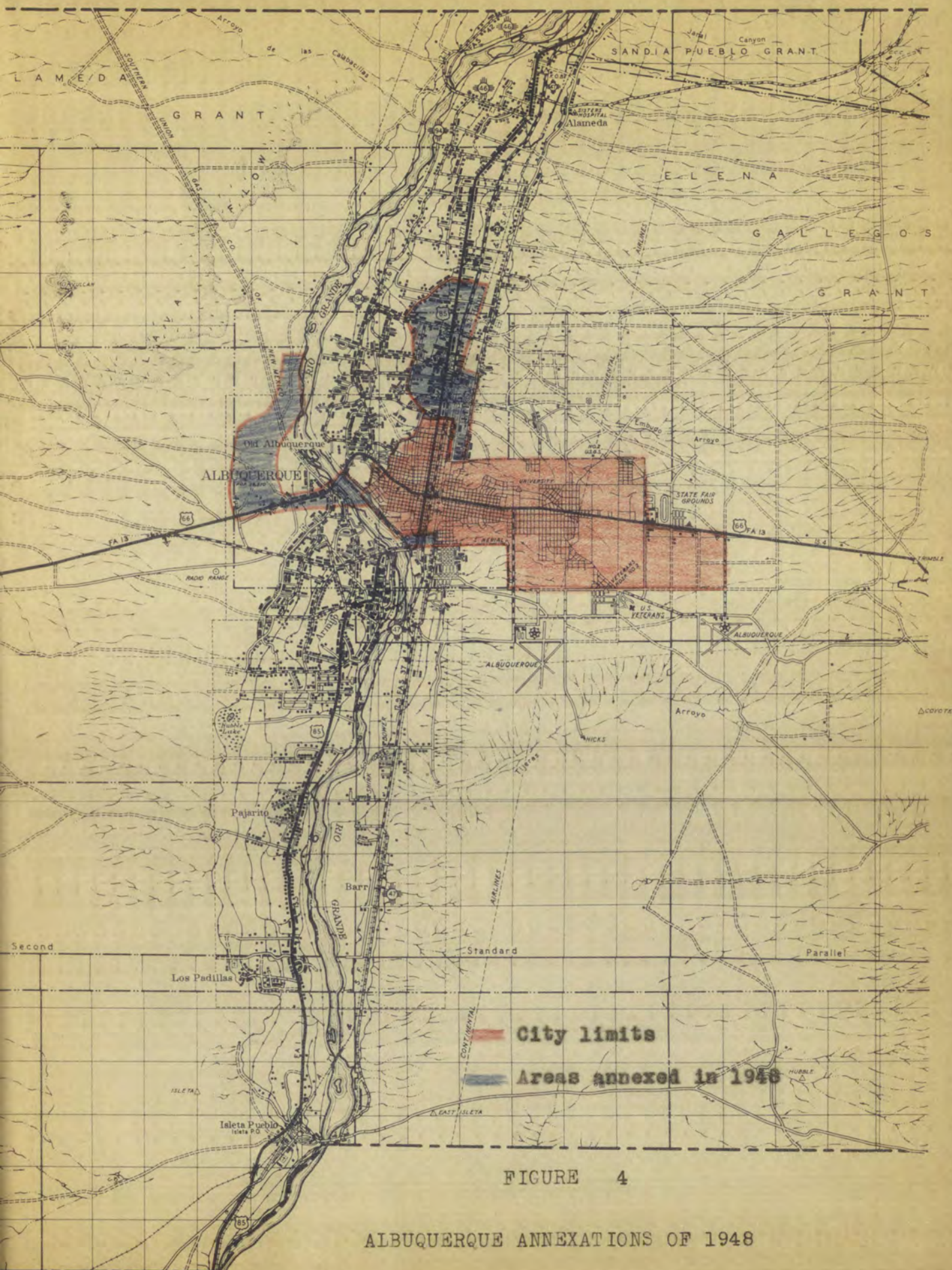


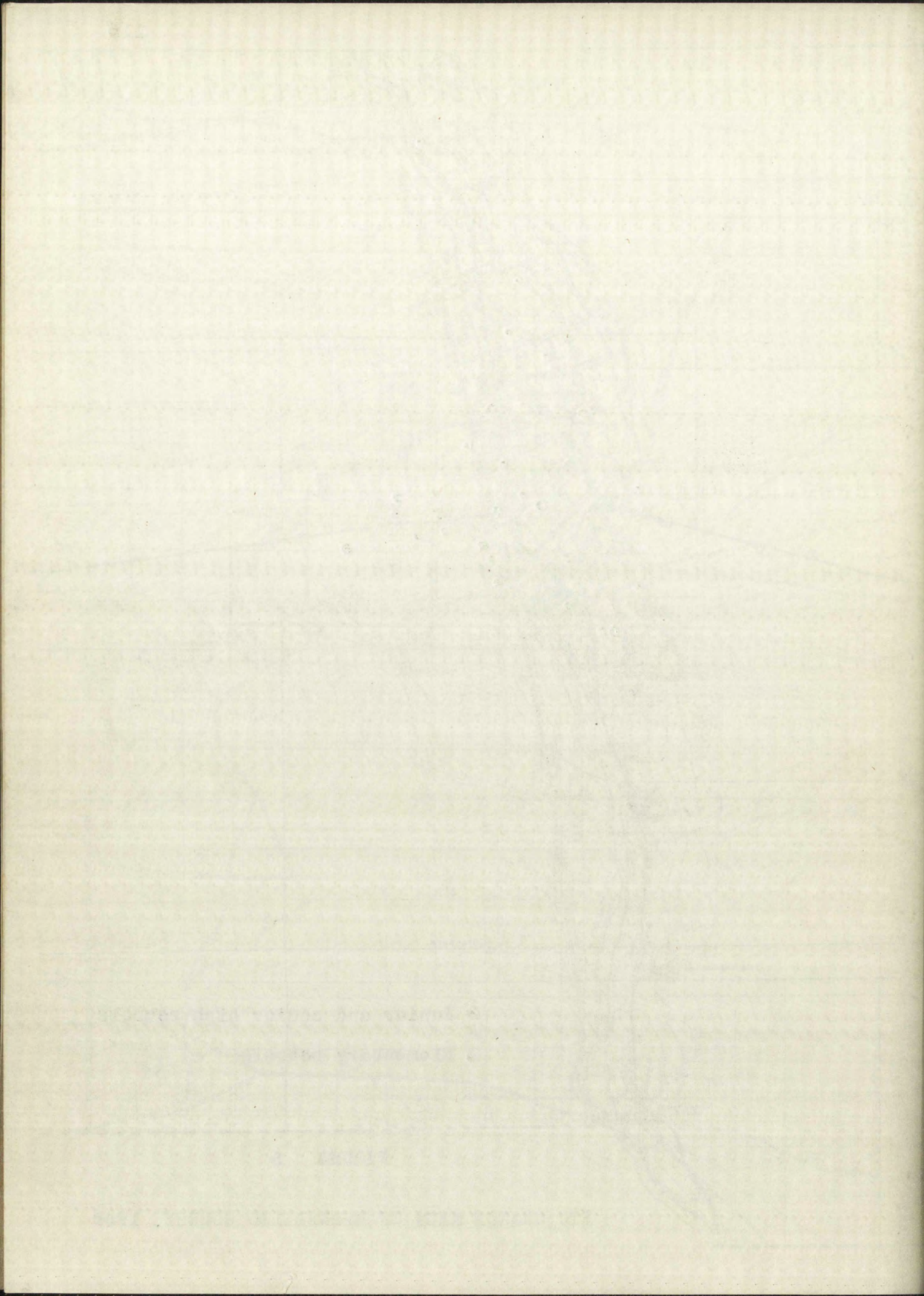
Red -- District 24, consolidated with Santa Fe County
 Blue -- District 13, consolidated with Albuquerque
 Green -- Albuquerque incorporated limits
 Numbers -- 1, 3, 6, 7, consolidated rural districts

FIGURE 3

BERNALILLO COUNTY SCHOOL DISTRICTS
 AFTER 1945 CONSOLIDATIONS







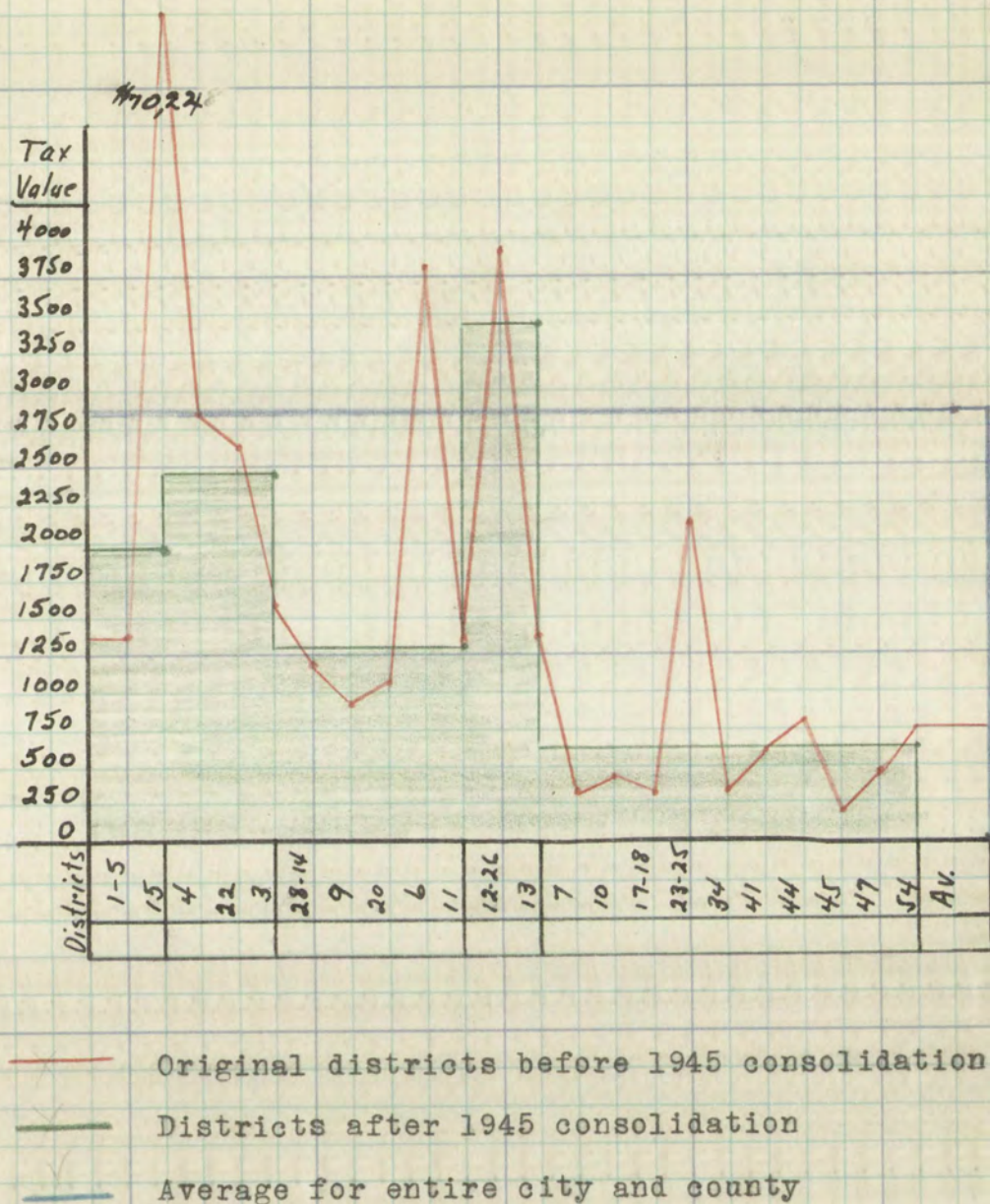
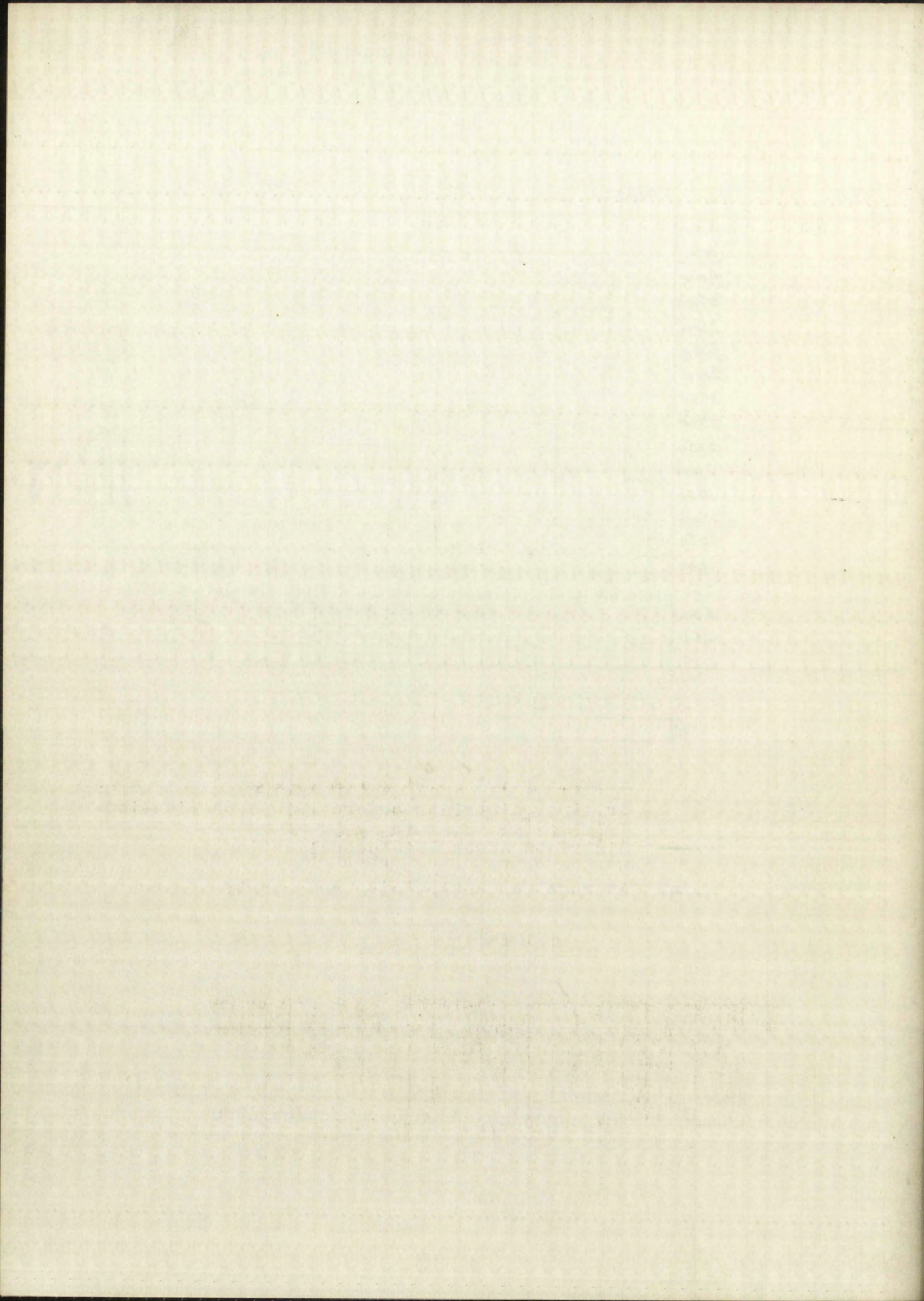


FIGURE 6

BERNALILLO COUNTY TAX ASSESSMENT VALUE PER CHILD
 IN AVERAGE DAILY ATTENDANCE, BY DISTRICTS
 FOR 1945 (SEE TABLE IV).



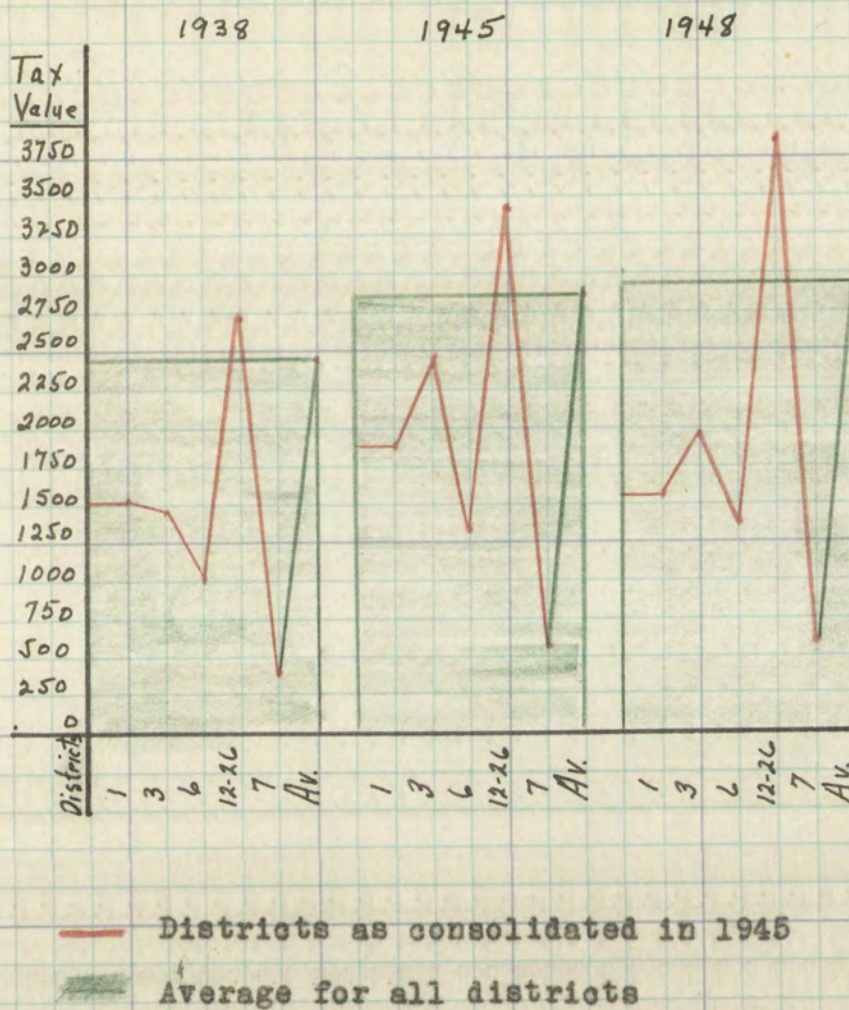
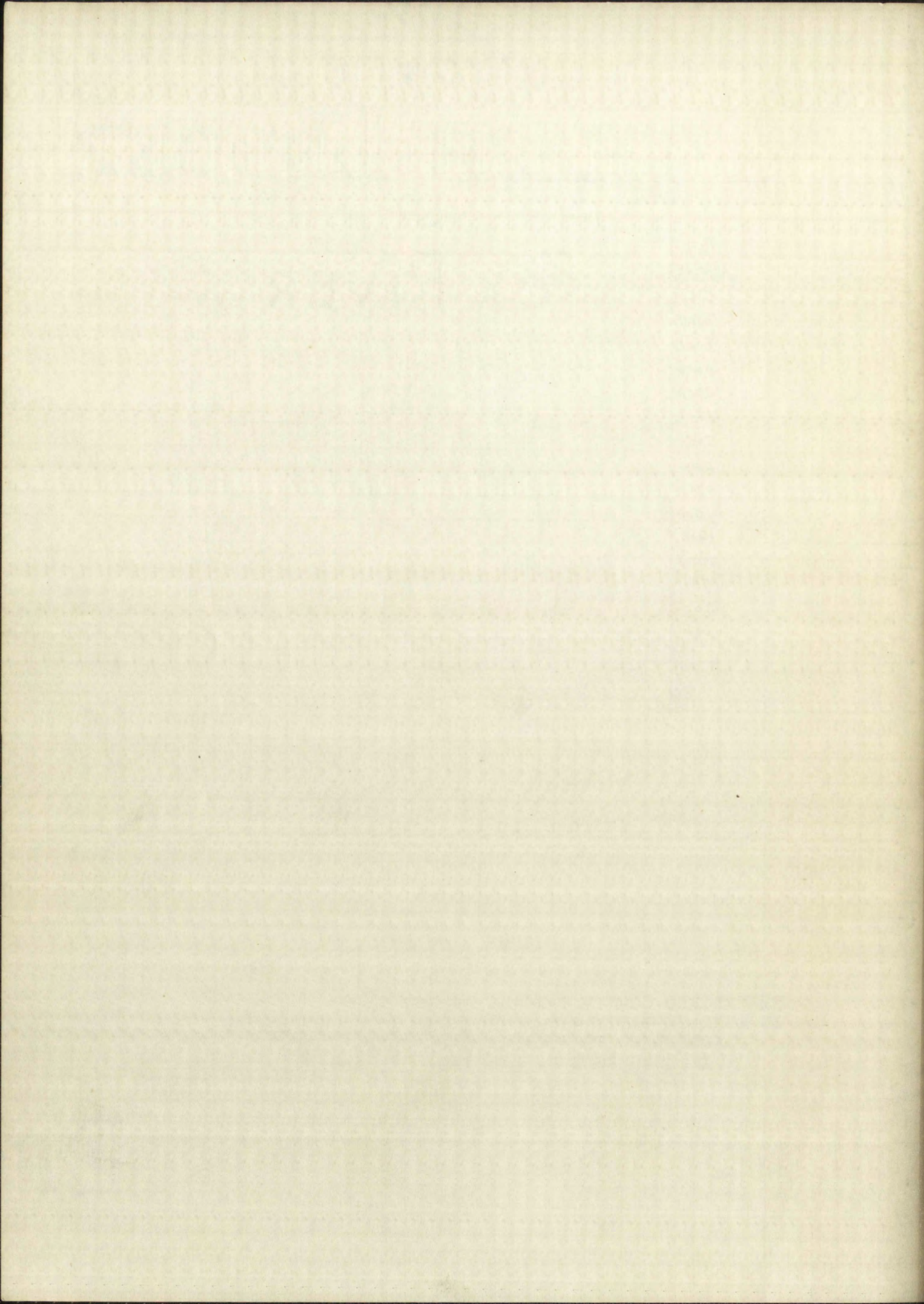
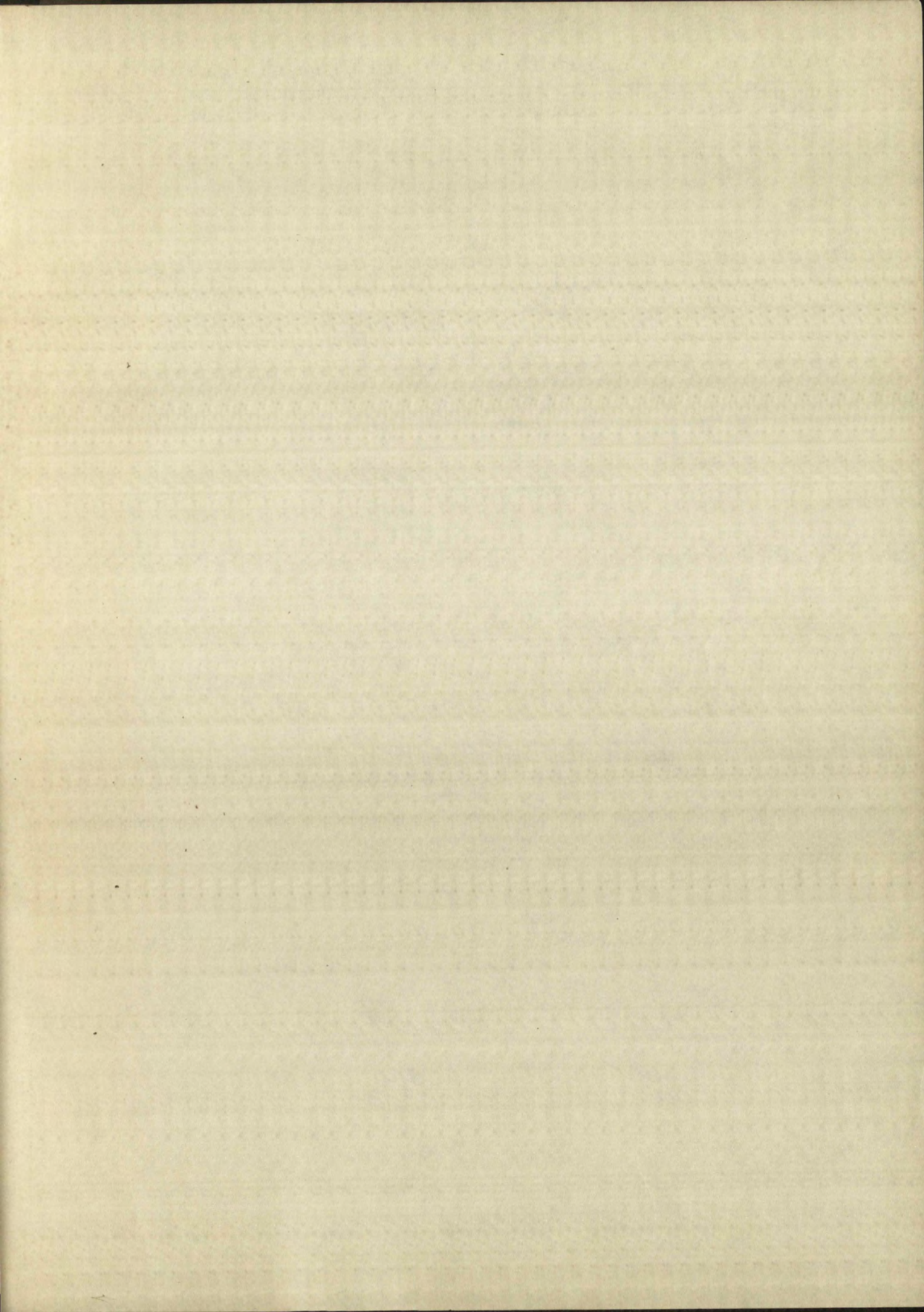
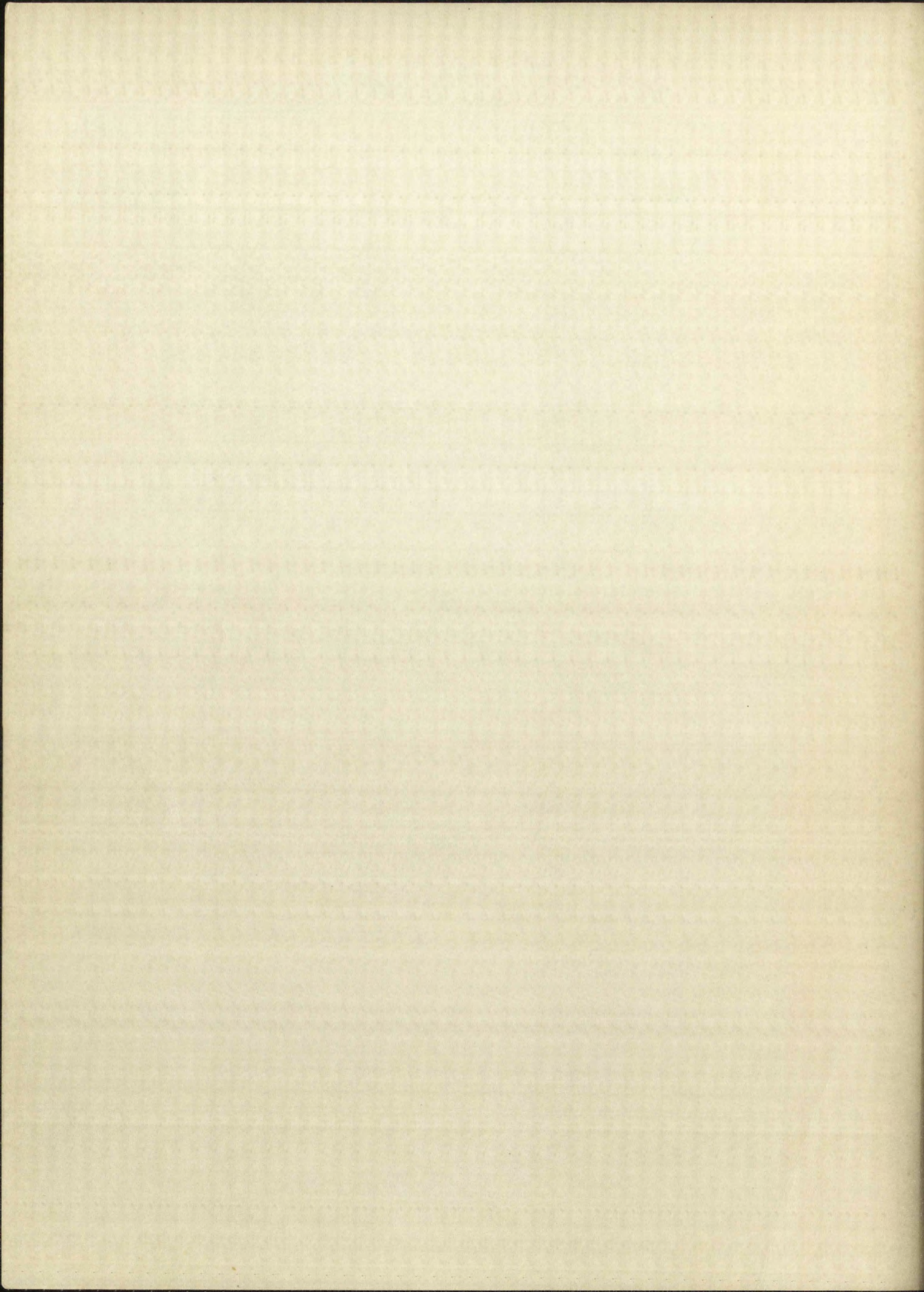



FIGURE 7

BERNALILLO COUNTY TAX ASSESSMENT VALUE PER CHILD
 IN AVERAGE DAILY ATTENDANCE FOR 1938, 45 and 48
 ACCORDING TO DISTRICTS AS CONSOLIDATED
 IN 1945, (SEE TABLES III, IV, and V).









IMPORTANT!

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

