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### A Historical Study of Education in Lincoln County

Fermin S. Montes

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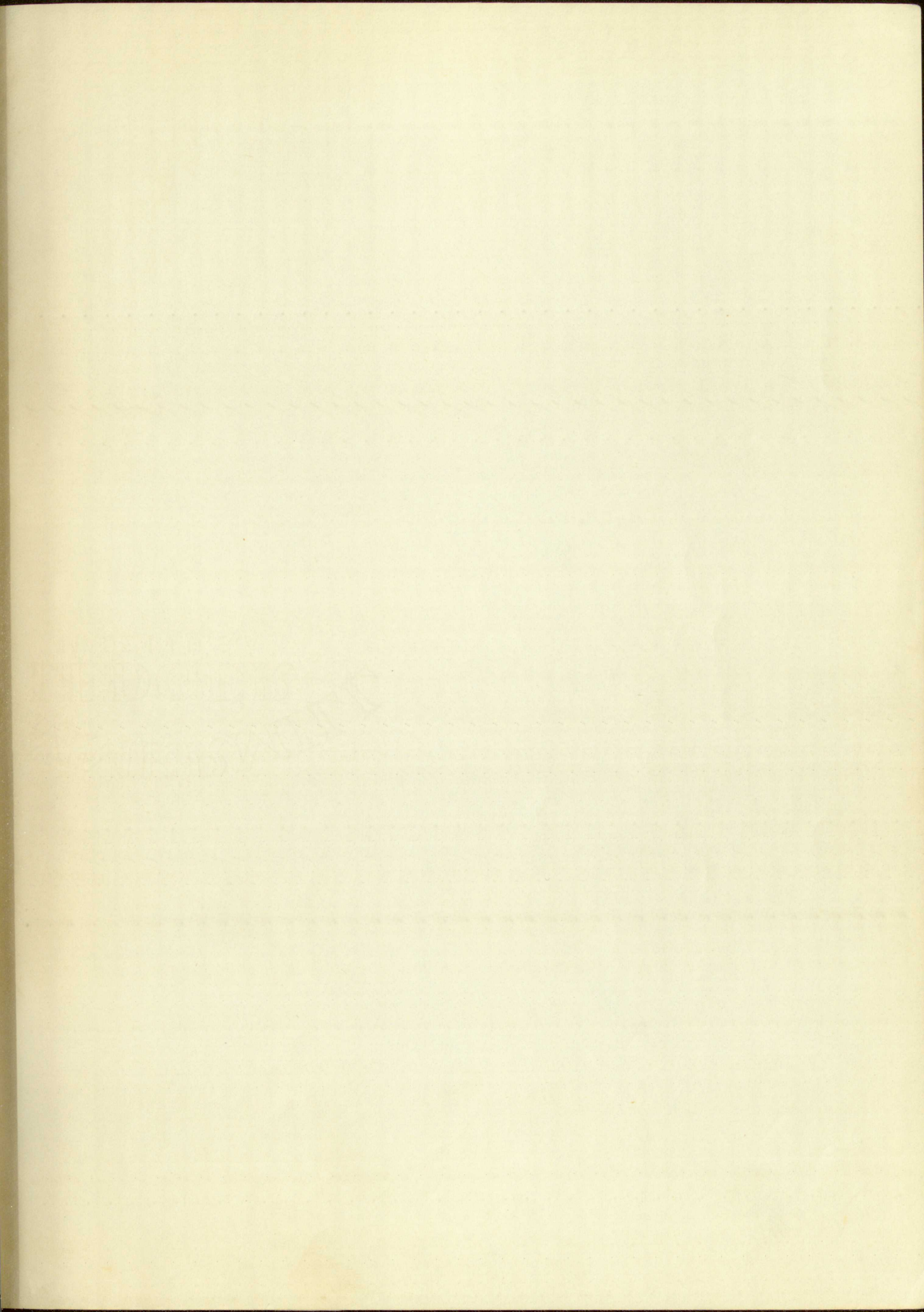
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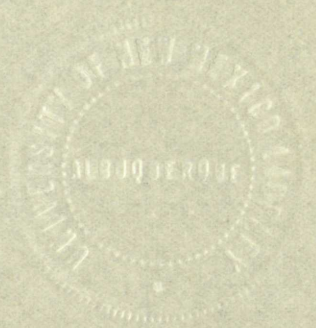
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A HISTORICAL STUDY OF EDUCATION  
IN LINCOLN COUNTY



By  
Fermin S. Montes

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

University of New Mexico

1949



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MASTER OF ARTS

*E. H. Casletter*  
DEAN

*July 19, 1949*  
DATE

A HISTORICAL STUDY OF EDUCATION

IN LINCOLN COUNTY

By

Fermin S. Montes

Thesis committee

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

MASTERS

IN THE

COLLEGE OF

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A THESIS SUBMITTED BY

THE CANDIDATE

TO

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I. INTRODUCTION

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## CHAPTER I

### INTRODUCTION

The history of education, like other historical studies, offers research opportunities of unlimited possibilities. Great have been the evolutionary steps in the progress of education through the years, but still greater changes are expected within the next decade. The early settlers labored in primitive days building the firm foundation of a great institution, the public school, to which humanity has become so closely attached.

Before events of the past become totally lost and the records unobtainable, workers in the field of educational research must unveil and preserve these crude and simple beginnings so that the people of tomorrow may better appreciate the efforts of the pioneers. In the same way that time has been gradually obscuring this information, the days that lie ahead will, in a very brief time, completely obliterate much of it. In many parts of New Mexico the founders of early settlements have almost totally disappeared and with them is going the knowledge of early happenings yet unrecorded. The few still living have interesting and valuable stories to relate. By recording these stories, research workers are able to restore life to the eventful happenings of the past.

Introduction

The history of research in the field of psychology is a long and varied one. It has been characterized by a series of discoveries and theories that have shaped our understanding of the human mind and behavior. In the early days, the study of psychology was often limited to the observation of behavior and the recording of responses. However, as the field grew, it began to incorporate more sophisticated methods and theories. The work of pioneers like Freud, Piaget, and Skinner laid the foundation for modern psychology. Today, the field is more interdisciplinary than ever, drawing on insights from biology, chemistry, and other sciences to provide a more comprehensive view of the human mind. The progress of research in psychology has been remarkable, and it continues to be an exciting and rapidly evolving field. The challenges we face in understanding the human mind are many, but the rewards are also great. As we continue to explore the mysteries of the mind, we will undoubtedly uncover new insights that will change the way we think about ourselves and the world around us.

Herein lies the challenge to students in the field of education--students who are eager to spend time on a highly valuable undertaking.

## I. THE PROBLEM

Statement of the problem. It is the purpose of this study to trace the development of public education in Lincoln County from 1869, when the county was created, to the modern school of 1948. The writer will discuss the educational opportunities in an area where bandits became famous, and where men fought men in an effort to exist. Though limited, education was carried on even in the midst of Indian massacres and the "Lincoln County Wars."

Delimitation of the problem. This study deals with the development of elementary and secondary public schools only within the boundaries of what is now Lincoln County.

Importance of the study. Historically, Lincoln County was at one time "as dangerous a country as ever lay out of doors," according to Emerson Hough. In an area of this type, with a bloody and terrorizing background, typical in many aspects of the general pioneer life of New Mexico, a research worker in the field of education will find information that is not only interesting but fascinating as well. In 1878 Lew Wallace was appointed governor of territorial

Heretofore the study of the history of the United States has been a study of the past, a study of the things that have happened, and a study of the things that are happening. It is a study of the things that are happening, and a study of the things that are happening.

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## THE HISTORY OF THE UNITED STATES

The development of the history of the United States is a study of the things that have happened, and a study of the things that are happening. It is a study of the things that are happening, and a study of the things that are happening. It is a study of the things that are happening, and a study of the things that are happening.

## THE HISTORY OF THE UNITED STATES

The history of the United States is a study of the things that have happened, and a study of the things that are happening. It is a study of the things that are happening, and a study of the things that are happening. It is a study of the things that are happening, and a study of the things that are happening. It is a study of the things that are happening, and a study of the things that are happening.

New Mexico "for the specific purpose of putting an end to the disturbances in Lincoln County and restoring order in the Territory."<sup>1</sup> By tracing education from its very early beginnings through this "carnival of crime" to the present day, information may be revealed that will add to the general knowledge and appreciation of the progress made in Lincoln County public school system.

Several books have been written about the doings of early desperados such as Billy the Kid and about the unpleasant and horrifying experiences of the settlers who constantly confronted hardships and worry. Yet the struggles against illiteracy, the problems which had to be solved, the obstacles that had to be met, and the meager accomplishments in an effort to minimize illiteracy have been left to an obscure past. The accomplishments of such "educators" as José Córdova, Esteban Collazo, José María Aguayo, and others who gave of their time that their contemporaries might not live in surroundings completely devoid of culture, are too little known or appreciated.

Present-day educators often speak of the many obstacles that need to be overcome for continued development and progress. It is hoped that this study may serve as a means of

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<sup>1</sup>John H. Vaughan, The History and Government of New Mexico (State College, New Mexico: John H. Vaughan, 1923), p. 186.

New Mexico "for the purpose of establishing a  
the disturbance in the day and night  
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encouraging educators and the average citizen towards a keener desire to improve existing conditions so that future generations may have a better and more substantial educational system than their forefathers inherited.

## II. DEFINITIONS OF TERMS USED

Public schools. Public schools refer to tax-supported elementary and secondary schools open to all children and having a teacher at the head of the school.

Consolidation. Consolidation is the elimination of boundary lines between two or more districts and their combination into one unit for educational purposes.

Placita. A placita is any small settlement composed of several families.

## III. SOURCES OF THE DATA

Data were secured from personal interviews with "old-timers" living in different parts of the county. Additional information was obtained from the reports and records filed in the office of the State Superintendent of Public Instruction and from records and reports of the Lincoln County superintendent of schools, tax assessor, and treasurer. Other sources of data were literature on the history and development of New Mexico, United States government publications and reports, county newspapers, and periodicals

encouraging... or desire to... stations... system...

II. DESCRIPTION OF THE CASE

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III. SUMMARY OF THE CASE

There were several... times... information was... in the office of... tion and... Superintendent of... Other sources of... development of... cation and research...

dealing with education.

#### IV. METHODS OF PROCEDURE

Data obtained through interviews were carefully evaluated and classified on a chronological basis, beginning with the very earliest schools early in the second half of the nineteenth century. All available sources of material were studied; scattered bits of information were carefully read and analyzed. By studying, analyzing, and classifying all information, the writer established a continuous picture of educational progress.

#### V. REVIEW OF RELATED STUDIES

Historical studies of Lincoln County have been written but, so far as the writer knows, this is the only study of the educational system in the county. The thrilling adventures of the early settlers have been related in other writings, but the development of education has never been assembled under one title, showing the continuity of progress through the years.

#### VI. ORGANIZATION OF THE REMAINDER OF THE STUDY

Following Chapter I, the study is divided into five additional chapters. Chapter II offers a detailed description of Lincoln County as background for a better understand-

1. THE PROBLEM OF THE ACCIDENT

Data obtained from the investigation of accidents are noted and classified on a chronological basis. The very earliest accident records are found in the nineteenth century. At that time, the records were studied; scattered bits of information were collected and analyzed. The statistics, however, were not of information, the statistical method was a very primitive educational progress.

2. THE HISTORY OF ACCIDENT RECORDS

Historical records of accidents in the United States, but, so far as the writer knows, there is no record of the educational system in the United States. The records of the early years have been written in a very simple form, but the development of accident records has been rapid under our system. The records are now being kept through the years.

3. THE DEVELOPMENT OF THE ACCIDENT RECORD

Following the accident in the United States, the additional records are being collected. The records are being kept in a very simple form, but the development of accident records has been rapid under our system. The records are now being kept through the years.

ing of the public educational institutions now in existence. A brief statement of the chief historical points of interest will acquaint the reader with one of New Mexico's most interesting counties. The description of the county will include geographical features, mentioning the original boundaries of the county and the changes that have taken place prior to the establishment of the present county boundaries. The latter part of Chapter II is concerned with inhabitants of the county, the changes in population through the years, and the migration of people from centers of diminishing activity to centers of progress and growth. Two Lincoln County towns give one vivid examples of the changes that take place as time marches on.

The early attempts to carry on an educational program, from about 1870 to 1891, the obstacles that had to be overcome, and the first contributions to a continued development in the field of learning are covered in detail in Chapter III. These early attempts and failures paved the way for a steady upward movement in education brought about as a result of the wave of immigration and culminating in the opening of the first real public schools in New Mexico in 1891.

The big job that confronted the people, the many barriers that had to be removed, and the accomplishments that were realized from 1891 to 1912, when New Mexico became a state, are discussed in Chapter IV.

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Chapter V describes the educational system in the county from 1912 through World War I, the depression years of the thirties, World War II, and the post-war years to 1948.

The final chapter presents a summary of findings, conclusions, and recommendations.

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Chapter V discusses the statistical data on the

country from 1912 through World War I and compares it with

of the United States, and the author's conclusions.

1918.

The final chapter presents a summary of the

conclusions, and recommendations.

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## CHAPTER II

### THE COUNTY'S HISTORY AND GEOGRAPHY, PEOPLE AND WEALTH

The Red Man lived here; later the Spaniard and the Mexican vacationed here; and later still the Anglo, too, made Lincoln County his camping ground. Liking it and determined to stay, these peoples fought each other to gain a permanent foothold on the vast areas of pasture, scenic, and fertile lands that lay before them practically untouched, totally undeveloped, tempting all who came. In spite of the struggles and the hostility and the terror that were engendered, Lincoln County is still inhabited by the Indian, the Spaniard, the Mexican, and the Anglo--all living a contented life, sharing their joys, their troubles, their institutions, and their many scenic attractions with each other.

#### I. HISTORY

Excavations in the canyons, the valleys, and the mesas have unearthed Indian relics and skeletons which are proof of the coming and passing of early Indian adventurers over the vast areas of the county. These may have been the Apache tribes as they journeyed here or lived here in permanent settlements. Then, too, the early Spaniards and Mexicans passed through this section of the Southwest, stayed briefly, and then went on or became victims of the Red Man. A few families,

THE COUNTY'S HISTORY AND DEVELOPMENT

The land that lies beneath the feet of the people of this county has a long and varied history.

Indian legends tell of the first settlers, who came to this land in the early days.

They made their homes in the valleys and on the hills, and lived in peace and harmony.

For many years they remained in this land, and their descendants have lived here ever since.

But the land was not always so peaceful. There were times when the people were at war with each other.

And there were times when the land was taken by the hands of the conquerors.

But the people of this county have always been brave and strong, and they have always fought for their freedom.

And now, in these days of peace and prosperity, they are once again building a new and better life for themselves.

For the people of this county are proud of their heritage, and they are determined to make the most of the land that has been given to them.

And so, the history of this county is a story of courage and sacrifice, of struggle and triumph.

It is a story that has been told for many years, and it is a story that will continue to be told for many years to come.

For the people of this county are a people who are proud of their past, and who are determined to make the most of their future.

II. HISTORY

Excavations in the early years of the century have revealed the remains of a civilization which has been forgotten.

These remains are of great interest, and they show that the people of this county were once a powerful and advanced people.

Their culture was based on agriculture, and they were known for their skill in the use of the bow and arrow.

They were also known for their art, and their buildings were of great beauty and strength.

But the civilization of this county was not to last. It was destroyed by the hands of the conquerors, and its people were scattered to the winds.

And so, the history of this county is a story of a civilization that was once great, but which has now been forgotten.

But the people of this county are proud of their heritage, and they are determined to make the most of the land that has been given to them.

And so, the history of this county is a story of courage and sacrifice, of struggle and triumph.

however, stayed and established the first permanent settlements of the white people in the county.

The written record of people living in this part of New Mexico begins in 1855, almost one hundred years ago, following the American invasion of the state in 1846:

Americans of Spanish and Mexican stock founded the first settlement in the present county in 1855, and other settlements followed, but it was a region of large ranches, and except for Lincoln, the county seat, sparsely populated.<sup>1</sup>

In the same year Fort Stanton came into existence as an outpost for United States Cavalry called to this region to subdue the then vicious and hostile Apache Indians. The fort was first located two miles below the present site on the Bonito River, but later it was moved to the site where Fort Stanton now stands. Today it is used principally for the hospitalization of ex-marines.

The Americans of Spanish and Mexican stock came from the Rio Grande Valley and the Manzano Mountains to settle in Lincoln County. They settled a few miles below Fort Stanton in a placita which they called Rio Bonito. Later, in 1859, another settlement was started near the Rio Bonito community. This new settlement was named Las Placitas, but after the county was named Lincoln in honor of President Lincoln, Las Placitas was also re-named Lincoln. "It was the

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<sup>1</sup>New Mexico, compiled by Workers of the Writers' Program of the Work Projects Administration in the State of New Mexico, 1940 (New York: Hastings House, 1940), p. 384.

however, stayed and were killed by the Indians.

ments of the white people in the country.

The writer heard of several Indians in the past.

New Mexico being in 1850, almost all the Indians were killed.

Following the American invasion of the state in 1848.

Indians of the state and Mexican people. The first settlement in the present state was in 1598. Other settlements followed. In 1848, the state was a large nation, and was the largest in the world.

In the same year, the state was the largest in the world.

an outpost for United States territory in this region.

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fort was first located in the state, and the state was the largest in the world.

the Indian people, and the state was the largest in the world.

Fort Stanton was a small town in the state, and the state was the largest in the world.

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the Rio Grande Valley and the Indian people were the largest in the world.

In Lincoln County, they settled a new state in the world.

Stanton in a small town in the state, and the state was the largest in the world.

In 1850, another settlement was made in the state, and the state was the largest in the world.

community. This was the first time in the state, and the state was the largest in the world.

after the county was settled in the state, and the state was the largest in the world.

coin, the state was the largest in the world.

The Indian people, who were the largest in the world, were the largest in the world. The state was the largest in the world, and the state was the largest in the world.

county seat until 1913, when the seat was changed to Carrizozo."<sup>2</sup>

Other settlers founded small placitas along the streams of the region. One of these settlements was located west of the present town of Picacho and was known as the Missouri Plaza. This and some of the other smaller settlements were later abandoned. Thus Lincoln County remained a region of large pastures, fertile valleys, and beautiful mountains and mesas, and, except for Lincoln Town, the county continued to be sparsely populated. Although the population of Lincoln County in 1870, one year after it was created, was 1,803, one must remember that the county at this time comprised almost one-fourth of the entire territory of New Mexico.

Other courageous adventurers followed. By the early seventies, sheep raising and cattle raising became flourishing occupations. The first herds of cattle, except for the small herds owned by the Spanish and Mexicans, were probably brought to Lincoln County during the Civil War. "In 1863, a herd of steers was wintered in and around Fort Stanton."<sup>3</sup>

"But a new element was beginning to drift into the lowlands of the Pecos Valley from the south and east. It

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<sup>2</sup>Loc. cit.

<sup>3</sup>R. E. Twitchell, Leading Facts of New Mexican History (Cedar Rapids, Iowa: The Torch Press, 1911), Vol. II, p. 297.

County seat until 1871, when it was moved to  
Pittsburg.

Other statistics follow:

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was composed of restless cattlemen from western Texas."<sup>4</sup> As these mingled with the old cattlemen of the county, troubles began, and soon the newcomers and the old settlers were at war. These disorders were known as the "Lincoln County War" (1876-1878). Each group accused the other of stealing cattle. The punishment for stealing or molesting cattle was death, and this, of course, brought terror into the entire settlement and fear and anxiety into every home. One of the famous desperados of the times was Billy the Kid. In 1878 General Lew Wallace was made governor of the territory, with his big assignment that of putting an end to these disorders. When Sheriff Pat F. Garrett killed the brave and feared Billy the Kid in 1878, much of the terror died down.

To add to the dangers that existed, the Mescalero Apaches also came to the homes and farms and stole goats, sheep, cattle, and even children. It is reported by some of the old-timers that the men and women hoeing the gardens and fields carried arms just in case Indians should come. Young children tending goats and sheep were forced to remain close to their home, in full view of the parents, so that they could be protected, for it was nothing unusual to have the Apaches carry off some of the young children as captives. Indians were reported to come in small groups

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<sup>4</sup>John H. Vaughan, The History and Government of New Mexico (State College, New Mexico: John H. Vaughan, 1923), p. 181.

was composed of... these minutes with the... began, and soon the... war. These... (1875-1878). Each year... the. The... death, and... settlement and... famous... General... his... When... Billy... as... apaches also... sheep, cattle, and... of the... and... Young... main... that they... have the... captives.

and attack from several directions at the same time.

The Indians caused trouble until the year 1886 when:

General Nelson A. Miles succeeded in capturing the dreaded Indian chief, Geronimo. From that time the incursions of the Indians ceased forever and the people of New Mexico were enabled to enter upon the most complete development of its industries.<sup>5</sup>

## II. GEOGRAPHY

Creation. "Lincoln County, in its original form, was created on January 16, 1869, from the western [eastern] part of Socorro County."<sup>6</sup> This new county was created because of the increased development of the cattle industry and the mining activity in the area. The new county was enlarged February 15, 1878, to include the eastern part of Dona Ana County. At this time Lincoln County included almost one-fourth of the entire territory of the state. On February 25, 1889, a part of Lincoln County was made into Chaves and Eddy counties. Then on January 30, 1899, Otero County was created from the southern part of Lincoln County and the eastern part of Dona Ana County. "Only minor changes have been made in the area of the county since that time."<sup>7</sup>

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<sup>5</sup>Benjamin M. Read, Popular Elementary History of New Mexico (Cedar Rapids, Iowa: The Torch Press, 1914), p. 115.

<sup>6</sup>Charles F. Coan, A History of New Mexico (Chicago: The American Historical Society, Inc., Vol I, 1925), p. 385.

<sup>7</sup>Ibid., p. 561.

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According to Ralph Emerson Twitchell "the county has an area of 4,954 square miles, or 3,170.600 acres, more than four times the area of Rhode Island."<sup>8</sup>

Location. The present Lincoln County is located nearly in the center of New Mexico, bounded by Torrance and Guadalupe counties on the north, Roosevelt and Chaves counties on the east, Otero, Dona Ana, and Chaves counties on the south, and Socorro County on the west.

The figures that immediately follow indicate how the counties were created and geographical boundaries changed from 1863 to 1948.

Altitude. The altitude varies between 4,500 feet on the eastern part to 10,000 feet in the northern and western part.

Drainage. The principal mountains are the Sierra Blanca at whose foot is located the beautiful resort of Ruidoso, a fast-growing modern town, Sierra Capitan to the north, and the Nogal and Carrizo ranges in the central and southern portions. These mountains are well covered with pine, pinon, juniper, oak, and cottonwood. The loftier ranges run north and south and are spurs or offshoots of the Rocky Mountains. The eastern slopes are comparatively well

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<sup>8</sup> Twitchell, loc. cit.

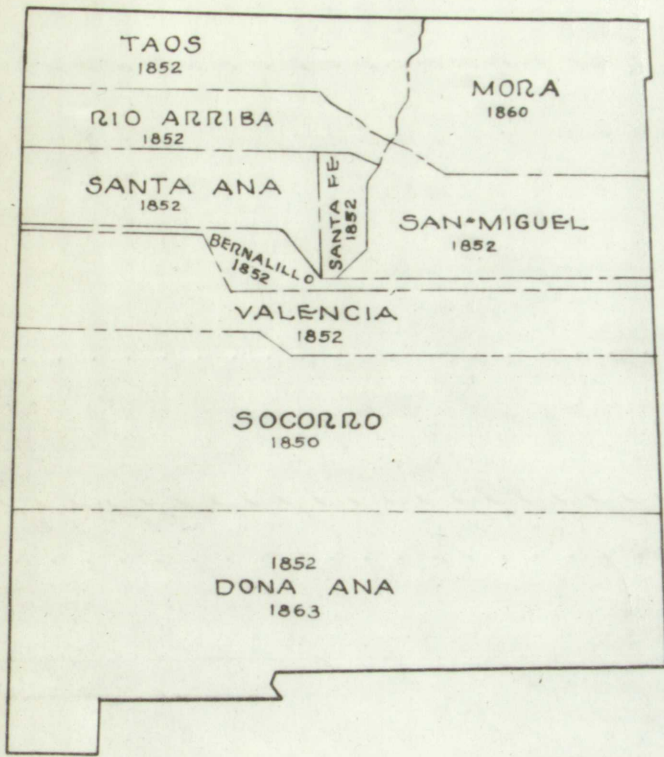
According to Ralph H. Whitcomb, the county is about  
of 4,974 square miles, or 3,127,000 acres, more than four  
times the area of Rhode Island.

Location. The present county is located near  
it in the center of New Mexico, bounded by Colorado and Texas  
to the east, Arizona to the south, and New Mexico to the west.  
and Socorro County on the east.

The first town established within the county was the  
counties were created and organized. Established in 1856, the  
1853 to 1858.

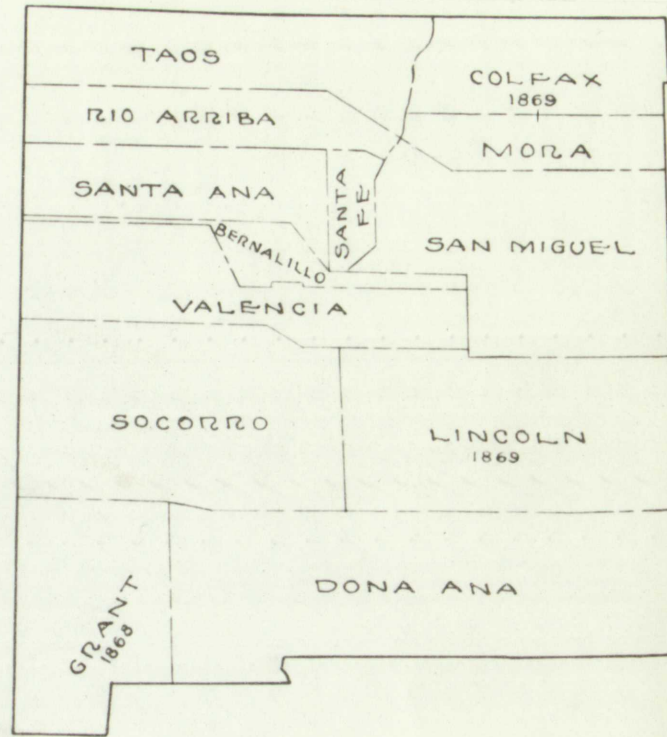
Area. The entire area of the county is about 4,974  
the county is about 4,974 square miles, or 3,127,000 acres, and  
part.

Population. The population of the county is about 10,000.  
Blanco at whose foot is located the principal town, Alamosa.  
also, a few scattered settlements are located in the  
north, and the Rio Grande flows in the south, and  
northern portions. These settlements are well covered with  
pine, alamo, juniper, oak, and cottonwood. The principal  
ranges run north and south and are composed of granite and  
Rocky Mountains. The eastern slopes are very fertile and



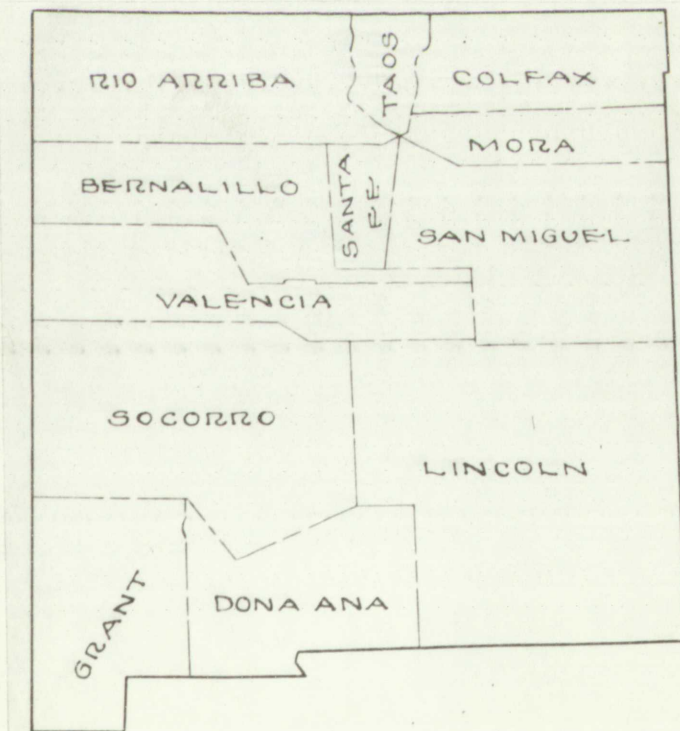
1863

FIGURE 1



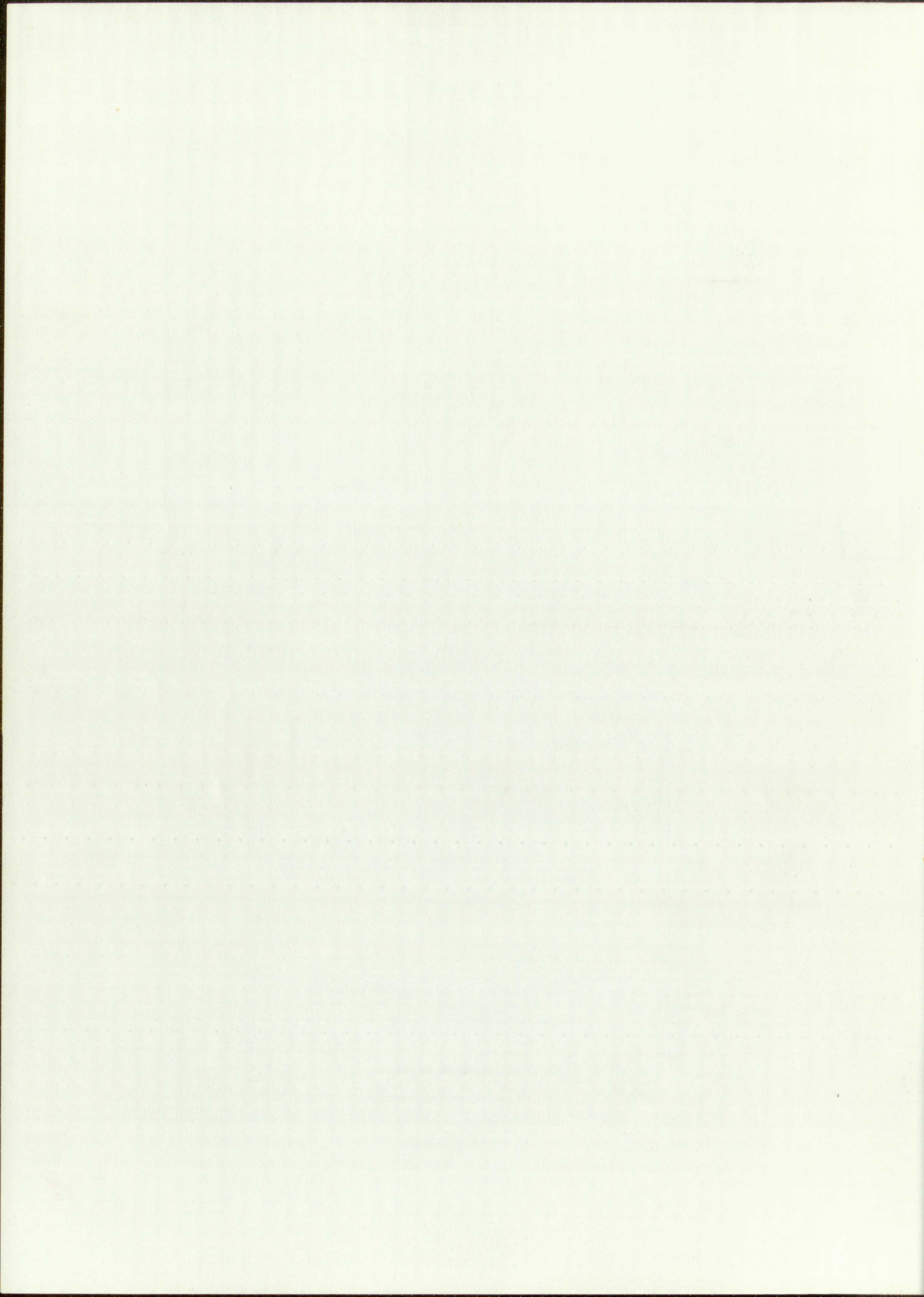
1870

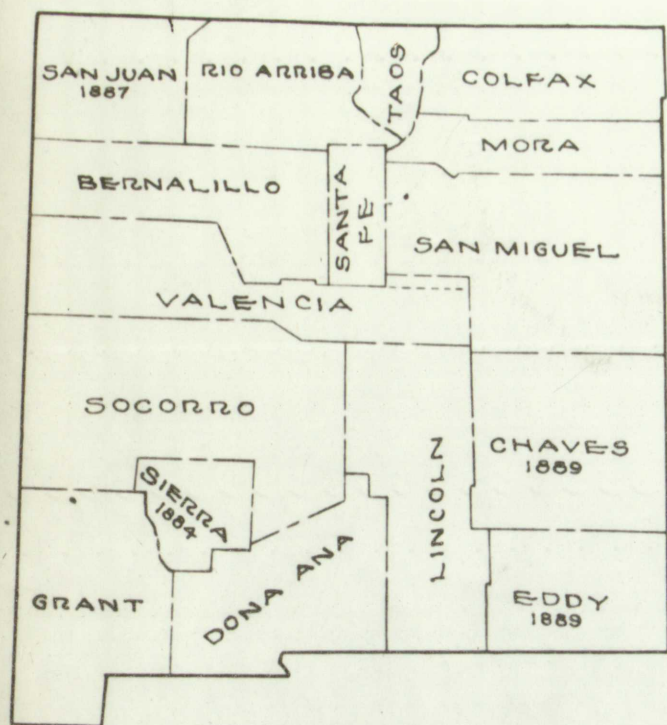
FIGURE 2



1880

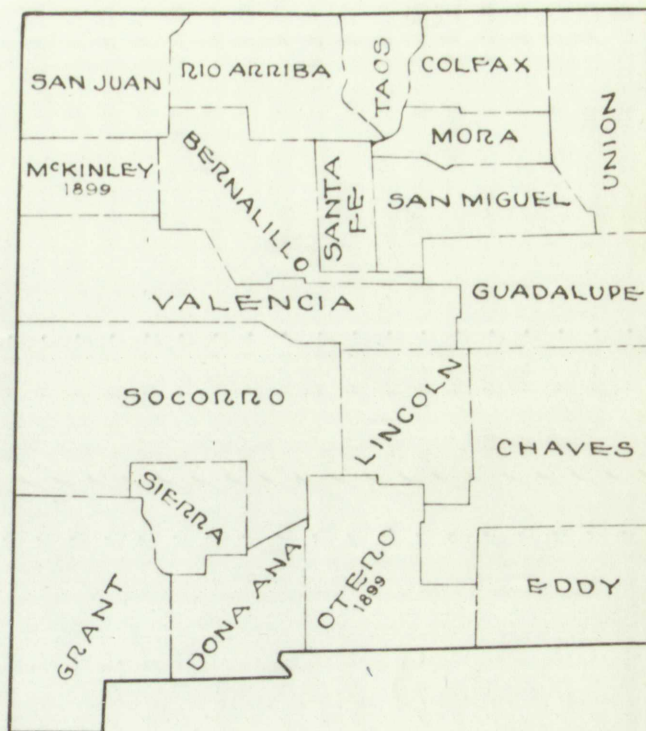
FIGURE 3





1890

FIGURE 4

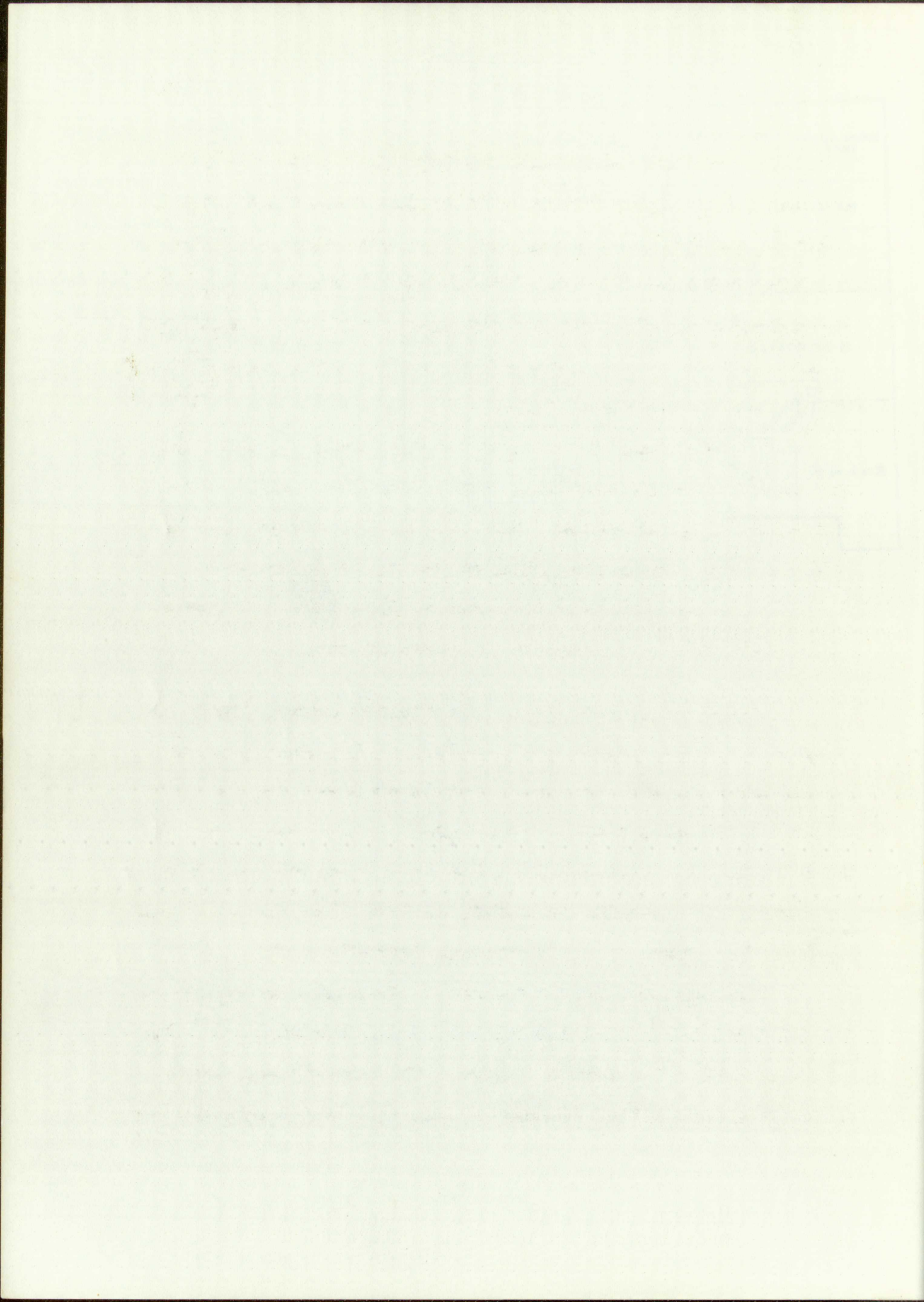


1900

FIGURE 5



FIGURE 6



watered. Besides innumerable springs, there are several streams which supply the fertile valleys with water for agricultural purposes. The main water courses are the Bonito, Ruidoso, and Hondo Rivers. These are all small streams, but furnish sufficient water to maintain a thriving population. On the west slope there are other small streams, the Tortolita, Water Canyon, and Three Rivers.

A great deal of the land of the county is not suitable for farming and is used as pasture land for hundreds of sheep, cattle, and goats. Springs, wells, rivers, and artificial dirt reservoirs furnish the flocks with water.

A large area near the town of Carrizozo is covered with lava rock. This region is known as Malpais.

Climate and rainfall. The average annual precipitation at Fort Stanton is sixteen inches, in the higher mountains twenty inches is common, while at lower levels in the western part of the area the rainfall is not more than ten inches. The mean temperature for the period between October and March, both months included, at Fort Stanton is  $41^{\circ}$  and during the months of April through September,  $62^{\circ}$ .

The cool and mild summers in the mountains of Lincoln County are the main reason why tourists come there in large numbers during the summer months. The magnificent mountain areas and interesting landmarks make one forget momentarily



the hardships endured by the pioneers during the last half of the nineteenth century. The climate of Lincoln County "is one of its glories and its greatest assets."<sup>9</sup> "A large body of land in the county is included in the Lincoln National Forest, the area being 444,251 acres."<sup>10</sup>

### III. THE PEOPLE

According to an editorial appearing in the Ruidoso News on August 20, 1948:

The population of the final Lincoln County has remained almost equally divided Spanish and Anglo blood. Two languages are still written and spoken although the cultures of the two races have mixed and mingled to build a united area full of friendliness and understanding not to be surpassed by any place in the state.<sup>11</sup>

The natural beauty of the land, where the old settlers welcome the steady flow of new settlers, has made possible the continuous growth in population, and the carefree living exhibited in the placitas that now occupy the valleys, mesas, and canyons of the county. The Indian, the Spaniard, the Mexican, the Anglo, and others now live a peaceful life of work, of enjoyment, of leisure, with an ardent desire for continued progress.

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<sup>9</sup>Twitchell, op. cit., p. 299.

<sup>10</sup>Coan, op. cit., p. 561.

<sup>11</sup>Editorial in The Ruidoso News, August 20, 1948.

The harbinger... the nineteenth century... one of its glories and its... of land in the country is... forest, the area being...

III. THE PROBLEM

According to an editorial appearing in the...

Here on August 30, 1904...

The population of the... mained almost... The language... but in a... ing not to be...

The... of the...

There... the... living... sense, and... the Mexican... of work, of enjoyment, of... continued progress.

Published by the...

Copyright, 1904...

Printed at the...

According to the census report of 1940, there are 8,557 inhabitants in the county. These people have made their homes in different parts of the county, some remaining in the placitas where they were born, others having moved into the larger settlements. The towns that now have the largest population are Carrizozo, Capitan, and Ruidoso. Many of the Lincoln County residents live on their own ranches several miles off the main highways.

Table I gives the population of the election precincts in the county from 1880 through 1940. According to the census of 1860, though Lincoln County had not yet been created, there were two known settlements in the region. These were Rio Bonito with a population of 273 and Fort Stanton with a population of 122. The census of 1870, one year after Lincoln County was organized, gives 1,803 as the population of the county. The census of 1880 gives a total population of 2,513, but one must remember that in that year Lincoln County included all of Chaves and Eddy counties. In 1890 the population of the county was 7,081, but the southern part of the county had not yet been taken to form part of Otero County. As a result of these boundary changes, the census totals in population as shown on Table I for the years 1880 and 1890 are only for precincts that remained a part of the county after Eddy, Chaves, and Otero counties were created.



TABLE I

## POPULATION OF ELECTION PRECINCTS IN LINCOLN COUNTY

Precinct	No.	1880	1890	1900	1910	1920	1930	1940
Lincoln	1	638	854	1065	1024	804	895	905
Hondo	2		324	325	760	822	854(a)	992
Arabela	3			345	621(b)	503	242(c)	197
Picacho	4		405	384	319	369	410	419
Reventon	5			183	229	214	168	69
Encinoso	6		263	242	189	282(d)	143	146
Jicarilla	7			122	178	102	238	130
White Oaks	8	268	719	804	471	357	109	110
Capitan	9			670	567(e)	635	551	1127
Ruidoso	10		270	348	348	300	549	516
Nogal	11		420	165	284	237	196	178
Bonito	12		359	300	337	315	189	182
Corona	13				700(f)	718	717	811
Carrizozo	14				1082(g)	1405	1242	1682
Oscuro	15				289(h)	146	81	41
Ancho	16				482(i)	370	269	188
Spindle	17					244(j)	132	108
Joneta	18						213(k)	114
White Mt.	19							602(l)
Ramon	20							40(m)
Totals		906	3614	4943	7822	7823	7198	8557

(a) Returned as San Patricio in 1890, 1900, 1910, and 1920.

(b) Returned as Agua Azul in 1900.

(c) Returned as Las Palas in 1910 and 1920.

(d) Returned as Las Tablas in 1890 and 1900 and as Richardson in 1910.

(e) Returned as Gray in 1900.

(f) Organized from part of the White Oaks precinct in 1902; part taken to form part of Torrance County in 1905.

(g) Organized from part of White Oaks precinct in 1906.

(h) Organized from part of Carrizozo precinct in 1909.

(i) Organized from part of Jicarilla precinct in 1909.

(j) Organized since 1910; no information as to territory from which organized.

(k) Organized from parts of Jicarilla and Corona precincts in 1924.

(l) Organized from parts of Ruidoso and Bonito precincts in 1931.

(m) Organized from parts of Joneta precinct in 1936.

TABLE 1

POPULATION OF DISTRICTS IN 1900 AND 1910

District	1900	1910
Lincoln	1,000	1,200
Hondo	800	900
Arabela	700	800
Pleasant	600	700
Reverend	500	600
Endicott	400	500
Liberty	300	400
White Oak	200	300
Capitan	100	200
Ridgely	100	200
Hogel	100	200
Honora	100	200
Corona	100	200
Carroll	100	200
Osage	100	200
Archie	100	200
Spindale	100	200
Jonas	100	200
White Mt.	100	200
Ransom	100	200

NOTED  
SECOND  
CONTINUED

- (a) Returned as ... in 1900.
- (b) Returned as ... in 1900.
- (c) Returned as ... in 1900.
- (d) Returned as ... in 1900.
- (e) Returned as ... in 1900.
- (f) Organized from part of ... in 1900.
- (g) Organized from part of ... in 1900.
- (h) Organized from part of ... in 1900.
- (i) Organized from part of ... in 1900.
- (j) Organized from part of ... in 1900.
- (k) Organized from part of ... in 1900.
- (l) Organized from part of ... in 1900.
- (m) Organized from part of ... in 1900.

As time goes by, great changes take place. The writer will give two vivid examples of the migratory spirit of the people--first of a settlement that grew up, flourished with activity and progress, and then became a roadside ghost town and second that of an uninhabited region which was but a forested paradise for birds and animals of the woods, but which has become the site of one of the county's largest villages and one of the Southwest's most popular year-round playgrounds.

Traveling some fourteen miles northeast of Carrizozo, one reaches a low, rocky hill which is quickly ascended. There before him are the remains of a once rich mining town in the county and known as White Oaks. Traveling over the winding road at the canyon bed in the juniper-covered mountains, one sees the weather-beaten adobe walls of what were once the homes of early inhabitants.

Years ago, on pay day, men hurried in and out of the big bank which is now abandoned, with its doors and windows showing marks of many years of inactivity. The roof of the "Little Casino," a deserted bar and dance hall, has caved in. The post-office building is gradually giving up its fight to hold itself together. All around reigns a silence, the type of nostalgic silence which brings a yearning for a return of events as they once existed. There on the hillside stands a dwelling and people live in it, but there on the same hill-

as time goes by, every one of these things  
written will give two with more or less of the  
of the people--first of a sort of a  
with activity and interest, and then a  
born and second hand of an individual  
a forested paradise for a man and a  
which has been the first of the  
villages and one of the  
playgrounds.

CIENCY  
SE BOND  
CONTENT

one reached a lot, many of the  
there before him the first of a  
in the country was known as  
winding road at the bottom of  
tains, and then the  
once the house of  
Tears and the  
his bank which is now  
showing signs of  
"Little Casino", a  
the post-office building  
hold itself together  
of building  
events as they  
dwelling and people

side, among the junipers and pinons, are many others whose doors are barred and which show no sign of life except for some bird that has built its nest under the aging eaves of the roof. A few families live in that town, very few. They enjoy the quietness and solitude and often remember the once wealthy booming mining town of many years past.

The abandoned gold mines are seen in the distance, but the view that brings the most depressed feeling is that of the red brick school building, as it stands there surrounded by empty brick and adobe buildings that once housed the many children who attended school there. There are not enough children in the town now to open the school; so the building stands locked, and one is reminded of the poem, "The Little People" by John G. Whittier as it appeared, in part, in McGuffey's third grade readers published in 1896:

#### THE LITTLE PEOPLE

A dreary place would be this earth,  
 Were there no little people in it;  
 The song of life would lose its mirth,  
 Were there no children to begin it;  
 . . . . .  
 Life's song, indeed, would lose its charm,  
 Were there no babies to begin it;  
 A doleful place this world would be,<sup>12</sup>  
 Were there no little people in it.<sup>12</sup>

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<sup>12</sup>McGuffey, McGuffey's Third Eclectic Reader (New York: American Book Company, 1896), p. 207.



In a little over an hour's drive in a southwesterly direction, one reaches another small hill just off Highway 70. The road over the hill is in excellent condition and in one minute one views the eastern end of the county's fastest growing town, Ruidoso. A beautiful hospital, a big drug store, a new high school building, an inviting restaurant, several modern residences, many under construction, and large business establishments, greet the eye. Transportation is heavy and the activity is great.

As one continues he finds that this has been but the entrance to a modern town where thousands of people come every summer. In the heart of the town are numerous stores and restaurants, two theaters, churches, skating rinks, drug-stores, bars, tourist courts, service stations, and other types of business places, besides the hundreds of cabins and other modern homes. For miles in every canyon and on every hillside, among the growth of tall pines, fir, spruce, and pinon, one sees the many attractive cabins where people live in perfect contentment, using their leisure time for fishing, hiking, skiing, and other out-door sports.

One pauses for a moment and recalls the time, some sixty years or so ago, when wild life inhabited most of the region. A occasional hunter or trapper came there, but only for a brief stay. The entire atmosphere gave one a creeping feeling of secluded distant places miles away from the

In a fairly early morning, the weather was  
disagreeable, and the road was very muddy.  
No. The road over the hills is very rough and  
one minute one is riding on a smooth road, the next  
crossing a deep, muddy, and sometimes a very  
steep, a very high school building, a building with  
several modern, very large, and very comfortable  
business buildings, and the road is very  
heavy and the scenery is very.

At one point, the road is very rough and  
entrance to a modern, very large, and very comfortable  
every minute, the road is very rough and  
and very comfortable, and very large, and very comfortable.  
The road is very rough and very comfortable, and very large,  
types of road, and very comfortable, and very large,  
other modern, very large, and very comfortable, and very large,  
Millard, and very large, and very comfortable, and very large,  
plan, and very large, and very comfortable, and very large,  
in perfect condition, and very large, and very comfortable,  
high, and very large, and very comfortable, and very large,  
The road is very rough and very comfortable, and very large,  
sixty years, and very large, and very comfortable, and very large,  
region, and very large, and very comfortable, and very large,  
for a high school, and very large, and very comfortable, and very large,  
feeling of modern, very large, and very comfortable, and very large,

constant hubbub of everyday living. From the heart of the Sierra Blanca rushed forth a bubbling stream of clear spring water hurrying down the canyon and through the valley below to meet the waters of the Rio Bonito thirty miles away. The water made a constant noise as it moved over the many rocks along its course; thus the early Spaniard gave it a very appropriate name, Rio Ruidoso (Noisy River).

This was the time when White Oaks hummed with activity; and now that the town of White Oaks rests, the entire wooded area along the Rio Ruidoso buzzes with the sounds of progress and groans with the pains of a growing town. For Ruidoso is now the year-round playground of the Southwest.

#### IV. WEALTH

The greatest source of wealth in the county is the cattle, sheep, and goat industries. Much of the income during the summer and autumn months comes from the tourist trade. Fruit stands and curio shops dot the main highways passing through the county. The fruit grown in the county is of high quality and is a means of income for many farmers. Lincoln County has become a popular recreation area, having a number of public campgrounds, with conveniences, as well as many attractive camping sites. "Game is plentiful and

constant supply of water from the  
the District of Columbia  
spring water from the  
below to meet the needs of the  
every. The water is  
many roots along the  
a very important part of the

This was the first time that  
1971 and now that the  
wooded area along the  
progress and the

# THE DISTRICT OF COLUMBIA

## WATER SUPPLY

The present supply of water in the  
certain, cheap, and good  
ing the system and  
trials, fresh water and  
passing through the  
is of the quality and  
Lincoln County has  
a number of public  
as many different

the region attracts scores of hunters and fishermen."<sup>12</sup>

Small streams and wells furnish sufficient water for irrigation purposes in the valleys and lowlands where fruit trees, alfalfa, corn, wheat, and cabbage are a substantial source of income to the farmer.

A great deal of the land in the county is classified as mineral land, with gold, silver, copper, coal, and iron as some of the chief minerals. In his brief report on minerals to be found in Lincoln County, Mr. C. E. Degner of Carrizozo said:

Development is likely to require several years of time, and plenty of money; hence exploitation should show that the ore deposits are sufficient to justify the time and money. Lincoln County has numerous properties that warrant large capital for its development, great fissure vein systems, the making of great mines. And the day will come when these numerous mining properties in Lincoln County, New Mexico, will be systematically exploited and developed and the results will be the opening up of the largest mining region in the Southwest.<sup>13</sup>

Another source of income is lumbering, which is increasing in importance with the passing of time. Because of the supply of logs obtained from the forests nearby, lumbering may soon become one of the leading industries of the area.

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<sup>12</sup>New Mexico, compiled by Workers of the Writers' Program of the Work Projects Administration in the State of New Mexico, 1940 (Hastings House, New York, 1940), p. 384.

<sup>13</sup>Article in The Ruidoso News, August 20, 1948.

the region already known as a source of  
lead, silver, and copper. The  
investigation has shown that the  
lead, silver, and copper are  
sources of income for the region.

A great deal of the lead is  
as mineral lead, and the  
as some of the chief minerals  
minerals to be found in the  
Cerro de Pasos.

Development is likely to be  
time, and plenty of money, being  
show that the region is a  
the time and money. The  
exists that the region is  
great future with every  
but the day will come  
order in the region  
attain to the region  
Continued.

Another source of income is  
existing in the region with  
of the supply of lead, silver, and copper.  
improving may soon become one of the  
the area.

12 The region, and the  
Progress of the region  
New Mexico, 1900-1901  
Article in the region, and the

The coming of the railroad opened new possibilities, as this offered rail transportation for the products of the county without the necessity of going great distances by truck or some other means to reach a railroad.

Lincoln County had no railroad until the El Paso and Southwestern Railroad was constructed from Corona to Three Rivers across the western part from north to south in the early years of the twentieth century. A branch line was built from Carrizozo to Capitan.<sup>14</sup>

This latter branch has been discontinued. It is still a mystery why the town of White Oaks was left without a railroad when one had been promised. Gold had been discovered there in 1879. Men flocked from everywhere, and built homes, churches, and stores, but later White Oaks became one of the roadside ghost towns of the state because the railroad had passed it by.

The tax valuation has increased steadily and is still increasing. In 1901 the tax valuation was \$43,800; in 1912 it was \$103,848; in 1920 it had grown to \$788,300; in 1935 it had increased to \$6,528,687; and in 1948 it was \$8,889,883.

## V. SUMMARY

Lincoln County, rich in history and development, remains a bilingual county, attracting hundreds of tourists each summer because of the beautiful scenery, mild climate,

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<sup>14</sup>Coan, op. cit., p. 560.

The coming of the railroads... as this offered well... country without the necessity of... track or some other means to reach a... Lincoln County... Southern Railway... These lines... in the early years of the... line was built from...

This latter business has been... mystery was the town of... road when the had been... there in 1897... churches, and... roadside... pressed it up.

The... interesting... it was... it had...

Lincoln County

Lincoln County... main... each...

Lincoln County, North Carolina

and the hospitality of its inhabitants. It is still a county of scattered placitas, towns, and ranches.

and the hospital of the University of California  
county of Los Angeles, California, and the

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EZE  
RA

### CHAPTER III

#### EDUCATIONAL ATTEMPTS BETWEEN 1869 AND 1891

On August 18, 1846, the American army had camped on the hills above Santa Fe. "A salute of thirteen guns announced the end of the Mexican period and the beginning of the American."<sup>1</sup> Though Santa Fe had been captured without the necessity of firing a single shot, it was not long after its surrender that revolts were planned and carried out unsuccessfully. A territorial civil government was set up in 1850 to replace the half-military, half-civil government that had existed. In 1851 the Territory was divided into nine counties, but it was not until January 16, 1869, that Lincoln County was created in its original form.

There had been schools in New Mexico prior to the American invasion but:

One year after the American invasion (1846), all the public schools, except one in Santa Fe, had been discontinued, as shown by the official message of Governor Donaciano Vigil to the legislature dated December 6, 1847. In his message Governor Vigil makes urgent appeal for the establishment of public schools to give all an equal chance of being educated. The appeal of Governor Vigil had no effect, and New Mexico went without

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<sup>1</sup>John H. Vaughan, The History and Government of New Mexico (State College, New Mexico: John H. Vaughan, 1923), p. 137.

REPORT ON THE PROGRESS OF THE WORK DURING THE YEAR 1900

On August 15, 1900, the American people were informed that the hills above San Antonio, the highest of the Sierrita de San Antonio, had been purchased by the American people. The necessity of lifting a single foot, it was not only for the purpose of the people, but also for the purpose of the government. In 1890 to replace the well-known, the government was directed that had existed in 1890. The government was directed that nine counties, it was not until January 10, 1900, that Lincoln County was created in the original form. There had been no change in the law in any way to the

American people.

The year after the incident, the people of the United States were informed that the hills above San Antonio, the highest of the Sierrita de San Antonio, had been purchased by the American people. The necessity of lifting a single foot, it was not only for the purpose of the people, but also for the purpose of the government. In 1890 to replace the well-known, the government was directed that had existed in 1890. The government was directed that nine counties, it was not until January 10, 1900, that Lincoln County was created in the original form. There had been no change in the law in any way to the

schools, except an insignificant private school here and there.<sup>2</sup>

In Lincoln County, until 1891, education for the masses made no headway. Prior to the enactment of the law of 1891, only some Spanish had been taught. Education had been sadly neglected.

Until 1891 the school code in New Mexico was worse than unsatisfactory. It was vicious. For years every attempt to establish a well-regulated educational system, supported by general tax, failed in the legislatures, the majority in which was invariably of native inhabitants.<sup>3</sup>

Not having known better schools, these people were content to continue to let the education of children be a responsibility of each individual family. Then, too, these pioneers were busy holding the land which they occupied and struggling for a bare existence. Leisure time was unknown in those days. Population was sparse and distances were great. The small settlements were made up of some fifteen or twenty families and many miles separated one community from another. Lincoln and White Oaks were the largest settlements at the time and forty-one miles separated them. Good roads were unknown. Roaming Apaches were everywhere. Existing conditions

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<sup>2</sup>Benjamin M. Read, Popular Elementary History of New Mexico (Cedar Rapids, Iowa: The Torch Press, 1914), pp. 123-124.

<sup>3</sup>History of New Mexico, 1907 (New York: Pacific States Publishing Company), p. 248.

school, except an insignificant private school here and there.

In Lincoln County, until 1901, education was almost

made no headway. It was the subject of the law of 1901

only some Spanish had been taught. Education had been

neglected.

Until 1901 the school code in Lincoln County was  
that established by the State. It was a law of 1901  
attempt to establish a well-organized educational system,  
law, supported by general law, failed in the early  
years, the majority of which was entirely of native  
inhabitants.

Not having known better schools, these people were

content to continue to let the education of children

responsibility of each individual family. For

children were busy building the land when they occupied

struggling for a bare existence. During this time

those days. Population was sparse and distances were great.

The small settlements were made up of a few families or groups

families and many times scattered and somewhat far apart.

Lincoln and other parts were the largest settlements at the

time and forty-one miles separated them. Most people were

known. Learning Spanish was everywhere. Existing conditions

Benjamin M. Ross, President, Lincoln County, 1901  
Mexico County, 1901, the year when the law of 1901

History of Lincoln County, 1901, the year when the law of 1901  
Publishing Company, P. 1901.

made each little settlement an isolated placita. A few of the families lived on ranches several miles from any kind of a community center.

Here and there was found a tutor who taught some interested child the bare essentials in reading and writing. All teaching was in Spanish. The outlying districts and settlements, and Lincoln County consisted of these in great part, could not give much time to education. According to the census of 1880 the total population of the county was 2,513, of which 2,300 were Spanish-speaking New Mexicans.

Having had no support from the United States Congress or from any other source, Lincoln County, like all of New Mexico, had to work out its own educational salvation. The solutions to their problems of education were very far from adequate and thus the education of the youth remained deplorably neglected. The wealth of the county was in its land, its ranges and livestock, and its farms, and was in possession of a few people who did not favor being taxed for the education of the masses. The wealthier people could easily hire a tutor or send their children elsewhere for an education. The poor, however, made up the greatest part of the population. Several times New Mexico had attempted to establish schools and provide funds for them, but every time these ventures became educational hopes built on nothing. Throughout the state these deplorable conditions



prevailed down to 1891, and Lincoln County was no exception.

As has been stated previously, there was a certain amount of education carried on in the placitas of Lincoln County even a few years prior to its creation in 1869. According to Mr. Elerdo Chaves, who was born in Lincoln on March 17, 1880, the first known school in that section of the state was a school in Lincoln in the year 1868. This school was in session three months. An uncle of Mr. Elerdo Chaves, Demetrio Perea, attended this school and he had often told his nephew about it. Perea's father had been killed by the Indians in Manzano and his mother had brought him to Lincoln in 1865 when he was a young child.

These early schools, of which the Lincoln school of 1868 was typical, will be described in detail in the remainder of this chapter under appropriate subheadings.

### I. BUILDINGS AND EQUIPMENT

When a teacher was available, one room in some family home in the community would serve temporarily as a school for children who wished to attend. All furniture was moved out of the room except the wood stove if there were one. Homemade benches and tables were then borrowed from different homes and brought into the classroom. The long wooden benches were placed around the room against the walls and available tables of varying heights and sizes were placed at different

prevailed down to 1880, and the amount of education...  
as has been stated previously...  
amount of education...  
County even a few years prior to the...  
according to Mr. Charles...  
March 17, 1880, the first...  
the state was a school in the year...  
school was in session...  
Charles, District...  
told his nephew...  
the Indians in...  
Lincoln in 1885 when he was a young child.

1888 was...  
maintain of this...

When a person was...  
home in the...  
for children...  
out of the...  
Homes...  
houses and...  
were placed...  
tables of...

places in the room. Many times this same room served as a storage place for grain, the sacks of grain occupying part of the available space.

## II. BOOKS AND SUPPLIES

All textbooks were printed in Spanish and it was nothing unusual to find students using whatever book could be brought from home, such as the Bible, a catechism, or a story book. If no type of book was found in the home, students sometimes brought family letters or other written materials. Mrs. Lorenzita Miranda, born August 10, 1861, and a student in one of these early schools, took to school as her reader a book "Libro de la Valle," a family prayer book. She recited as many as three lessons by noon from this book. Other students, Mrs. Miranda remembers, used the New Testament for a reader. Some students brought no kind of written matter to school and depended on the teacher's resourcefulness in providing materials to teach the children reading and writing.

During the first year of school much of the time was spent learning the alphabet. Many times this was all that was learned during the school term, which sometimes lasted only a month, the longest term being three months. Each student was required to finish the first-grade book before starting the work of the second grade. Because of the

placed in the room, which is a very good place for  
storage place for grain. The value of grain is very  
of the available space.

## II. HISTORY OF THE BOOK

All textbooks are written in English and are  
nothing new, but the students using them are  
be brought from home, such as the Bible, a dictionary,  
a story book, etc. as type of book and found in the home.  
Students sometimes occasionally receive of their parents  
materials, such as, however, the Bible, which is a very  
and a student in one of these early schools.  
as for reading a book, it is to be in the Bible, which  
book, the Bible is as early as the Bible is from 1700.  
This book, Green's Grammar, was written by Green, and  
New Testament for a reader. Some students brought in their  
of which matter is about the same as the Bible.  
resources in the school, and the Bible is the only  
reading and writing.

During the first year of school work, the students  
spent learning the alphabet, which is the first and all that  
was learned during the first year, which is a very good  
only a month, and the students were very happy.  
Students were not able to read the first-grade book before  
starting the next of the second grade, which is at the

scarcity of books and the short school term, most of the students remained in the first grade and used the same book year after year.

The writer examined one of the second-grade readers used by students during the last years of the eighties. It was published by the American Book Company. The title of the book is "Libro de Lectura" (reading book), No. 2. Its contents are historical in part, telling about the discovery of America, the conquest of Mexico, the discovery and conquest of Peru, etc. The book contains many poems such as "A Mi Madre" (To My Mother), "La Oración Por Todos" (The Prayer for All), and "Agua Dormida" (Sleeping Water). The authors of most of the poems were Latin American writers. The book contains 336 pages.

In the second grade, students were also taught to read from geography and grammar books. These were used as readers and also as texts for teaching geography and grammar. The writer examined these books, which were used around 1890. The geography book, "Geografia Elemental," was published by the D. Appleton Company. The preface stated that the book was prepared because of the demand for such a book by the teachers of beginning schools, and it also stated that the book was easy to memorize. It was written in question and answer form, and the students were expected to memorize the answers to the questions. No supplementary explanation of

accuracy of books and the fact that the students received in the first year and second year after year.

The writer examined one of the second-year students used by students during the last year of the year. It was published by the American Book Company. The title of the book is "United States Geography" (second year). The contents are historical in nature, and the book is divided into sections, the contents of which are as follows: the history of the United States, the history of the United States, the history of the United States, etc. The book contains many maps and illustrations. The book is published by the American Book Company. The title of the book is "United States Geography" (second year). The contents are historical in nature, and the book is divided into sections, the contents of which are as follows: the history of the United States, the history of the United States, the history of the United States, etc. The book contains many maps and illustrations. The book is published by the American Book Company.

In the second grade, students were also taught to read from geography and general knowledge. The book was used by students and also a book for general knowledge and history. The writer examined these books, which were published by the American Book Company. The book is published by the American Book Company. The title of the book is "United States Geography" (second year). The contents are historical in nature, and the book is divided into sections, the contents of which are as follows: the history of the United States, the history of the United States, the history of the United States, etc. The book contains many maps and illustrations. The book is published by the American Book Company.

any kind was furnished. Lesson I, for example, began with this question: "Que es la Tierra?" (What is the Earth?). "La Tierra es el planeta que habitamos." (The Earth is the planet which we inhabit). The first lesson contained seven questions. When the answers to these questions were thoroughly memorized, the child was permitted to go on to Lesson II. The book, 73 pages long, contained sixty-six lessons, besides maps, flags of the old and new continents, and a few dull, lifeless pictures of people, animals, and buildings. Very few students ever completed the book.

The grammar, "Elementos de Gramatica Castellana," also published by the D. Appleton and Company, has 108 pages, and like the geography, is written in question and answer form. Throughout, the questions are difficult and meaningless to small children. The print is very fine and there are no pictures whatsoever in this book.

Arithmetic, which was considered the really difficult subject to teach in those days, was taught only when the teacher understood the subject well enough to teach it. This was not the case with the teaching of reading, which was many times taught by some teacher who read just as poorly as the students. The preface of the arithmetic book was written by Pedro P. Ortiz, ex-inspector of the municipal schools of Valparaiso on October 20, 1855. The preface of "Aritmetica Elemental" states that this textbook uses the

any kind was furnished. The only thing that was  
this question was as to whether or not the  
"La Tiers" or "La Tiers" was published. The  
plans were made. The first thing was to  
proceed, then the second was to get the  
originally submitted, the children, printed in the  
son II. The book, "La Tiers", contained  
sons, besides some, that of course, and was  
a few dollars, little pictures of people, animals, and  
there. Very few children and some of the

The first thing was to get the children  
published in the book. The book, "La Tiers",  
like the book, "La Tiers", was published in  
Throughout, the children and the children  
small children. The first thing was to get  
pictures whatever in the book.

Artistic, which was necessary for the  
subject to come in the first, and the second  
teacher understood the subject well enough to  
This was not the case with the children. I  
was many times taught by some teacher who  
ly as the students. The teacher of the  
written by some of the children. The  
schools of Valparaiso on October 30, 1917. The  
"Artistic" children, which was published in

explanation method in preference to the memory method used heretofore. First the students were taught to count to twenty and then they were taught to add, subtract, multiply, and divide, in that order. Next the students learned the Roman numerals to 1,500 followed by the Arabic numerals to one hundred. The book, 163 pages in length, contained lessons in decimal and common fractions as well as tables of measurements.

Aside from the few books that were brought to school, students brought individual slates, varying in sizes. The average size of the slates was 8 x 12. On these they learned to write and worked arithmetic problems. As in reading, the alphabet was learned first in the writing instruction. After they learned to print and write the alphabet, they were then given passages from their readers to copy. Their chalk was a rock or slate type of chalk called the "pizarrin." These were about five or six inches long and lasted a long time unless broken and they were easily broken.

After the student learned to write fairly well, he brought paper and pencil and if possible pen and ink. Very few ever reached this stage in their education. Some of the teachers did not know how to write but did know how to print.

### III. TEACHING METHODS

Classes of groups of children as we know them now were



unknown in those days; each individual recited his assignment when he was ready and he advanced as rapidly as he was able. All studying and reciting was aloud. When a student felt that he knew the assignment he would go to the teacher for his recitation. People passing by a school often heard the continuous noise made by students studying or reciting. Students who failed to memorize a given assignment after a reasonable length of time were deprived of recess privileges.

Many times the only assignments from day to day consisted of reading assignments and drills in writing, but once in a while a "well-educated" teacher was employed who was able to teach arithmetic. In teaching grammar or geography the teacher did not need to know the answers himself, as he kept his book open while the student recited from memory.

#### IV. RECESSES AND GAMES

The school term lasted between one month and three months and was in session any month or months of the year when a teacher was available. Even as late as 1910, school terms were held whenever a teacher was available, sometimes during the summer months. The school day opened around 9:00 A. M. and ended some time between 4:00 and 5:00 P. M. The students were given a mid-morning and a mid-afternoon



recess in addition to the noon hour intermission. The recesses were about thirty minutes in length; the noon intermission lasted one hour, as most of the students went home for lunch.

During recesses and part of the noon intermission the children enjoyed playing a few popular games.

El Chueco. This game required considerable outdoor space, but there were no set rules as to the size of the playing field. The "chueco" was a strong stick with a curved end used for hitting the ball. This curved end was called "el gancho" (the hook). The children made their own "chuecos" by obtaining some strong branch from such tree as the oak. The branch was peeled and shaped while green and then dried slowly near a fire so that the "gancho" would remain curved. The ball, about the size of a large softball, was made of deerskin filled with rags or wool and laced with deerskin laces.

Any number of students could play the game, which resembles our present-day game of hockey. The game was played between goals called "topaderos." The "chueco" was used for driving the ball across the field toward the team's goal. The defending team, in turn, tried to drive the ball back towards their "topadero." Occasionally a student would get hit with the "chueco" and was injured.

...in addition to the ...  
...were ...  
...mission ...  
...for ...

...and ...  
...children ...

...El ...  
...space, but ...

...playing ...  
...and used ...

...el ...  
...by ...

...The ...  
...slowly ...

...The ...  
...character ...

...laced.

...Any ...  
...assemblies ...

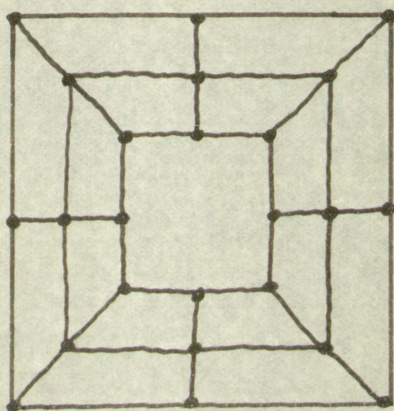
...between ...  
...driving ...

...The ...  
...forward ...

...hit ...

The game was usually played by boys or girls, seldom a mixed group. It was such a popular game that adults played it in the placita as a means of getting the losing team to give a free dance the following Saturday night.

La Pitarilla. The figure for this popular game was drawn on the ground. The approximate size of the figure was a one foot square.



Each player had twelve small rocks which were to be placed, one at a time, on the "pitarilla," the name of the figure. Only two could play "pitarilla" at one time, each having a different size or color of pebbles in order to be able to tell them apart. These pebbles, placed one at a time by each player, were placed on each cross-section of the lines of the "pitarilla." Thus the players proceeded, attempting to line three of their own rocks in a straight line on the "pitarilla." If the opponent placed a rock on a spot where the other's "man" was able to jump it, as in



checkers, the rock would be jumped and removed from the game. The winner was the one who could place three pebbles in a straight line first. Many times neither player was able to do this, and they would begin the game all over again. One could see the children, in pairs, seated on the ground, scattered over the school yard playing "pitarilla."

Pares y Nones. Two students played this game with buttons. The player dropping the buttons on the ground had to have the buttons in pairs with the buttons' faces either up or down in order to be the winner. The other player would then pay his opponent a number of buttons equal to the buttons dropped on the ground. If the button combinations were odd-numbered, the opponent would be the winner and he would collect the number of buttons due him. The player dropping the buttons could drop as many buttons as he desired. Just as one often sees some young boy with trouser pockets filled with marbles, one would, in those days, see the boys with large collections of buttons. Many times a loser would detach buttons on his clothing in an effort to regain his loss. This game was played mostly by boys.

Other games, less popular at times, were spinning home-made tops, playing marbles, horse-shoes, and dolls.

chess, the book contains the best and most interesting  
games. The player who has the most points wins the game.  
in a straight tournament. The first round is played on  
able to do this, and they would have the same all over  
again. One would see the children in pairs, sitting on the  
ground, seated over the table, each playing a different

CHAPTER I. THE FIRST ROUND

button. The player who has the most points wins the game.  
had to have the button in his hand and the button was  
either up or down in order to be his winner. The other  
player would then get his button and a new game would  
begin. The button was placed on the table, and the player  
combinations were all different. The player who won the  
winner and he would get the button and the game was the  
The player who had the button would get it and the game  
as he desired. That is all that was necessary to play  
brother position with the button and the game was the  
day, and the boy who had the button would get it and the  
times a loser would get the button and the game was the  
effort to regain his loss. This game was played many times  
boys.

Other games, like football, basketball, and  
baseball, were also played.

## V. EXPENDITURES

The teacher's wages consisted of money paid him by the parents for each child attending school. The amount collected was between fifty cents and one dollar per child per month. Thus a teacher earned around \$15 or \$20 a month, depending upon the number of children who attended school. In addition to his monthly wages, the teacher lived with some family in the community, seldom paying for board and room. Every Saturday during the school term the children attending school were expected to take the teacher what was known as "pan de sabado." This gift consisted of several green ears of corn, squash, string beans, and other types of vegetables. If vegetables were not available, the children would take prepared foods from home. Other times they took ripe pumpkins, canned or dried fruits, and anything else that the teacher might need in foods to help him live in comfort. The "pan de sabado" was given only when the teacher had his own home in the community or when he lived in the schoolhouse, as was sometimes the case. A few of the early teachers moved into Lincoln County with their families and lived there permanently.

Each child attending school in winter was expected to take at least one stick of wood for heating purposes. At times the school boys and the teacher were forced to go



along the river bank or on hillsides in search for wood. Once in a while some man in the community would donate a load of wood to the school.

Janitors were unheard of in those days; the teacher or the students did whatever cleaning was deemed necessary.

## VI. TYPES OF PUNISHMENT

The dunce cap. The teacher usually made a dunce cap of cardboard, which he kept for those students who misbehaved. While wearing this long pointed cap, students were required to stand in the doorway and face outward so that anyone passing by would know that the child had misbehaved and was being punished. Once in a while a teacher would make the cap a little more ridiculous by placing a skunk's tail on the pointed end.

La palmeta. "La Palmeta" was a rounded board with a handle, used for hitting students on the hands when the teacher felt that they deserved punishment. The student would be hit first on one hand and then the other. In extreme cases of temper, the teacher would use the "palmeta" on any part of the offender's body.

Pebbles from anthills. Some teachers used a unique method of punishment with great results. Tiny pebbles were placed on one corner of the room and students who had



disobeyed the teacher were forced to kneel on them for long periods of time, depending on the seriousness of the offense. Naturally these pebbles brought great pain to the child, as they embedded themselves in the child's flesh as he knelt there.

Whipping. Some teachers, such as Esteban Collazo, were known for their strictness in administering punishment. They used quirts, long whips, boards, rope, rope and wire twisted together, as whips on the legs and back.

Milder types of punishment. Other and less severe types of punishment consisted of requiring the child to stay in during recess or after school, facing a corner of the classroom, standing on top of sacks of stored grain, standing with arms outstretched holding some heavy object in each hand, being confined in a dark room or cellar adjacent to the classroom, and studying the lesson while standing.

## VII. SOME OF THE EARLY TEACHERS

As has been stated repeatedly, all instruction was in Spanish. Any man, for only men were mentioned by the people interviewed, who could read and write and was selected by a community to teach school would automatically become a teacher. As a result some of the early teachers knew only

displayed the same... periods of time... female... child, as they... he himself...

### Whiting - from... at...

were known for their... They used... twisted together...

### WAG CONTENT

## EVERYONE'S EFFORTS

types of... in during... classroom, standing... ing with... hand, being... the classroom, and...

### VI. Some of the...

As has been... Question... interested... community... teacher. As a...

reading and printing; others knew only the alphabet and a few words; others knew reading, writing, and addition of whole numbers; still others knew the three R's and knew them well. These latter teachers became quite popular and were invited for a school term in each of the several settlements. Often a teacher remained in one community and did not accept offers in another community.

One of the early schools was in a district near Lincoln known as Las Tablas. This was in the year 1877. The teacher of this school was José Córdova, who had come to Lincoln County from Polvadera. According to the census of 1910, Las Tablas was later called Richardson. Another teacher at Las Tablas in these early years was José Gomez. Jose Marillita Sanchez, who came from Santa Fe, was one of the best-liked teachers of his time, being well-educated, kind, and very interested in stimulating interest among his students. He taught in several of the settlements along the Rio Bonito. Juan Patron, another teacher, who may have come from Tularosa, was said to have known some English but not sufficiently well to teach it; consequently he taught only Spanish. Esteban Collazo, Jose Maria Aguayo, Juan Tafoya, and others were teachers of the late eighties and nineties. They taught school in settlements of both the Rio Bonito and the Rio Ruidoso.



### VIII. SCHOOL KEEPING PROCEDURES

Attendance was not compulsory and as a result many children came to school only a few days out of the school term. The teacher kept no records of attendance or of progress made in school. The teacher placed a check mark at the beginning of the assignment and a check mark at the end of the assignment. The last check mark served as the beginning of the succeeding lesson. Some of the books examined still have the check marks used to designate assignments. The average assignment in the reader was between eight and fourteen lines, depending on the contents of the book and the ability of the student. At the close of the school term some students were still on the first or second page of the reader. No report cards were ever given and a child was never officially promoted. If he was fortunate enough to complete the first reader during the school term, he was placed in the second reader. There seemed to be no urgent desire on the part of the student to be promoted. After a lapse of several months without any type of schooling, it was not unusual for a second-grade student to start the first grade all over again.

### IX. SETTLEMENTS HAVING SCHOOLS AT THIS TIME

Las Placitas. Las Placitas, later known as Lincoln,



had some of the earliest schools in the county.

Las Tablas. Las Tablas was a community of some twenty families, near Lincoln, that had school terms from the late seventies through the eighties and nineties.

White Oaks. White Oaks, forty-one miles northwest of Lincoln, became an important Lincoln County town in the early eighties and had schools during the eighties, nineties, and early part of the twentieth century. It was a town surrounded by good gold mines and mills. The adjacent mountains were all rich in coal and iron and were covered with pine, juniper, and pinon timber. During the time of the "real boom" White Oaks had what were considered the best schools in the county. "The real boom commenced in March, 1880, with the discovery of unusually rich ore in the North Homestake."<sup>4</sup>

A number of academies were established between 1879 and 1891. "The White Oaks Academy at White Oaks, Lincoln County . . . was conducted from 1889 until 1891."<sup>5</sup>

San Patricio. It was during the late eighties and

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<sup>4</sup>History of New Mexico, 1907 (New York: Pacific States Publishing Company), p. 752.

<sup>5</sup>Charles F. Coan, A History of New Mexico (Chicago: The American Historical Society, Inc., Vol. I, 1925), p. 485.



thereafter that this settlement on the Rio Ruidoso had the usual type of early school.

Missouri Plaza. This settlement on the extreme east end of the valley occasionally had a teacher to come and give instruction. This was during the last two decades of the nineteenth century.

Rancho del Manzano. During the last part of the nineteenth century, this small settlement, near the town of Picacho, occasionally had a school term.

Lower Ruidoso. Between the present towns of Glencoe and Ruidoso schools were conducted during the eighties, nineties, and the early part of the twentieth century.

## X. SUMMARY

The years between 1869 and 1891 had been the struggling years in Lincoln County--struggles for existence and struggles to carry on some type of education. The schools were far from adequate, but they did provide a beginning, a foundation for the excellent school system that followed. The work of Jose Cordova and the others who labored with him was not in vain, for there are those who still remember them, those who still read and write because of their teachings. Some of the practices of these early teachers continued in

thereafter that this building is the only one of its  
usual type of early school.

Historical Notes. This building on the corner  
end of the valley was formerly part of a larger one  
five hundred years old. It was during the time that it was  
the nineteenth century.

History and Present. During the time of the  
nineteenth century, this small building was the  
of the school, consisting of a school room.

THE CONTENT  
The building was built in the  
and the building was used for the school.  
nineteenth century, the building was used for the school.

THE HISTORY  
The years between 1800 and 1850 and were the years  
along with the building. The building was used for the school  
assigned to carry on the work of the school. The building  
were the first school. The building was used for the school  
a foundation for the building. The building was used for the school  
The work of the school and the school was the school. The  
was not in the building. The building was used for the school  
those who will read the building. The building was used for the school  
Some of the building of the building. The building was used for the school

use after 1891, for with the passage of the school law of 1891 conditions did not change over night. It took time, as will be seen in Chapter IV, for the schools to become what had been hoped for by educators responsible for the passage of this law.

To the men who provided rooms for instruction, to the men who made it possible for the teacher to live comfortably, also goes praise, for they struggled in the darkness but were desirous of a brighter tomorrow. The school-room, the equipment, the books, the methods of instruction, the games--all combined to make the early schools the best perhaps that could be had under the conditions that existed.

These early pioneers of Lincoln County had moved one step in the right direction; others with richer educational experiences were to follow later, as had already been the case with the coming of the mining population to White Oaks. As their desert-weary eyes beheld with joy the small farms and ranches surrounding the farm-houses of the valleys, on their way to White Oaks, they were eager to see the hills that had the valuable minerals which they were seeking. Soon after reaching the region where groves of juniper and pine diversified the scene, they built their homes, their churches, and their schools.

The period between 1869 and 1891 had not been a period of progress and development in education but merely a

was after 1891, for after the passage of the act of 1891 conditions did not change very much. It was then as will be seen in Chapter IV, for the records of the what had been feared for by numerous persons for the passage of this law.

To the men who provided food for the Indians, the men who made it possible for the Indians to live comfortably, also food prices, for they brought in the meat from but were dealers of a higher order. The school room, the equipment, the books, the method of instruction, the games--all combined to make the early schools the best perhaps that could be had under the conditions then existing. These early pioneers of Alaska County had moved the

step in the right direction; others with their education experiences were to follow later, as had already been the case with the coming of the mining population to the Yukon. As their hands were very small with the small towns and ranches surrounding the town-sites of the Yukon, on their way to better things, they were again to see in Alaska that had the valuable minerals which they were seeking. Soon after reaching the region where growth of timber and pine diversified the scene, they built their homes, churches, and their schools.

The period between 1891 and 1911 has not been a period of progress and development in Alaska but merely a

period of attempts on the part of the settlers to keep "alive" what little they knew about the three R's. By their having done this educators who followed, after 1891, had something to start on and something to cling to until conditions could be improved.

period of adjustment on the part of the individual is a factor  
what little time there is about the time of the adjustment  
done this adjustment was followed, when it was possible  
to start on and continue to bring to a point where it  
be improved.

EXERCISE BOND  
EFFICIENCY

## CHAPTER IV

### EDUCATION FROM 1891 TO 1912

During the decade 1880-1890 a new type of immigrant came into the county. These immigrants came to build their homes and become a part of the new country. They had been accustomed to good schools in the older states and naturally they immediately began to discuss the problem of education in the new land. By December, 1886, groups of earnest New Mexico educators had organized the New Mexico Educational Association to acquaint the public with the chaotic and deplorable educational conditions that existed. In 1888 plans were formulated for opening the Las Cruces College.

These and other accomplishments were paving the way for the passage of a new education law.

When the twenty-ninth Legislative Assembly met in December, 1890, Governor Prince urged upon it the creation of a modern and up-to-date school system as its most important duty. The old series of makeshift acts that had passed as public school laws had long been known as utter failures and were not worth patching up. Nothing short of a new system would meet the needs of the Territory's expanding life. The governor had chosen his time wisely and well. The agitation of recent years had made its impression on the public. The ignorance, hidebound conservatism, selfish interests, and selfish individuals that had had their way in the Territory for forty years were now marked for defeat. The Education Bill became law February 12, 1891<sup>1</sup>

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<sup>1</sup>John H. Vaughan, The History and Government of New Mexico (State College, New Mexico: John H. Vaughan, 1923), p. 222.



The new law changed the existing system of school organization. It created the office of State Superintendent of Public Instruction. The governor was to appoint the State Superintendent. A territorial board of education was also created. It was to be composed of the governor, superintendent of public instruction, and the presidents of the University, the Agricultural College, and St. Michael's College. The duty of the board was to organize and control the entire system of education in the territory. Amado Chaves, who was a graduate of St. Michael's College, was appointed as first Superintendent of Public Instruction.

The schools under the new law were to be not only public, but free and supported at public expense. Under the law of 1891 "the state board of education also selected textbooks every four years. The law, in addition, provided for bonding of school districts to build schoolhouses."<sup>2</sup>

One must remember, however, that the law did not revolutionize the way of thinking over night. There were many problems to be solved. Some of the unsatisfactory conditions existing before 1891 continued until funds were made available to better them. Qualified teachers could not be had in sufficient numbers.

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<sup>2</sup>Lansing B. Bloom and Thomas C. Donnelly, New Mexico History and Civics (Albuquerque, New Mexico: The University Press, 1933), p. 390.

The new law created the National Board of Education  
organization. It created the office of Commissioner of  
Education. The National Board of Education was created  
the State Superintendent of Education. The National Board of  
Education was also created. It was to be composed of the  
superintendent of public instruction and the members of  
the University, the Agricultural College and the Normal  
College. The duty of the board was to organize and control  
the entire system of education in the State. The  
Governor, who was a president of the National Board of  
Education, was appointed as first superintendent of public instruction.  
The National Board of Education was to be composed of  
public, but these the superintendent of public instruction  
the law of 1861 was the basis of the National Board of  
Education. The law, in addition, provided  
for the creation of a National Board of Education.  
The National Board of Education was to be composed of  
representatives of the various educational institutions.  
The National Board of Education was to be composed of  
many members to be chosen. Some of the members were to  
be chosen by the various educational institutions. Some were to  
be chosen by the State. Some were to be chosen by the  
National Board of Education. Some were to be chosen by the  
National Board of Education.

## I. SCHOOLS IN GENERAL

For a number of years after 1891 schools remained very much the same. In a report entitled "Lincoln County Notes," which Superintendent L. R. Rudisille sent to the New Mexico Journal of Education, and which was published on April 1, 1907, he presented an educational picture which was typical of the school conditions that existed in Lincoln County during the latter part of the nineteenth century and the first decade of the twentieth century. The writer has copied the report as it appeared in the New Mexico Journal of Education:

## Lincoln County Notes

Superintendent Lee R. Rudisille held an examination at Lincoln in January for third grade certificates.

Miss Harris is conducting a large private school at Nogal.

Mr. L. M. Mathis, who closed a five months' term near Lincoln in January, began a three months' term at Parsons in February.

Miss Emma Peebles taught her first term in the Little Creek district, her school closing in February.

Alto had a six months' school this year taught by Miss Mae Gilmore.

H. C. Harper, who closed his school at Capitan last December, opened a private school at Angus in January with an enrollment of fifty pupils. When the private school closes, there will be four months of public school. This will make Mr. Harper twelve months of teaching in the school year.

Miss Mae Burleson closed her school in the Lincoln

For a number of years after 1901 school conditions  
very much the same. In a report entitled "Lindsey County  
Notes," which Superintendent J. A. Lindsey sent to the  
Nevada Journal of Education, and which has appeared in  
1, 1907, he presented an additional picture of the  
of the school conditions that existed in Lindsey County  
during the latter part of the nineteenth century and the  
first decade of the twentieth century. The writer has  
the report as it appeared in the Nevada Journal of Education

action:

## EFFICIENCY

Superintendent J. A. Lindsey in his report  
at Lincoln in January, 1907, stated that

Miss Harris is competent to supervise the school at  
Wesley.

Mr. E. M. Gashel, who closed a five months' term as  
Lincoln in January, 1907, began a three months' term at  
Wesley in February.

Miss Anna Feibler taught for three years in the public  
Greek district, her school closing in February.

After a six months' school this year, closed by Miss  
Kae Gilmore.

H. C. Harper, who closed his term as principal in  
December, opened a private school at Lincoln in January  
with an enrollment of fifty pupils. Then he opened  
school classes there with an enrollment of twenty  
pupils. This will make Mr. Harper's term as  
teaching in the school year.

Miss Ned Harrison closed her term in the Lincoln

district last January, and began a three months' term on the Ruidoso in March.

Mrs. Elizabeth Gumm, since January, has been conducting the Lincoln School alone, Mr. P. E. Griffith, her assistant, having resigned to accept a position on the Forest Reserve.

The White Oaks schools have had a very successful term this year. Miss Covington has proved herself a proficient principal, and the people appreciate her efforts to give them a good school.

Miss Nettie Lee has closed a very successful term at the Block district.<sup>3</sup>

As may be noted from Mr. Rudisille's report, not only were there public schools in the county but also a number of private schools for children whose parents could afford additional educational opportunities at their own expense. As is still the case in the isolated districts in the county, teachers have, since early times, been hesitant in accepting teaching positions in these districts. Consequently the children of these communities have had lessened opportunities for attending school regularly and under the more competent teachers.

This report also shows that a teacher could not afford to remain idle after a school was closed after two or three months, but went into another community and opened a school there. If a public school could not be opened, the teacher would open a private school. Many of the outlying districts would have had more and longer school terms but

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<sup>3</sup>New Mexico Journal of Education, 2:16, April 1, 1907.

district last January, and since that time, the  
on the subject of the

Mrs. Elizabeth (nee) Jones, formerly of the  
ing the Lincoln School, and the  
assistant, having returned to the  
Forest School.

The Lincoln School was a very successful  
from this year. Mrs. Jones, who  
professed to be a good teacher, and  
efforts to give a good school.

Miss Nettie Lee has since been transferred to  
the Lincoln School.

As may be noted from the following report, the only

were these public schools in the district, and also a number of

private schools for children whose parents were unable to

district schools and were not able to attend the public schools.

is still the same as the district schools, and the

teachers have been the same as the district schools.

teaching public schools, and the district schools.

children of these communities have had the same opportunity

for attending school, and the same opportunity

teachers.

This report also shows that a teacher could not be

ford to remain in the district and attend the school.

three months, but not more than one month, and

school term. The public schools were not open, and

teacher would not be paid for the school term.

district would not be paid for the school term.

district would not be paid for the school term.

money was not available in sufficient amounts to allow this. As a result, schools struggled along and the children continued to have long vacations at the expense of their own education. Textbooks continued to be in Spanish or Spanish and English, but the introduction of the all-English textbooks was soon to become a reality.

"The minimum school term was three months, and for years afterwards many a district was without a schoolhouse and struggled to maintain a three months school term."<sup>4</sup> "In some of the towns and cities it stood at full nine months, but in the poorer and more sparsely settled rural districts it was seldom more than two months."<sup>5</sup> During the year 1891 when the law went into effect, 523 school districts were established, "but in some of these no school was taught as is shown by the fact that there were only 487 teachers in 1891."<sup>6</sup> According to the report of the governor of New Mexico for the year 1892, Lincoln County had thirty-nine districts in 1892 and only thirty-five teachers.

The inhabitants of Lincoln County had been accustomed

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<sup>4</sup>Bloom, op. cit., p. 392.

<sup>5</sup>Vaughan, op. cit., p. 224.

<sup>6</sup>Charles F. Coan, A History of New Mexico, Vol. I (Chicago: The American Historical Society, Inc., 1925), p. 487.

money was not available in sufficient amount to allow this.

As a result, schools struggled along and the situation continued to have some vacation as the expense of their own education. Textbooks cost about \$1.00 a copy in English and English, but the introduction of the 11-12-13 textbooks was soon to become a reality.

"The minimum school term was three months, and for years afterwards many a district was without a schoolhouse and struggled to maintain a school house and school term. Some of the towns and cities in which the school term was but in the winter and some summer, and some districts it was seldom more than two months. During the year 1892 when the law went into effect, 211 school districts were established. The number of these no school was reported as 10, shown by the fact that there were only 197 districts in 1892. According to the report of the secretary of the State for the year 1892, Lincoln County had twenty-one districts in 1892 and only thirty-five teachers.

The influence of Lincoln County has been very great.

Blount, pp. 211, 212.

Swampen, pp. 211, 212.

Charles F. Brown, History of the State of Illinois, Vol. 1 (Chicago: The American Historical Company, Inc., 1910), p. 107.

only to Spanish-speaking teachers and to replace these immediately with qualified teachers of English was no easy matter. As a result some of the early teachers continued teaching in much the same way they had prior to 1891. Jose M. Aguayo continued to teach after 1891. Elerdo Chavez, a resident of Carrizozo, stated that Mr. Aguayo taught in Hondo in the early nineties and at San Patricio after that. Other Spanish-speaking teachers who continued to teach after 1891 were Esteban Collazo and José Córdova. Others who began their instruction in the late nineties were Acacio Gallegos, Porfirio Chavez, Toribio Luján, and others. Mr. Gallegos was a well-educated man and knew both Spanish and English and could teach both.

Textbooks, likewise, continued in use until they could be replaced with newer and better ones. School buildings did not become better all of a sudden after 1891; their replacement was a gradual process and for several years the same rented and borrowed buildings and equipment continued in use. For example, according to information given the writer by Mrs. Sydney Coe Bonnell of Glencoe, the schoolhouse at Glencoe was built about 1886 by the three Coe brothers, Frank, Jasper, and George. They had come to Lincoln County in 1884 and, having a desire for education for their children and the children of the community, they built this one-room schoolhouse. There were others in the Glencoe

only be Spanish-speaking teachers and the majority of the  
moderately well qualified teachers of English in the  
master. As a result some of the early teachers were  
teaching in much the same way they had been in 1891. This  
M. Aguirre, who was in charge of the 1891 school, however,  
resident of Laredo, stated that he always taught in  
Hondo in the early thirties and he was able to sign 1891.  
Other Spanish-speaking teachers who continued to teach in  
1891 were Esteban Collado and José Estrada. Others who had  
seen their instruction in the late thirties and early forties  
Laredo, Fortio, Chaves, Fortio, and others. The  
California was a well-educated man and knew both Spanish and  
English and could teach both.  
Textbooks, literature, and other materials in the early thirties  
could be replaced with new and better ones. School books  
in 1891 had become better than in the early thirties. The  
replacement was a gradual process and for several years the  
same rented and borrowed editions and editions continued  
in use. For example, according to the statistics given by  
writer of Mrs. Esther de Bonnell of Hondo, the school  
house at Hondo was built about 1890. The first one-story  
one, Frank, Joseph, and George. They had come to Hondo  
County in 1884 and having a desire for education for their  
children and the children of the community, they built this  
one-room schoolhouse. There were no other schools in the Hondo

community, but distances were great in those days and people could not easily get together, but undoubtedly those living near helped with the work of constructing the schoolhouse.

The Glencoe schoolhouse was an adobe building with several windows on the east and west sides. The first teacher in the new school was Miss Clara Blanchard. Very few students attended school there at first, perhaps around ten. Year after year school was in session in this Glencoe schoolhouse for two or three months at a time. Gradually the enrollment and the length of school term were increased. This schoolhouse served the Glencoe community for some forty years, the writer having attended school there in 1920 and 1921. It was in the year 1932 that the Glencoe children were transported by school bus to the Stetson School about fifteen miles west of Glencoe. The same schoolhouse, though changed in some ways, is now the Glencoe Women's Club House.

In White Oaks, however, where many of the inhabitants were from other states, conditions were much better. "White Oaks, which at one time boasted of a population of 2,000,"<sup>7</sup> was a town that attracted boys and girls from other communities to come and attend school there. The White Oaks school was one of the best during the last decade of the

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<sup>7</sup>New Mexico, compiled by Workers of the Writers' Program of the Work Projects Administration in the State of New Mexico, 1940 (New York: Hastings House, 1940), p.388.

community, but at present with these and people  
could not really be regarded as a community. These  
near helped with the work of construction the school  
The district schoolhouse was an early building of  
several villages on the east end of the island.  
as in the new school was built after the old one  
built at about 1880. There is a small school house  
Yam after year school was in session in this district  
house for two or three miles at a time. Initially the  
police and the land of school was built in 1880.  
schoolhouse built at a distance of about 1880.

# EFFICIENCY

the writer visited school in the year 1931 and  
was in the year 1931 and the school was  
ed by school bus to the school bus.

west of Olancho. The schoolhouse was built in  
ways, is now the district schoolhouse.

In 1931, however, when the school was built  
were from other places. Conditions were much better.  
Olancho, which at that time was a paper school in 1931.  
was a town that schoolhouse built in 1931.  
nities to cross and a small school house. The school  
school was one of the best during the last decade.

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This section, entitled "Efficiency of the School"  
Program of the school district in the year of  
New Mexico, 1931 (New Mexico School Year, 1931).

nineteenth century and the early years of the twentieth century. In 1901, for example, Mr. Julian Silva of Glencoe was sent by his father to White Oaks to attend the English school there. He had never gone beyond the second grade in the schools which he had attended but, due to the fact that he was already twenty-one years old at the time, he placed himself in the third grade in the White Oaks School. He recalls two classrooms, one for the smaller children (Grades 1 and 2), and one for the other grades. Mr. Silva knew no English whatsoever. He stayed there three months and in that time he learned what English he knows now, which is quite satisfactory.

The reader which he used in the White Oaks School was a T. Robertson reader called "El Ingles" published in Mexico in 1899. The book was written in English and Spanish. Each page of the book contained the Spanish translation to the English lesson. There were sixty lessons in the book which contained 260 pages. Above each English word was a number or letter telling how to pronounce the word. At the beginning of the book was a table explaining the different letters and numbers. 13 3 8 3 5 2 z 5 3 7  
 numbers. "My dear children, you say that you wish  
 5 6 z 3 3 7 3 0  
 to learn the English language."<sup>8</sup>

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<sup>8</sup>T. Robertson, El Ingles (Mexico: Antigua Imprenta de E. Murguia, 1899), p. 5.



This school in White Oaks was the first school that Mr. Silva had attended where English-speaking children were in attendance and it was the first school where the teachers were English-speaking. All classes were conducted in English.

The White Oaks school serves as an example of the type of school that could have been possible in every placita if conditions had been different. This school in White Oaks was not a typical Lincoln County school, as most of them were not as adequate as this one. It was believed at first that the Spanish-speaking people of the county would object to the change from the Spanish school to the English school, but this was not the case. According to R. E. Twitchell:

No opposition has ever been encountered in any part of the territory in the matter of employment of English-speaking teachers in districts where, prior to the enactment of the law of 1891, only Spanish had been taught. In truth, the Spanish-speaking people have evinced an almost universal desire and purpose to have competent teachers, well-versed in the English language, employed and assigned to teach in isolated districts where, in times past, the only schools existing were those in which the Spanish language alone was used.<sup>9</sup>

The population in the county in 1890 was 7,081, but because Otero County was carved in 1890 from the territory comprising Lincoln County the census of 1900 showed only 4,953 inhabitants. The county, in 1900, was still large and sparsely populated. Parents began to feel the need of having

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<sup>9</sup>R. E. Twitchell, Leading Facts of New Mexican History, Vol. II (Cedar Rapids, Iowa: The Torch Press, 1911), Pp. 508-509.



their children in communities where schools would be in session for longer periods of time, realizing that the longer term had many advantages over the shorter one.

According to a school report sent in to the New Mexico Journal of Education by Superintendent L. H. Rudisille of Lincoln County for the month of December, 1906, the enrollment, average daily attendance, and teachers of some of the districts were as follows:

District No. 1, Lincoln, enrollment 96, A.D.A. 71, Mrs. Elizabeth Gumm, principal, Miss Mae Burleson, assistant.

District No. 8, White Oaks, enrollment 94, A.D.A. 82, Miss Covington, principal, Miss Ruth Tompkins, assistant.

District No. 28, Capitan, enrollment 92, A.D.A. 71, Mrs. Zane Ogden, principal, Mr. James Dowe, assistant.

District No. 11, Nogal, enrollment 45, A.D.A. 34, Miss Mabel Anglin, teacher.

District No. 20, Hondo, enrollment 41, A.D.A. 25, Mrs. Ruth Harper, teacher.

The districts given are among the larger schools of the county which have been in session...It has been the custom to have a separate school in session at the upper end of the Lincoln district, which is too widely separated to allow attendance at Lincoln, but as yet no suitable teacher has been secured.<sup>10</sup>

Early in the twentieth century some of the districts bonded themselves for the erection of schoolhouses. These

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<sup>10</sup>New Mexico Journal of Education, 3:2, February 15, 1907.

their children in connection with the school. It was  
also for longer periods of time, indicating that the school  
was not only a place of learning but also a place of social  
interaction.

According to a report, the school was in a very  
poor state of repair. The building was old and the  
facilities were inadequate. The school was in need of  
major repairs and the school board was planning to  
raise funds to cover the cost of the repairs.

During the year, the school was visited by a  
committee of the Board of Education. The committee  
found that the school was in a very poor state of  
repair and recommended that the school board should  
take immediate action to improve the school.

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committee of the Board of Education. The committee  
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take immediate action to improve the school.

public schoolhouses would gradually replace the "borrowed" room of the private home. Some of the districts which bonded themselves for the erection of school buildings were: Capitan, \$2,500 in 1901; Hondo, \$1,000 in 1902; Carrizozo, \$10,000 in 1906; Corona, \$5,000 in 1909; Carrizozo again, \$6,000 in 1910; and Capitan again, \$7,500 in 1911. According to information given by Mrs. Ora G. Tully of Glencoe, Mr. J. V. Tully, a resident of Lincoln County for many years, bought the \$1,000 bond that built the first public schoolhouse at Hondo in 1902. This first school in Hondo was a two-room structure. Later, more rooms were added to the original building and these two rooms are still housing children during the school year.

## II. SCHOOL FUNDS

In the Compilation of School Laws of New Mexico published by the Territory in 1891 the sources of common school revenue are set forth as follows:

Sec. 35. That the following are hereby declared to be and remain temporary funds for common school purposes:

First. The proceeds of all sales of interstate estates which escheat to the territory.

Second. All forfeitures or recoveries on bonds of county, precinct or territorial school officers.

Third. The proceeds of all fines collected for violation of the penal laws.

public schoolhouses would generally reflect the condition  
room of the public house. The condition of the public house  
handed themselves for the purpose of school buildings were  
Carpenter, \$2,700 in 1901; \$2,700 in 1902; \$2,700 in 1903;  
\$10,000 in 1904; \$10,000 in 1905; \$10,000 in 1906; \$10,000 in 1907;  
\$6,000 in 1908; and \$6,000 in 1909. The condition of the  
according to the statement given by the school board in 1909.  
Mr. J. W. Smith, a resident of Lincoln County for many years,  
bought the \$1,000 bond that the school board issued in 1901.  
house at Lincoln in 1901. This house was used as a school  
two-room school house. The house was used as a school  
original building and the school board used it as a school  
building during the school year.

It is stated that  
in the building of school houses at Lincoln  
published by the school board in 1901.  
school houses are not used as follows:  
and, in 1901, the school board issued bonds for  
be and remain unused for the purpose of school  
houses.  
The condition of the school houses at Lincoln  
which are used for the purpose of school  
houses. All school houses at Lincoln are used  
houses, provided the school board is satisfied  
This is the condition of the school houses at  
Lincoln at the present time.

Fourth. The proceeds of the sales of lost goods or estrays.

Fifth. All moneys arising from licenses imposed on wholesale and retail liquor dealers, distilleries, breweries, wine-presses, gambling tables or games of chance, which now pay license or may hereafter be required to pay license.

All the moneys arising from the above enumerated sources when collected, shall be paid into the county treasury to the account of the several school districts, wherein such sums are collected, officers collecting and paying in the same taking the county treasurer's receipt therefor. Should there be more than one school district in any precinct, said amount collected shall be divided among the several school districts pro rata, according to the scholastic census of said district, as furnished to the county school superintendent for the current year.

Sec.36. That a poll tax of one dollar shall be levied upon all able bodied male persons over the age of twenty-one years for school purposes. It shall be the duty of the county assessor to make out separate lists of all persons liable to pay a poll tax in each district and certify the same to the clerks of the several school districts, whose duty it shall be to collect the same, and said clerks shall receive ten per centum of all moneys collected from poll taxes. The district clerks are hereby empowered to bring suit in the name of the district for the collection of the same, if not paid within sixty days after said lists have been received by the treasurer.

Provided, it shall be illegal for any person to vote at any election who has not paid his poll tax for the current year, and said payment must be made in case of a general election one day previous to such election day.<sup>11</sup>

The balance in the county school fund on December 1,

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<sup>11</sup>Compilation of School Laws in New Mexico, 1891  
(Santa Fe, New Mexico, 1891), Pp. 16-17.

1000. The proceeds of the sale of the bonds of  
the company.

1010. All amounts received from the sale of the  
bonds and the sale of the property of the company,  
including the proceeds of the sale of the bonds,  
shall be paid to the company for the purpose of  
paying the principal and interest on the bonds.

All the money received from the sale of the bonds  
shall be paid to the company for the purpose of  
paying the principal and interest on the bonds,  
and the company shall have the right to sell the  
bonds at any time and from time to time, and  
the proceeds of the sale of the bonds shall be  
paid to the company for the purpose of paying  
the principal and interest on the bonds, and  
the company shall have the right to sell the  
bonds at any time and from time to time, and  
the proceeds of the sale of the bonds shall be  
paid to the company for the purpose of paying  
the principal and interest on the bonds.

1020. That a final list of the names of the  
holders of the bonds shall be prepared and  
of the bonds shall be kept by the company,  
and the company shall have the right to sell the  
bonds at any time and from time to time, and  
the proceeds of the sale of the bonds shall be  
paid to the company for the purpose of paying  
the principal and interest on the bonds, and  
the company shall have the right to sell the  
bonds at any time and from time to time, and  
the proceeds of the sale of the bonds shall be  
paid to the company for the purpose of paying  
the principal and interest on the bonds.

1030. That the company shall have the right to  
sell the bonds at any time and from time to  
time, and the proceeds of the sale of the bonds  
shall be paid to the company for the purpose of  
paying the principal and interest on the bonds,  
and the company shall have the right to sell the  
bonds at any time and from time to time, and  
the proceeds of the sale of the bonds shall be  
paid to the company for the purpose of paying  
the principal and interest on the bonds.

The balance to the company shall be paid on December 1.

1040. That the company shall have the right to  
sell the bonds at any time and from time to  
time, and the proceeds of the sale of the bonds  
shall be paid to the company for the purpose of  
paying the principal and interest on the bonds,  
and the company shall have the right to sell the  
bonds at any time and from time to time, and  
the proceeds of the sale of the bonds shall be  
paid to the company for the purpose of paying  
the principal and interest on the bonds.

1897, was \$1,764.10 and the receipts for the year 1898 were as follows: county school fund, \$3,408.99; poll tax, fines, etc., \$1,304.64; total: \$6,477.73. Expenditures for the same year, 1898, were: teachers' wages, \$4,094.95; rent, fuel, etc., \$258.61; schoolhouses and grounds, \$38.00; total: \$4,391.56. The balance at end of year was \$2,086.17. This gives one an idea of how school funds were accumulating seven years after the law of 1891 went into effect.

### III. CERTIFICATION OF TEACHERS

The employment of highly qualified teachers was an impossibility, but attempts to have definite standards for certifying teachers were constantly being made. The days when anyone who could read and write could teach school were gone.

County certificates. Any person desiring to teach school would present himself to the county examining board composed of the county superintendent and other educators. The applicant would be examined in the following fields: reading, penmanship, orthography, English (Grammar and Composition), geography, physiology, and arithmetic. If the applicant made an average of 90 per cent or better in the examination, with no grade below 70 per cent, he would be given a first-grade certificate, valid for three years

1897, was \$1,704.10 and the year 1898 was  
as follows: county school fund, \$1,477.00, and  
etc., \$1,704.10, total, \$3,181.10. The year  
same year, 1898, when the county school fund  
fund, etc., \$1,704.10, and the year 1899 was  
\$1,394.50. The balance at the end of 1899 was  
gives one an idea of how small these funds were.  
over years since the law of 1891, and last year

### THE SITUATION IN 1899

The condition of affairs in the schools was  
impossible, and attempts to have definite results in  
certifying teachers were constantly being made. The year  
when the law was passed was a year of great  
were poor.

County school fund, and other sources of funds  
school board present a small sum to the county school fund  
composed of the county school fund and other sources.  
The applicant could be admitted to the following subjects:  
reading, penmanship, orthography, spelling, grammar, and  
position, geography, history, and civics. The applicant  
applicant made an average of 75 per cent or better in the  
examination, with no grade below 70 per cent. The results  
given a first-grade certificate, and for those years

anywhere in the territory. An applicant who made an average between 70 per cent and 90 per cent with no grade lower than 50 per cent would be granted a second-grade certificate.

If the examining board or the county superintendent recommended that an applicant be given a third-grade certificate, this could be done even if the applicant made low scores on his examination. Second and third-grade certificates were valid for one year and only in the county where the applicant was examined. Due to the scarcity of teachers, county superintendents would sometimes grant teaching permits to applicants whom they considered qualified to teach school.

The examinations were given sometimes at the close of a summer institute in the county. Summer institutes are described later in the study.

Other types of certificates. A person could become qualified to teach by completing specified courses in specified schools, by graduation from full course at St. Michael's College, by securing a Territorial Certificate, or by meeting requirements specified by boards of education.

At the last session of the legislature an act was passed empowering the Territorial Board of Education to issue Territorial teachers' certificates to persons whom it may deem qualified by reason of their moral character, academic scholarship, knowledge of the theory and art of teaching and actual practice in teaching. The lowest qualifications entitling to such certificate must equal

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the full professional course in either of the Normal Schools of New Mexico.<sup>12</sup>

During the school year 1909-1910 there were thirty-five teachers teaching in Lincoln County. Of these, two had Territorial certificates, six had first-grade certificates, nine had second-grade certificates, ten had third-grade certificates, and eight had permits. This reveals the existing shortage of qualified teachers in the county. Boys and girls in the more isolated districts waited their turn until some other school would be closed and a teacher made available for them.

Early in the twentieth century one of Lincoln County's own young men, Mr. W. E. Kimbrell of Picacho, taught school under Superintendent Rudisille. Mr. Kimbrell is Spanish-speaking but knew English sufficiently well to obtain a teaching permit from the county examining board. He taught one month in the lower Ruidoso district, near the present Glencoe community, and from here he went to San Patricio and taught there another month. At San Patricio he taught in a one-room school room which was built and used exclusively for school purposes. The house still stands; it is the first house west of the San Patricio church. It has been idle for many, many years. Mr. Kimbrell

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<sup>12</sup>Fifteenth Annual Report of the Superintendent of Public Instruction, 1905, (Santa Fe, New Mexico, 1906), p. 13.

the full professional course in the schools of New York, in  
During the school year 1907-1908, there were 1,100  
five teachers teaching in the school. Of these, 100  
had territorial certificates, 100 had first grade certificates,  
100 had second grade certificates, 100 had third grade certificates,  
100 had fourth grade certificates, and 100 had fifth grade certificates.  
existing shortage of qualified teachers in the school, and girls in the  
and girls in the school district with their parents until some other school  
available for them.  
Early in the twentieth century, the school was under the management of  
a young man, who was a native of the district. He was a native of the  
school under the management of the district. He was a native of the  
English-speaking district, and his mother was a native of the district.  
with a teaching force from the district, and he was a native of the  
taught one month in the school district, and he was a native of the  
present district, and he was a native of the district. He was a native of the  
Patrick and taught there for many years. He was a native of the district.  
he taught in a one-room school, and he was a native of the district.  
used exclusively for school purposes. The school was  
stands; it is the first house west of the school district.  
church. It has been built for many years. Mr. Patrick

12  
Public Instruction, 1907-1908, New York, 1908, p. 12.

taught two or three more terms in the "Rancho del Montano," now called Sunset.

#### IV. TEACHERS' INSTITUTES

The Territorial superintendent of instruction, the county superintendent, the parents, and everyone concerned wanted their teachers to be well qualified and wanted them to do a good job. This desire to improve the teaching personnel brought about the legislative provision for holding teachers' institutes in the different counties.

The county institutes were short periods of instruction conducted annually by each county for the advancement of teachers in service, and for the preparation of applicants for certification. The law of 1891 prescribed that the Territorial Superintendent of Education should visit each county at least once a year to hold teachers' institutes of at least two days duration. . . . These professional meetings were thoroughly regulated by law in 1897; the law required the county superintendent to hold a two week session under the guidance of qualified conductors and instructors. . . . Attendance became compulsory after 1901. . . . In 1909 the Territorial Board of Education waived the holding of institutes in counties who had access to authorized summer schools.<sup>13</sup>

From the very start teachers' institutes became popular and they undoubtedly increased the efficiency of the teaching corps and aroused public sentiment in aid of public education. Institutions of this sort had to be understood

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<sup>13</sup>Brother Basil, New Mexico Schools; Living Traditions and Practices (Albuquerque, New Mexico: Alken Letter Shop, 1945), pp. 93-94.



and appreciated before they could be productive. They had to be adopted as beneficial, not from compulsion but by a desire to attend. These institutes were a great help in bettering existing educational conditions since, as has already been stated, teachers were so very scarce.

Recognizing the educational benefits derived from attending these institutes, many counties held it to be as binding for the teacher to attend the institute, at least once a year, as it was for a child to go to school daily during the term.

Those conducting the institutes invited well-educated people to give lectures on how the teacher should perform his teaching duties so as to develop the child's thinking processes.

The Lincoln County institute held in August, 1910 was conducted by Professor John Milne of Albuquerque, according to a schedule of Summer School and Institutes published in the June, 1910 issue of the New Mexico Journal of Education.<sup>14</sup>

Some of the weaknesses of the law in regard to institutes were: it imposed no penalty for non-attendance and it required the teacher to pay a fee for defraying the expenses of the institute. The latter many teachers could not do. As the law read regarding the means of defraying the

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<sup>14</sup>New Mexico Journal of Education, 6:9, June 15, 1910.

and suggested that they were a possibility...  
to be accepted as fact...  
desire to attain...  
bettering existing educational conditions...  
ready been stated, however, that...  
Recognizing the educational...  
tending these institutions...  
binding for the...  
once a year, as it was...  
during the term.

These...  
people to give...  
his...  
processes.

The...  
was...  
according to...  
published in...  
Journal of Education.

Some of the...  
stated...  
it...  
passes...  
So, as the law...  
the...  
the...

THE...  
1910

expenses of the institute, the teacher was required to pay a reasonable tuition fee not to exceed for any one session the sum of five dollars. The fee varied at different times that institutes were held.

At the close of each institute the county superintendent was to transmit to the county treasurer all moneys received by him together with the names of the persons contributing said amount. The country treasurer was to place all such moneys to the credit of the institute fund. According to the Sixteenth Annual Report of the Superintendent of Public Instruction, December, 1906, the Institute Fund of Lincoln County was \$103.60.<sup>15</sup>

Teachers' institutes remained quite popular during the first two decades of the twentieth century. With the establishment of summer schools at the higher institutions of learning where teachers could attend and obtain the necessary instruction, the county institutes gradually became extinct.

#### V. SECONDARY EDUCATION

High schools were unknown in Lincoln County prior to the fall term of 1909, when the Carrizozo school began instruction in high school courses: "Carrizozo has over 200

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<sup>15</sup>Sixteenth Annual Report of the Superintendent of Public Instruction, 1906, (Santa Fe, New Mexico, 1907), p. 22.



pupils enrolled in school and Belen has more than 500. Both of these towns are inaugurating high school courses."<sup>16</sup> One teacher was employed to do high school work.

As early as 1898 parents felt the need for a higher level of education for their children than was being offered in the schools that existed. Private tutors were employed to give this additional instruction. Such was the case of Mrs. Sydney Coe Bonnell, whose parents employed a private tutor in 1898 to give her instruction.

## VI. SUMMARY

The Lincoln County school system had gradually improved since the passage of the law of 1891. A few school houses were being built, more teachers were being employed, better qualified teachers were at work, better salaries were being paid, and the school population was growing and the attendance increasing. By 1911 there were forty-two teachers employed in the county, fifteen men and twenty-seven women. The average salary for men was \$54.00 a month and for women \$50.00 a month. The average term was over five months. Thirteen teachers held first-grade certificates, nineteen held second-grade certificates, eight held third-grade certificates, and only two were teaching with permits.

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<sup>16</sup>New Mexico Journal of Education, 6:21, October 15, 1909.

public service in school was being made. The  
of these towns and institutions were being  
teacher was employed in the school.  
as early as 1893 persons had been in a school  
level of education for their children. The  
in the schools the children were being  
to give this education to the children.  
Mrs. Sydney C. Smith, who was the  
author in 1893 to give the children

VI. CONCLUSION

The Lincoln County school system had  
proved since the passage of the law of 1893  
hours were being held, more money was  
better qualified teachers were being  
being paid, and the school buildings were  
attendance increased. By 1913 there were  
and employed in the county. The school  
women. The average salary for the women  
for women \$30.00 a month. The average  
months. The average salary for the men  
nineteen had been employed in the school  
grade certificate, and only two had been

The county institutes had been largely responsible for the improvement of teaching methods and for the preparation of additional teachers.

Mr. Amado Chaves had guided the schools of the state efficiently during his terms of office; the Territorial Board of Education had done its best to improve the early schools of the seventies and eighties; the county superintendents had likewise shared in the big job of improvement of existing conditions.

The general public had accepted new ideas and in accepting them, it had taken on new responsibilities, mainly the support of schools by taxation.

EFFICIENCY  
ERASE BOND  
RADIO CONTENT

The committee has been very successful  
for the improvement of the public schools and for the  
tion of additional schools.  
Mr. Charles D. Smith has been the secretary of the  
efficiency during the past year. The committee has  
Board of Education has been very successful in its  
schools of the city and in the improvement of the  
tendents and likewise in the improvement of the  
of existing conditions.  
The committee has been very successful in its  
accepting them as well as in the improvement of the  
the support of schools by the community.

ERASE BOND  
PAC CO. INC.

## CHAPTER V

### THE EDUCATIONAL SYSTEM FROM 1912 TO 1948

"Promptly on January 6, 1912, as soon as the official count of the votes reached Washington, President Taft proclaimed New Mexico the forty-seventh State of the Union."<sup>1</sup> After the inauguration ceremonies at Santa Fe on January 15, the Territory of New Mexico became something of the past.

The educational tradition inherited by the State of New Mexico from the territory had a solid foundation for further development. A great era of educational progress got under way, using all the previous accomplishments as starting points for further expansion in all phases of education. Just as conditions were improved after the passage of the Law of 1891, the new State accepted and improved the schools that existed when the territory became a commonwealth. The thirty-six years from 1912 to 1948 brought about educational advancements undreamed of in the days of Jose Cordova and his associates.

#### I. GOVERNOR W. C. McDONALD

The first governor of the State of New Mexico was

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<sup>1</sup>John H. Vaughan, The History and Government of New Mexico (State College, New Mexico: John H. Vaughan, 1923), p. 243.

THE STATE OF TEXAS, COUNTY OF DALLAS, ss. I, the undersigned, Clerk of the County, do hereby certify that the within and foregoing is a true and correct copy of the original as the same appears in the records of the County of Dallas, Texas, this 1st day of January, 1912.

After the separation of Texas from Mexico, the Territory of New Mexico was organized as a Territory of the United States. The educational facilities provided for the people of New Mexico from the Territory had a long and successful history. Further development, a great era of educational progress got under way, raising all the previous educational standards. Starting points for further expansion in all branches of education. That as conditions were improved, the people of the Territory, the law in 1891, the new law accepted and amended the schools that existed since the territory began a separate school system. The thirty-six years from 1891 to 1927, the growth of the school system, the educational progress of the Territory, and his associates.

I, Governor J. Lee Wright

The first revenue of the State of New Mexico was

John A. Vander, the first and last Governor of New Mexico (State College, New Mexico, 1912, 1913, 1914, 1915, 1916, 1917, 1918, 1919, 1920, 1921, 1922, 1923, 1924, 1925, 1926, 1927, 1928, 1929, 1930, 1931, 1932, 1933, 1934, 1935, 1936, 1937, 1938, 1939, 1940, 1941, 1942, 1943, 1944, 1945, 1946, 1947, 1948, 1949, 1950, 1951, 1952, 1953, 1954, 1955, 1956, 1957, 1958, 1959, 1960, 1961, 1962, 1963, 1964, 1965, 1966, 1967, 1968, 1969, 1970, 1971, 1972, 1973, 1974, 1975, 1976, 1977, 1978, 1979, 1980, 1981, 1982, 1983, 1984, 1985, 1986, 1987, 1988, 1989, 1990, 1991, 1992, 1993, 1994, 1995, 1996, 1997, 1998, 1999, 2000, 2001, 2002, 2003, 2004, 2005, 2006, 2007, 2008, 2009, 2010, 2011, 2012, 2013, 2014, 2015, 2016, 2017, 2018, 2019, 2020, 2021, 2022, 2023, 2024, 2025, 2026, 2027, 2028, 2029, 2030, 2031, 2032, 2033, 2034, 2035, 2036, 2037, 2038, 2039, 2040, 2041, 2042, 2043, 2044, 2045, 2046, 2047, 2048, 2049, 2050, 2051, 2052, 2053, 2054, 2055, 2056, 2057, 2058, 2059, 2060, 2061, 2062, 2063, 2064, 2065, 2066, 2067, 2068, 2069, 2070, 2071, 2072, 2073, 2074, 2075, 2076, 2077, 2078, 2079, 2080, 2081, 2082, 2083, 2084, 2085, 2086, 2087, 2088, 2089, 2090, 2091, 2092, 2093, 2094, 2095, 2096, 2097, 2098, 2099, 2100, 2101, 2102, 2103, 2104, 2105, 2106, 2107, 2108, 2109, 2110, 2111, 2112, 2113, 2114, 2115, 2116, 2117, 2118, 2119, 2120, 2121, 2122, 2123, 2124, 2125, 2126, 2127, 2128, 2129, 2130, 2131, 2132, 2133, 2134, 2135, 2136, 2137, 2138, 2139, 2140, 2141, 2142, 2143, 2144, 2145, 2146, 2147, 2148, 2149, 2150, 2151, 2152, 2153, 2154, 2155, 2156, 2157, 2158, 2159, 2160, 2161, 2162, 2163, 2164, 2165, 2166, 2167, 2168, 2169, 2170, 2171, 2172, 2173, 2174, 2175, 2176, 2177, 2178, 2179, 2180, 2181, 2182, 2183, 2184, 2185, 2186, 2187, 2188, 2189, 2190, 2191, 2192, 2193, 2194, 2195, 2196, 2197, 2198, 2199, 2200, 2201, 2202, 2203, 2204, 2205, 2206, 2207, 2208, 2209, 2210, 2211, 2212, 2213, 2214, 2215, 2216, 2217, 2218, 2219, 2220, 2221, 2222, 2223, 2224, 2225, 2226, 2227, 2228, 2229, 2230, 2231, 2232, 2233, 2234, 2235, 2236, 2237, 2238, 2239, 2240, 2241, 2242, 2243, 2244, 2245, 2246, 2247, 2248, 2249, 2250, 2251, 2252, 2253, 2254, 2255, 2256, 2257, 2258, 2259, 2260, 2261, 2262, 2263, 2264, 2265, 2266, 2267, 2268, 2269, 2270, 2271, 2272, 2273, 2274, 2275, 2276, 2277, 2278, 2279, 2280, 2281, 2282, 2283, 2284, 2285, 2286, 2287, 2288, 2289, 2290, 2291, 2292, 2293, 2294, 2295, 2296, 2297, 2298, 2299, 2300, 2301, 2302, 2303, 2304, 2305, 2306, 2307, 2308, 2309, 2310, 2311, 2312, 2313, 2314, 2315, 2316, 2317, 2318, 2319, 2320, 2321, 2322, 2323, 2324, 2325, 2326, 2327, 2328, 2329, 2330, 2331, 2332, 2333, 2334, 2335, 2336, 2337, 2338, 2339, 2340, 2341, 2342, 2343, 2344, 2345, 2346, 2347, 2348, 2349, 2350, 2351, 2352, 2353, 2354, 2355, 2356, 2357, 2358, 2359, 2360, 2361, 2362, 2363, 2364, 2365, 2366, 2367, 2368, 2369, 2370, 2371, 2372, 2373, 2374, 2375, 2376, 2377, 2378, 2379, 2380, 2381, 2382, 2383, 2384, 2385, 2386, 2387, 2388, 2389, 2390, 2391, 2392, 2393, 2394, 2395, 2396, 2397, 2398, 2399, 2400, 2401, 2402, 2403, 2404, 2405, 2406, 2407, 2408, 2409, 2410, 2411, 2412, 2413, 2414, 2415, 2416, 2417, 2418, 2419, 2420, 2421, 2422, 2423, 2424, 2425, 2426, 2427, 2428, 2429, 2430, 2431, 2432, 2433, 2434, 2435, 2436, 2437, 2438, 2439, 2440, 2441, 2442, 2443, 2444, 2445, 2446, 2447, 2448, 2449, 2450, 2451, 2452, 2453, 2454, 2455, 2456, 2457, 2458, 2459, 2460, 2461, 2462, 2463, 2464, 2465, 2466, 2467, 2468, 2469, 2470, 2471, 2472, 2473, 2474, 2475, 2476, 2477, 2478, 2479, 2480, 2481, 2482, 2483, 2484, 2485, 2486, 2487, 2488, 2489, 2490, 2491, 2492, 2493, 2494, 2495, 2496, 2497, 2498, 2499, 2500, 2501, 2502, 2503, 2504, 2505, 2506, 2507, 2508, 2509, 2510, 2511, 2512, 2513, 2514, 2515, 2516, 2517, 2518, 2519, 2520, 2521, 2522, 2523, 2524, 2525, 2526, 2527, 2528, 2529, 2530, 2531, 2532, 2533, 2534, 2535, 2536, 2537, 2538, 2539, 2540, 2541, 2542, 2543, 2544, 2545, 2546, 2547, 2548, 2549, 2550, 2551, 2552, 2553, 2554, 2555, 2556, 2557, 2558, 2559, 2560, 2561, 2562, 2563, 2564, 2565, 2566, 2567, 2568, 2569, 2570, 2571, 2572, 2573, 2574, 2575, 2576, 2577, 2578, 2579, 2580, 2581, 2582, 2583, 2584, 2585, 2586, 2587, 2588, 2589, 2590, 2591, 2592, 2593, 2594, 2595, 2596, 2597, 2598, 2599, 2600, 2601, 2602, 2603, 2604, 2605, 2606, 2607, 2608, 2609, 2610, 2611, 2612, 2613, 2614, 2615, 2616, 2617, 2618, 2619, 2620, 2621, 2622, 2623, 2624, 2625, 2626, 2627, 2628, 2629, 2630, 2631, 2632, 2633, 2634, 2635, 2636, 2637, 2638, 2639, 2640, 2641, 2642, 2643, 2644, 2645, 2646, 2647, 2648, 2649, 2650, 2651, 2652, 2653, 2654, 2655, 2656, 2657, 2658, 2659, 2660, 2661, 2662, 2663, 2664, 2665, 2666, 2667, 2668, 2669, 2670, 2671, 2672, 2673, 2674, 2675, 2676, 2677, 2678, 2679, 2680, 2681, 2682, 2683, 2684, 2685, 2686, 2687, 2688, 2689, 2690, 2691, 2692, 2693, 2694, 2695, 2696, 2697, 2698, 2699, 2700, 2701, 2702, 2703, 2704, 2705, 2706, 2707, 2708, 2709, 2710, 2711, 2712, 2713, 2714, 2715, 2716, 2717, 2718, 2719, 2720, 2721, 2722, 2723, 2724, 2725, 2726, 2727, 2728, 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2895, 2896, 2897, 2898, 2899, 2900, 2901, 2902, 2903, 2904, 2905, 2906, 2907, 2908, 2909, 2910, 2911, 2912, 2913, 2914, 2915, 2916, 2917, 2918, 2919, 2920, 2921, 2922, 2923, 2924, 2925, 2926, 2927, 2928, 2929, 2930, 2931, 2932, 2933, 2934, 2935, 2936, 2937, 2938, 2939, 2940, 2941, 2942, 2943, 2944, 2945, 2946, 2947, 2948, 2949, 2950, 2951, 2952, 2953, 2954, 2955, 2956, 2957, 2958, 2959, 2960, 2961, 2962, 2963, 2964, 2965, 2966, 2967, 2968, 2969, 2970, 2971, 2972, 2973, 2974, 2975, 2976, 2977, 2978, 2979, 2980, 2981, 2982, 2983, 2984, 2985, 2986, 2987, 2988, 2989, 2990, 2991, 2992, 2993, 2994, 2995, 2996, 2997, 2998, 2999, 3000, 3001, 3002, 3003, 3004, 3005, 3006, 3007, 3008, 3009, 3010, 3011, 3012, 3013, 3014, 3015, 3016, 3017, 3018, 3019, 3020, 3021, 3022, 3023, 3024, 3025, 3026, 3027, 3028, 3029, 3030, 3031, 3032, 3033, 3034, 3035, 3036, 3037, 3038, 3039, 3040, 3041, 3042, 3043, 3044, 3045, 3046, 3047, 3048, 3049, 3050, 3051, 3052, 3053, 3054, 3055, 3056, 3057, 3058, 3059, 3060, 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3227, 3228, 3229, 3230, 3231, 3232, 3233, 3234, 3235, 3236, 3237, 3238, 3239, 3240, 3241, 3242, 3243, 3244, 3245, 3246, 3247, 3248, 3249, 3250, 3251, 3252, 3253, 3254, 3255, 3256, 3257, 3258, 3259, 3260, 3261, 3262, 3263, 3264, 3265, 3266, 3267, 3268, 3269, 3270, 3271, 3272, 3273, 3274, 3275, 3276, 3277, 3278, 3279, 3280, 3281, 3282, 3283, 3284, 3285, 3286, 3287, 3288, 3289, 3290, 3291, 3292, 3293, 3294, 3295, 3296, 3297, 3298, 3299, 3300, 3301, 3302, 3303, 3304, 3305, 3306, 3307, 3308, 3309, 3310, 3311, 3312, 3313, 3314, 3315, 3316, 3317, 3318, 3319, 3320, 3321, 3322, 3323, 3324, 3325, 3326, 3327, 3328, 3329, 3330, 3331, 3332, 3333, 3334, 3335, 3336, 3337, 3338, 3339, 3340, 3341, 3342, 3343, 3344, 3345, 3346, 3347, 3348, 3349, 3350, 3351, 3352, 3353, 3354, 3355, 3356, 3357, 3358, 3359, 3360, 3361, 3362, 3363, 3364, 3365, 3366, 3367, 3368, 3369, 3370, 3371, 3372, 3373, 3374, 3375, 3376, 3377, 3378, 3379, 3380, 3381, 3382, 3383, 3384, 3385, 3386, 3387, 3388, 3389, 3390, 3391, 3392, 3393, 3394, 3395, 3396, 3397, 3398, 3399, 3400, 3401, 3402, 3403, 3404, 3405, 3406, 3407, 3408, 3409, 3410, 3411, 3412, 3413, 3414, 3415, 3416, 3417, 3418, 3419, 3420, 3421, 3422, 3423, 3424, 3425, 3426, 3427, 3428, 3429, 3430, 3431, 3432, 3433, 3434, 3435, 3436, 3437, 3438, 3439, 3440, 3441, 3442, 3443, 3444, 3445, 3446, 3447, 3448, 3449, 3450, 3451, 3452, 3453, 3454, 3455, 3456, 3457, 3458, 3459, 3460, 3461, 3462, 3463, 3464, 3465, 3466, 3467, 3468, 3469, 3470, 3471, 3472, 3473, 3474, 3475, 3476, 3477, 3478, 3479, 3480, 3481, 3482, 3483, 3484, 3485, 3486, 3487, 3488, 3489, 3490, 3491, 3492, 3493, 3494, 3495, 3496, 3497, 3498, 3499, 3500, 3501, 3502, 3503, 3504, 3505, 3506, 3507, 3508, 3509, 3510, 3511, 3512, 3513, 3514, 3515, 3516, 3517, 3518, 3519, 3520, 3521, 3522, 3523, 3524, 3525, 3526, 3527, 3528, 3529, 3530, 3531, 3532, 3533, 3534, 3535, 3536, 3537, 3538, 3539, 3540, 3541, 3542, 3543, 3544, 3545, 3546, 3547, 3548, 3549, 3550, 3551, 3552, 3553, 3554, 3555, 3556, 3557, 3558, 3559, 3560, 3561, 3562, 3563, 3564, 3565, 3566, 3567, 3568, 3569, 3570, 3571, 3572, 3573, 3574, 3575, 3576, 3577, 3578, 3579, 3580, 3581, 3582, 3583, 3584, 3585, 3586, 3587, 3588, 3589, 3590, 3591, 3592, 3593, 3594, 3595, 3596, 3597, 3598, 3599, 3600, 3601, 3602, 3603, 3604, 3605, 3606, 3607, 3608, 3609, 3610, 3611, 3612, 3613, 3614, 3615, 3616, 3617, 3618, 3619, 3620, 3621, 3622, 3623, 3624, 3625, 3626, 3627, 3628, 3629, 3630, 3631, 3632, 3633, 3634, 3635, 3636, 3637, 3638, 3639, 3640, 3641, 3642, 3643, 3644, 3645, 3646, 3647, 3648, 3649, 3650, 3651, 3652, 3653, 3654, 3655, 3656, 3657, 3658, 3659, 3660, 3661, 3662, 3663, 3664, 3665, 3666, 3667, 3668, 3669, 3670, 3671, 3672, 3673, 3674, 3675, 3676, 3677, 3678, 3679, 3680, 3681, 3682, 3683, 3684, 3685, 3686, 3687, 3688, 3689, 3690, 3691, 3692, 3693, 3694, 3695, 3696, 3697, 3698, 3699, 3700, 3701, 3702, 3703, 3704, 3705, 3706, 3707, 3708, 3709, 3710, 3711, 3712, 3713, 3714, 3715, 3716, 3717, 3718, 3719, 3720, 3721, 3722, 3723, 3724, 3725, 3726, 3727, 3728, 3729, 3730, 3731, 3732, 3733, 3734, 3735, 3736, 3737, 3738, 3739, 3740, 3741, 3742, 3743, 3744, 3745, 3746, 3747, 3748, 3749, 3750, 3751, 3752, 3753, 3754, 3755, 3756, 3757, 3758, 3759, 3760, 3761, 3762, 3763, 3764, 3765, 3766, 3767, 3768, 3769, 3770, 3771, 3772, 3773, 3774, 3775, 3776, 3777, 3778, 3779, 3780, 3781, 3782, 3783, 3784, 3785, 3786, 3787, 3788, 3789, 3790, 3791, 3792, 3793, 3794, 3795, 3796, 3797, 3798, 3799, 3800, 3801, 3802, 3803, 3804, 3805, 3806, 3807, 3808, 3809, 3810, 3811, 3812, 3813, 3814, 3815, 3816, 3817, 3818, 3819, 3820, 3821, 3822, 3823, 3824, 3825, 3826, 3827, 3828, 3829, 3830, 3831, 3832, 3833, 3834, 3835, 3836, 3837, 3838, 3839, 3840, 3841, 3842, 3843, 3844, 3845, 3846, 3847, 3848, 3849, 3850, 3851, 3852, 3853, 3854, 3855, 3856, 3857, 3858, 3859, 3860, 3861, 3862, 3863, 3864, 3865, 3866, 3867, 3868, 3869, 3870, 3871, 3872, 3873, 3874, 3875, 3876, 3877, 3878, 3879, 3880, 3881, 3882, 3883, 3884, 3885, 3886, 3887, 3888, 3889, 3890, 3891, 3892, 3893, 3894, 3895, 3896, 3897, 3898, 3899, 3900, 3901, 3902, 3903, 3904, 3905, 3906, 3907, 3908, 3909, 3910, 3911, 3912, 3913, 3914, 3915, 3916, 3917, 3918, 3919, 3920,

William C. McDonald of Carrizozo in Lincoln County. He was a friend of the cattlemen of the region and he was an ardent worker for the advancement of education. Many of the residents of the county were eager to see what Mr. McDonald would do for the schools of the State of New Mexico and more especially the schools of Lincoln County. In reply to an invitation to attend the meeting of the Educational Association soon after his election, Mr. McDonald wrote, in part, "You may safely depend upon me to use my best efforts to advance the cause of education in our new state."<sup>2</sup>

## II. LENGTHENING THE SCHOOL TERM

"The State constitution, effective January 6, 1912, raised the minimum requirement to five months."<sup>3</sup> One must remember that prior to 1912 there were many Lincoln County settlements which did not have any school at all during some years. At other placitas they had terms one or two months in length, three months being considered a good school term. According to the statistics of the New Mexico Educational Directory for the school year 1913-14, Lincoln County had twenty-eight school districts, three of

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<sup>2</sup>New Mexico Journal of Education, 8:4, December, 1911.

<sup>3</sup>Vaughan, op. cit., p. 225.



which had no school terms. The writer has placed the twenty-eight districts, length of term in each, and the number of teachers, in Table II to show the progress made thus far in education.

A few years later the school term was lengthened to a minimum of seven months. Some of the districts were able to hold nine-month terms, but every district did its best to meet the minimum requirement. By the beginning of the third decade of the twentieth century most schools in the county had a nine-month school term. The length of the regular term has remained the same for over twenty-five years.

### III. PROGRESS IN CERTIFICATION

During the school year 1913-14 there were forty-nine teachers employed in the county. Of these four had professional certificates, twenty-nine had first-grade certificates, twelve had second-grade certificates, three had third-grade certificates, and one had a permit.

Some of the highlights in the gradual progress of teachers' qualifications are summed up by former State Superintendent H. R. Rodgers:

. . . The first bulletin on certification regulations was issued on April 30, 1912, and provided for three grades of certificates on examination--first, second and third. In addition, professionals on credentials and emergency certificates and permits were issued.

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twenty-eight districts, listed by term in each, and the num-  
ber of teachers, in Table II to show the progress made thus  
far in education.

A few years later the school term was lengthened to a  
minimum of seven months. Some of the districts were able to  
hold nine-month terms, but every district did not want to  
meet the minimum requirement. By the beginning of the third  
decade of the twentieth century most schools in the county  
had a nine-month school term. The length of the regular  
term has remained the same for over twenty-five years.

### III. PROGRESS IN CERTIFICATION

During the school year 1912-13 there were twenty-eight  
teachers employed in the county. Of these twenty-eight  
teachers, twenty-nine had first-grade certification,  
twelve had second-grade certification, three had third-grade  
certification, and one had a permit.

Some of the highlights in the gradual progress of  
teachers' qualifications are summed up by former State Super-  
intendent H. B. Rodgers:

... The first bulletin on certification regulations  
was issued on April 30, 1912, and provided for three  
grades of certification: first, second and  
third. In addition, provisions for probationary and  
emergency certification and permits were included.

TABLE II  
SCHOOL DISTRICTS, LENGTH OF TERM,  
AND NUMBER OF TEACHERS  
1913-1914

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School district	No.	Length of term	Number of teachers
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Lincoln	1	6 months	4
San Patricio	2	5 months	1
Ruidoso	3	6 months	1
Picacho	4	8 months	1
Glencoe	5	---	no teacher
Richardson	6	6 months	2
Carrizozo	7	9 months	6*
White Oaks	8	9 months	1
Mesa	9	6 months	1
San Patricio	10	5 months	1
Nogal	11	6 months	1
Angus	12	9 months	2**
Corona	13	9 months	3***
Reventon	14	9 months	1
Alto	15	5 months	1
Bonito (Parsons)	16	5 months	1
Arabela	17	6 months	1
Torrez Ranch	18	---	no teacher
Oscuro	19	9 months	2
Junction (Hondo)	20	8 months	1
Ancho	21	9 months	2
Meek	22	6 months	1
Alto	25	5 months	1
Capitan	28	9 months	9****
Analla (Tinnie)	33	6 months	1
Ruidoso	35	6 months	1
Hale Ranch	42	---	no teacher
Jicarilla	43	6 months	1

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\*one teacher for grades 1 and 2; one teacher for grades 3 and 4; one teacher for grades 5 to 8; one teacher for grades 7, 8, and 9; one teacher for Spanish-speaking pupils.

\*\*one teacher taught six months and another teacher nine.

\*\*\*one teacher taught five months, two teacher nine months.

\*\*\*\*five teachers taught five months, four teachers nine months.



In 1923 some changes in requirements were made, but in 1931 radical changes were made showing definite advancement in qualifications for teachers. The elimination of teacher's certificates on examination in 1931 marked a real epoch in state certification which made possible the standards of our present certificate requirements, adopted by the State Board of Education in 1935 and supplemented in 1937. . . .<sup>4</sup>

Gradually teachers' qualifications have been advanced. One cannot raise standards over night, but must do it gradually. Many persons would hold that it is much better to have a poorly qualified teacher, as was the case of our early schools, than no teacher at all. Then too, in spite of accepted standards, there are times of emergency when one has to resort to the best that is available at the time.

The third-grade certificate, with its exceedingly low requirements, was eliminated in 1924. This was a great step toward bettering conditions, especially in the rural schools.

Under the former regulations a high school graduate was eligible for a first-grade certificate, but at the same time that the third-grade certificate was abolished a high school graduate became eligible for a second-grade credential. To be entitled to a first-grade certificate one had to be a high school graduate and have nine months of successful teaching experience, together with twenty-four term hours of

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<sup>4</sup>H. R. Rodgers, "Progress in Certification," New Mexico School Review, 17:7, January, 1938.

In 1925 some changes in requirements were made, but in 1921 radical changes were made showing definite advancement in qualifications for teachers. The addition of teacher's certificates on examination in 1917 marked a real epoch in these qualifications which were possible the standards of our present certificates. Requirements, adopted by the State Board of Education in 1925 and supplemented in 1927.

Gradually teachers' qualifications have been advanced.

One cannot raise standards over night, but want to be grad-

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The third-grade certificate, with its exceedingly low

requirements, was eliminated in 1927. This was a great step

toward bettering conditions, especially in the rural schools.

Under the former regulations a high school graduate

was eligible for a first-grade certificate, but at the same

time that the third-grade certificate was abolished a high

school graduate became eligible for a second-grade certificate.

To be entitled to a third-grade certificate one had to be a

high school graduate and have nine months of experience.

Teaching experience, together with twenty-four term hours of

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<sup>1</sup>H. E. Rogers, "Progress in Certification," New York  
for School Review, 1917, January, 1918.

normal or college work. These changes in requirements for certificates constituted an added step toward better qualified teachers everywhere.

On account of the scarcity of qualified teachers during World War II and the years following, boards of education have had to employ sub-standard teachers who were able to obtain only emergency certificates or permits. In spite of this practice, standards for certification have gradually been raised. According to present regulations all teaching certificates are issued by the State Board of Education. The 1929 legislature gave the State Board this authority.

A minimum of two years of college work has been set up as the requirement for teachers in elementary schools and a bachelor's degree is required for teachers in the high schools. Superintendents and principals of school systems in which a four-year high school employing more than four teachers is maintained are required to hold administrative certificates. The State Board of Education also issues special certificates for high school teachers of the vocational subjects. Emergency certificates and permits are being eliminated as fast as possible.

It may be noted in the tables immediately following that teachers, principals, and superintendents in Lincoln County, and this is typical of the state, are better prepared

normal or college work. These changes in requirements for  
certification resulted in about 1910 when the State Board of  
Education was organized.

On account of the fact that the State Board of Education  
was organized in 1910, the State Board of Education  
have had to employ and transfer teachers who were not  
then only emergency certificates. As a result, the State  
this practice, standards for certification have been  
been raised. According to present regulations, all teachers  
certificates are issued by the State Board of Education. The  
1929 Legislature gave the State Board full authority.

A number of years ago, the State Board of Education  
as the requirement for teachers is a bachelor's degree  
bachelor's degree is required for teachers in the State Board.  
Superintendents and principals of school systems in which  
four-year high school training was given, the teachers are  
maintained and required to hold a bachelor's degree.  
The State Board of Education also issues special certificates  
for high school teachers of the vocational department. These  
agency certificates are issued and results are being obtained as far  
as possible.

It may be noted in the above mentioned that  
that teachers, principals, and superintendents in this  
County, and this is true of the State, the better the

TABLE III

LINCOLN COUNTY TEACHERS: SALARIES AND PREPARATION  
1937-1938

School system	No. of teachers	Av. salary*	MA	BA	3yr.	2yr.	Less
Rural Schools	41	\$ 926	1	2	3	14	22
Mun. Schools	37	1097	1	28	2	3	3
Totals	78	\$1011**	1	30	5	17	25

1947-1948

Rural Schools	17	\$2333	0	7	4	5	1
Mun. Schools	54	2666	7	38	6	3	0
Totals	71	\$2499**	7	45	10	8	1

\*To nearest whole dollar.

\*\*This is an average, not a total.

TABLE III

LINCOLN COUNTY TRADING COMPANIES AND FARMERS  
1937-1938

School system No. of teachers				
Rural Schools	41	1,200	1,200	1,200
Urban Schools	17	1,200	1,200	1,200
Totals	58	2,400	2,400	2,400

Rural Schools	17	1,200	1,200	1,200
Urban Schools	41	1,200	1,200	1,200
Totals	58	2,400	2,400	2,400

\*To nearest whole dollar.

\*\*This is an average, not a total.

TABLE IV

LINCOLN COUNTY PRINCIPALS: SALARIES AND PREPARATION  
1937-1938

School system	No. of principals	Av. salary*	MA	BA	3yr.	2yr.	Less
Rural Schools	11	\$1,065	0	2	2	5	2
Mun. Schools	4	1,208	0	2	1	1	0
Totals	15	\$1,136**	0	4	3	6	2

1947-1948

Rural Schools	5	\$2,397	0	1	1	3	0
Mun. Schools	7	3,215	3	4	0	0	0
Totals	12	\$2,806	3	5	1	3	0

\*To nearest whole dollar.

\*\*This is an average, not a total.



TABLE V

LINCOLN COUNTY SUPERINTENDENTS: SALARIES AND PREPARATION  
1937-1938

School system	No. of supts.	Av. salary*	MA	BA	3yr.	2 yr.	Less
Rural Schools	1	\$2,000	(no data on training)				
Mun. Schools	4	1,914	2	2	0	0	0
Totals	5	\$1,957*	2	2	0	0	0

1947-1948

Rural Schools	1	\$3,050	0	0	0	0	1
Mun. Schools	5	4,540	4	1	0	0	0
Totals	6	\$3,795**	4	1	0	0	1

\*To nearest whole dollar.

\*\*This is an average, not a total.



to do a good teaching job now than they were in 1937-38. Of the eighty-nine teachers, including principals and superintendents, employed in the county in 1947-48, only two have less than the minimum requirement of two years of college training. Fourteen hold master's degrees and fifty-one hold bachelor's degrees. This information gives one an encouraging picture of the progress that has been made in raising the standards for teacher certification.

#### IV. SECONDARY SCHOOLS

Carrizozo. As was stated in the latter part of Chapter IV, Carrizozo was the first town in Lincoln County to offer instruction in high school work. According to school news published in the September issue of the New Mexico Journal of Education, 1909, Carrizozo probably offered its first high school instruction in the fall of 1909. "Carrizozo has over 200 pupils enrolled in school and Belen has more than 500. Both of these towns are inaugurating high school courses."<sup>5</sup>

H. C. Hall, former superintendent of the Carrizozo schools, told how the Carrizozo school system was founded:

The Carrizozo school system was founded in 1907 soon after the Southern Pacific Railway moved its division point from Alamogordo to Carrizozo. William C. McDonald, the first state governor of New Mexico, whose home

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<sup>5</sup>New Mexico Journal of Education, 6:21, September 15, 1909.

to do a good example for the other states in 1917-18. Of the eighty-nine teachers, including principal and assistant principals, employed in the county in 1917-18, only two have less than the minimum requirement of ten years of college training. Fourteen hold master's degrees and thirty-one hold bachelor's degrees. This information is given on the picture of the progress that has been made in raising the standards for teachers, as follows:

#### IV. SECONDARY SCHOOLS

Carroll County, as was stated in the history part of Chapter IV, Carroll County was the first county in Lincoln County to offer instruction in high school work. A report to the State Board of Education in the summer of 1917, published in the summer of 1918, and in the annual report of the State Board of Education for 1918-19, Carroll County was the first high school instruction in the State. In 1917, Carroll County had over 200 pupils enrolled in school and in 1918, more than 300. Both of these towns are instructing high school courses.

H. C. Hall, former superintendent of the Carroll County schools, told how the Carroll County school system was founded. The Carroll County school system was founded in 1917, after the Board of Education had moved the school point from its former location to Carroll County, where it is now, the first state government of the nation, where it is now.

is near Carrizozo, donated the first school building. This structure had only one room. One teacher was considered sufficient to instruct the pupils. School was held in this building until 1909 when bonds were voted, and the beginnings of our present building were made. The land for the building site and playgrounds was given by Governor McDonald.<sup>6</sup>

According to Mrs. Anna Roberts of Carrizozo the first graduate of the Carrizozo High School was Mildred Peters, who graduated in the spring of 1914. She was listed as one of the teachers of the Carrizozo schools in the year 1915-1916.

In 1910 bonds were issued in the amount of \$6,000 in addition to a previous issue of \$10,000 in 1906. Table VI shows the 1948 bonded indebtedness of the Carrizozo school district.

By 1923-24 the Carrizozo High School had an average daily attendance of 64 and fifteen teachers were employed in the elementary and high schools that same year. By 1931-32 the average daily attendance was eighty-eight and in 1947-48 it was eighty-nine.

The Carrizozo High School is a six-year high school accredited by the North Central Association of Colleges and Secondary Schools. In the fall of 1948, the high school had eight teachers in addition to Mr. L. Z. Manire, superintendent, and Mr. Omer Spurlock, principal.

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<sup>6</sup>H. C. Hall, "School System of Carrizozo," New Mexico School Review, 15:23, February, 1936.



TABLE VI

BONDED INDEBTEDNESS  
AS OF 1948

School system	Date of issue	Original amount	Outstanding
Capitan U H S	1935	\$41,500	\$16,500
Capitan Elem.	1946	40,000	36,000
Carrizozo Mun.	1940	25,000	17,500
Corona Mun.	1919	10,000	2,500
Corona Mun.	1946	40,000	36,000
Hondo U H S	1947	49,400	46,900
Stetson Elem.	1938	5,500	1,000
Ruidoso Mun.	1947	48,500	46,000
Ruidoso Mun.	1948	34,300	34,300
Totals		\$294,200	\$236,700

TABLE 1

General Information  
as of 1948

School System Data of Texas Original Number of Children

1947	1948	1949	1950	1951	1952	1953	1954	1955	1956	1957	1958	1959	1960	1961	1962	1963	1964	1965	1966	1967	1968	1969	1970	1971	1972	1973	1974	1975	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035	2036	2037	2038	2039	2040	2041	2042	2043	2044	2045	2046	2047	2048	2049	2050	2051	2052	2053	2054	2055	2056	2057	2058	2059	2060	2061	2062	2063	2064	2065	2066	2067	2068	2069	2070	2071	2072	2073	2074	2075	2076	2077	2078	2079	2080	2081	2082	2083	2084	2085	2086	2087	2088	2089	2090	2091	2092	2093	2094	2095	2096	2097	2098	2099	2100	2101	2102	2103	2104	2105	2106	2107	2108	2109	2110	2111	2112	2113	2114	2115	2116	2117	2118	2119	2120	2121	2122	2123	2124	2125	2126	2127	2128	2129	2130	2131	2132	2133	2134	2135	2136	2137	2138	2139	2140	2141	2142	2143	2144	2145	2146	2147	2148	2149	2150	2151	2152	2153	2154	2155	2156	2157	2158	2159	2160	2161	2162	2163	2164	2165	2166	2167	2168	2169	2170	2171	2172	2173	2174	2175	2176	2177	2178	2179	2180	2181	2182	2183	2184	2185	2186	2187	2188	2189	2190	2191	2192	2193	2194	2195	2196	2197	2198	2199	2200	2201	2202	2203	2204	2205	2206	2207	2208	2209	2210	2211	2212	2213	2214	2215	2216	2217	2218	2219	2220	2221	2222	2223	2224	2225	2226	2227	2228	2229	2230	2231	2232	2233	2234	2235	2236	2237	2238	2239	2240	2241	2242	2243	2244	2245	2246	2247	2248	2249	2250	2251	2252	2253	2254	2255	2256	2257	2258	2259	2260	2261	2262	2263	2264	2265	2266	2267	2268	2269	2270	2271	2272	2273	2274	2275	2276	2277	2278	2279	2280	2281	2282	2283	2284	2285	2286	2287	2288	2289	2290	2291	2292	2293	2294	2295	2296	2297	2298	2299	2300	2301	2302	2303	2304	2305	2306	2307	2308	2309	2310	2311	2312	2313	2314	2315	2316	2317	2318	2319	2320	2321	2322	2323	2324	2325	2326	2327	2328	2329	2330	2331	2332	2333	2334	2335	2336	2337	2338	2339	2340	2341	2342	2343	2344	2345	2346	2347	2348	2349	2350	2351	2352	2353	2354	2355	2356	2357	2358	2359	2360	2361	2362	2363	2364	2365	2366	2367	2368	2369	2370	2371	2372	2373	2374	2375	2376	2377	2378	2379	2380	2381	2382	2383	2384	2385	2386	2387	2388	2389	2390	2391	2392	2393	2394	2395	2396	2397	2398	2399	2400	2401	2402	2403	2404	2405	2406	2407	2408	2409	2410	2411	2412	2413	2414	2415	2416	2417	2418	2419	2420	2421	2422	2423	2424	2425	2426	2427	2428	2429	2430	2431	2432	2433	2434	2435	2436	2437	2438	2439	2440	2441	2442	2443	2444	2445	2446	2447	2448	2449	2450	2451	2452	2453	2454	2455	2456	2457	2458	2459	2460	2461	2462	2463	2464	2465	2466	2467	2468	2469	2470	2471	2472	2473	2474	2475	2476	2477	2478	2479	2480	2481	2482	2483	2484	2485	2486	2487	2488	2489	2490	2491	2492	2493	2494	2495	2496	2497	2498	2499	2500	2501	2502	2503	2504	2505	2506	2507	2508	2509	2510	2511	2512	2513	2514	2515	2516	2517	2518	2519	2520	2521	2522	2523	2524	2525	2526	2527	2528	2529	2530	2531	2532	2533	2534	2535	2536	2537	2538	2539	2540	2541	2542	2543	2544	2545	2546	2547	2548	2549	2550	2551	2552	2553	2554	2555	2556	2557	2558	2559	2560	2561	2562	2563	2564	2565	2566	2567	2568	2569	2570	2571	2572	2573	2574	2575	2576	2577	2578	2579	2580	2581	2582	2583	2584	2585	2586	2587	2588	2589	2590	2591	2592	2593	2594	2595	2596	2597	2598	2599	2600	2601	2602	2603	2604	2605	2606	2607	2608	2609	2610	2611	2612	2613	2614	2615	2616	2617	2618	2619	2620	2621	2622	2623	2624	2625	2626	2627	2628	2629	2630	2631	2632	2633	2634	2635	2636	2637	2638	2639	2640	2641	2642	2643	2644	2645	2646	2647	2648	2649	2650	2651	2652	2653	2654	2655	2656	2657	2658	2659	2660	2661	2662	2663	2664	2665	2666	2667	2668	2669	2670	2671	2672	2673	2674	2675	2676	2677	2678	2679	2680	2681	2682	2683	2684	2685	2686	2687	2688	2689	2690	2691	2692	2693	2694	2695	2696	2697	2698	2699	2700	2701	2702	2703	2704	2705	2706	2707	2708	2709	2710	2711	2712	2713	2714	2715	2716	2717	2718	2719	2720	2721	2722	2723	2724	2725	2726	2727	2728	2729	2730	2731	2732	2733	2734	2735	2736	2737	2738	2739	2740	2741	2742	2743	2744	2745	2746	2747	2748	2749	2750	2751	2752	2753	2754	2755	2756	2757	2758	2759	2760	2761	2762	2763	2764	2765	2766	2767	2768	2769	2770	2771	2772	2773	2774	2775	2776	2777	2778	2779	2780	2781	2782	2783	2784	2785	2786	2787	2788	2789	2790	2791	2792	2793	2794	2795	2796	2797	2798	2799	2800	2801	2802	2803	2804	2805	2806	2807	2808	2809	2810	2811	2812	2813	2814	2815	2816	2817	2818	2819	2820	2821	2822	2823	2824	2825	2826	2827	2828	2829	2830	2831	2832	2833	2834	2835	2836	2837	2838	2839	2840	2841	2842	2843	2844	2845	2846	2847	2848	2849	2850	2851	2852	2853	2854	2855	2856	2857	2858	2859	2860	2861	2862	2863	2864	2865	2866	2867	2868	2869	2870	2871	2872	2873	2874	2875	2876	2877	2878	2879	2880	2881	2882	2883	2884	2885	2886	2887	2888	2889	2890	2891	2892	2893	2894	2895	2896	2897	2898	2899	2900	2901	2902	2903	2904	2905	2906	2907	2908	2909	2910	2911	2912	2913	2914	2915	2916	2917	2918	2919	2920	2921	2922	2923	2924	2925	2926	2927	2928	2929	2930	2931	2932	2933	2934	2935	2936	2937	2938	2939	2940	2941	2942	2943	2944	2945	2946	2947	2948	2949	2950	2951	2952	2953	2954	2955	2956	2957	2958	2959	2960	2961	2962	2963	2964	2965	2966	2967	2968	2969	2970	2971	2972	2973	2974	2975	2976	2977	2978	2979	2980	2981	2982	2983	2984	2985	2986	2987	2988	2989	2990	2991	2992	2993	2994	2995	2996	2997	2998	2999	3000	3001	3002	3003	3004	3005	3006	3007	3008	3009	3010	3011	3012	3013	3014	3015	3016	3017	3018	3019	3020	3021	3022	3023	3024	3025	3026	3027	3028	3029	3030	3031	3032	3033	3034	3035	3036	3037	3038	3039	3040	3041	3042	3043	3044	3045	3046	3047	3048	3049	3050	3051	3052	3053	3054	3055	3056	3057	3058	3059	3060	3061	3062	3063	3064	3065	3066	3067	3068	3069	3070	3071	3072	3073	3074	3075	3076	3077	3078	3079	3080	3081	3082	3083	3084	3085	3086	3087	3088	3089	3090	3091	3092	3093	3094	3095	3096	3097	3098	3099	3100	3101	3102	3103	3104	3105	3106	3107	3108	3109	3110	3111	3112	3113	3114	3115	3116	3117	3118	3119	3120	3121	3122	3123	3124	3125	3126	3127	3128	3129	3130	3131	3132	3133	3134	3135	3136	3137	3138	3139	3140	3141	3142	3143	3144	3145	3146	3147	3148	3149	3150	3151	3152	3153	3154	3155	3156	3157	3158	3159	3160	3161	3162	3163	3164	3165	3166	3167	3168	3169	3170	3171	3172	3173	3174	3175	3176	3177	3178	3179	3180	3181	3182	3183	3184	3185	3186	3187	3188	3189	3190	3191	3192	3193	3194	3195	3196	3197	3198	3199	3200	3201	3202	3203	3204	3205	3206	3207	3208	3209	3210	3211	3212	3213	3214	3215	3216	3217	3218	3219	3220	3221	3222	3223	3224	3225	3226	3227	3228	3229	3230	3231	3232	3233	3234	3235	3236	3237	3238	3239	3240	3241	3242	3243	3244	3245	3246	3247	3248	3249	3250	3251	3252	3253	3254	3255	3256	3257	3258	3259	3260	3261	3262	3263	3264	3265	3266	3267	3268	3269	3270	3271	3272	3273	3274	3275	3276	3277	3278	3279	3280	3281	3282	3283	3284	3285	3286	3287	3288	3289	3290	3291	3292	3293	3294	3295	3296	3297	3298	329
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County High School. As stated by John H. Vaughan, it was in 1912 when the counties were given a right by the legislature to establish county high schools:

The first State legislature (1912) passed a general county high school law under which, as amended in 1913, any county might by special election establish one or more county high schools supported by a general county tax and free to all children of high-school grade in the county.<sup>7</sup>

The first county high school in Lincoln County was opened in Capitan in 1912 according to Karl A. Cunningham, a former school superintendent of the Capitan schools:

Our school held its first session in 1912 as the Lincoln County High School in the elementary school building of District No. 28 of Lincoln County with 12 pupils . . . In 1932 seven districts united to form a union high school district. In August, 1933 plan were made to erect a new high school building under the P. W. A. provisions. . . .<sup>8</sup>

The average daily attendance of the Lincoln County High School was thirty by 1924-25 and the number of teachers employed was five. By 1931-32 the average daily attendance had reached seventy-five.

Between 1941 and 1947 the Capitan Union High School provided a high school education to many students transported there by bus from Ruidoso. In 1941 the average daily attendance was 141 and twelve teachers were employed in the high

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<sup>7</sup>Vaughan, op. cit., p. 225.

<sup>8</sup>Karl A. Cunningham, "Capitan Union High School," New Mexico School Review, 15:23-24, February, 1936.

County High School. It was in 1912 when the committee was formed by the legislature to establish a county high school.

The first school building was erected in 1913. It was a two-story building with a central entrance and two wings. The building was located on the corner of Main and Second streets.

The first school year began in September, 1913. The school was open from 8:00 a.m. to 4:00 p.m. The first principal was Mr. J. H. Smith.

The school was a success from the first year. The enrollment was 100 students. The school was a great help to the community.

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school. The average daily attendance for 1947-48 was seventy, the decrease due to the loss of the Ruidoso students.

The 1947-48 valuation of the Capitan Union High School (buildings and grounds) is \$155,500, which is the highest in the county. Table VII shows the value of school property and equipment for the different systems in the county for the years 1937-38 and 1947-48.

The Capitan Union High School is a six-year high school accredited by the North Central Association of Colleges and Secondary Schools. Mr. L. W. Clark, superintendent, and Mr. R. M. Jones, principal, had seven high school teachers on their faculty when the school opened in the fall of 1948.

Corona Municipal School. Corona is an inter-county consolidated four-year high school accredited by the State Board of Education, serving students from Lincoln and Torrance counties. In 1921, the Corona school was offering two years of high school work:

The new gymnasium at Corona is completed and equipment is being installed. Corona is an inter-county consolidated school, offering two years of high school work, and is planning on three years of high school work next year. One-hundred three children are transported by four auto trucks.<sup>9</sup>

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<sup>9</sup>New Mexico School Review, 1:18, November, 1921.



TABLE VII

VALUE OF SCHOOL PROPERTY AND EQUIPMENT  
1937-1938

School system	Buildings and grounds		Equipment	
	Elementary	Secondary	Elementary	Secondary
Rural Schools	\$ 61,200	---	\$11,000	---
Capitan U H S	---	\$ 50,500	---	\$ 9,500
Carrizozo Mun.	13,500	55,500	1,950	9,450
Corona Mun.	---	32,500	1,680	7,250
Hondo Mun.	1,800	18,500	500	1,930
Totals	\$ 76,500	\$157,000	\$15,130	\$28,130

## 1947-1948

Rural Schools	\$ 82,100	---	\$38,630	---
Capitan U H S	18,300	\$155,500	3,650	\$13,400
Carrizozo Mun.	40,500	57,000	2,500	9,200
Corona Mun.	64,000	68,000	4,500	17,000
Hondo U H S	---	10,500	---	3,400
Ruidoso Mun.	22,000	52,000	3,700	7,100
Totals	\$226,900	\$343,000	\$52,980	\$50,100

TABLE III

TRUCKS OF VARIOUS TYPES AND EQUIPMENT

School systems, hospitals and other organizations

Truck School	1940-1941	1941-1942	1942-1943
Truck School	1940-1941	1941-1942	1942-1943
Truck School	1940-1941	1941-1942	1942-1943
Truck School	1940-1941	1941-1942	1942-1943
Truck School	1940-1941	1941-1942	1942-1943

Total

1940-1941

Truck School	1940-1941	1941-1942	1942-1943
Truck School	1940-1941	1941-1942	1942-1943
Truck School	1940-1941	1941-1942	1942-1943
Truck School	1940-1941	1941-1942	1942-1943
Truck School	1940-1941	1941-1942	1942-1943

Total

The average daily attendance in the high school at Corona for 1923-24 was twenty-three and two teachers were employed. The average daily attendance by 1931-32 was sixty-three and had increased to eighty-three by 1947-48.

Besides the present bonded indebtedness as shown in Table VI, Corona had a \$5,000 issue in 1909 and a \$10,000 issue in 1919.

Mr. L. Parker is the superintendent of the Corona Municipal School. He had thirteen teachers employed in the system (Grades 1 through 12) when school opened in the fall of 1948.

Lincoln High School. "The town of Lincoln offers two years of high school with an enrollment of eighteen wide awake girls and boys. They maintain a fine glee club and basketball team."<sup>10</sup> This was in the year 1921. The average daily attendance for the 1925-26 school term was twenty and five teachers were employed for all the grades (elementary and high school). Lincoln was a three-year accredited high school since the fall of 1922 until the close of the 1930-31 school term. The average daily attendance for the year 1930-31 was nine and after that year the high school students attending the three-year high school at Lincoln were transported to the high school at Capitan.

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<sup>10</sup>Loc. cit.



Hondo High School. At the budget hearing in the spring of 1923 J. W. Wilferth, principal of the Hondo School, asked for additional money to employ one high school teacher for the school year 1923-24. This was granted and one year of high school work was offered that fall. Four teachers were employed for all the grades, one through nine.

The average daily attendance for the 1924-25 term was eleven. For the term 1925-26 it was twenty, and the high school became a two-year accredited high school. The Hondo High School became a four-year state accredited high school in 1930-31, when the average daily attendance was fifty-two and seven teachers were employed for all the grades, one through twelve.

All the grades were taught in four classrooms and there was a definite need for more rooms and a gymnasium:

Several years ago the Hondo School Board, together with the Lincoln County Board of Education, began to tax the Hondo School District to its limit in order that they might raise money for a new building. By this method \$1,000 was raised for a building fund. The F.E.R.A. proposed to furnish the labor and some money for material, providing the Hondo School would furnish the remainder of the material.

The Hondo School Board continued to tax the Hondo District to its limit, but that was not enough. Such a chance to obtain a much needed building could not be passed up, so we attempted to raise money from private donations, school programs, and dances.

.....  
The Hondo School District now has three school buildings and practically no indebtedness.<sup>11</sup>

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<sup>11</sup>A. M. Freeman, "Hondo Independent School," New Mexico School Review, 15:23, February, 1936.



Until 1935 the Hondo High School had been under the county system, but in that year it was made an independent district. The high school average daily attendance during the school year 1936-37 was eighty-seven, and ten teachers were employed in the system in grades one through twelve.

The Hondo High School was serving the students of the entire valley from Ruidoso to Riverside on a tuition basis. The students of the Hondo District did not pay tuition. Attempts to consolidate the districts failed as the voters voted against such a move. Conditions became somewhat bad. Increased enrollment brought about crowded classrooms and sufficient money was not available to provide additional rooms or additional equipment. Consequently, the Ruidoso and Stetson districts became dissatisfied and in the fall of 1941, the high school students from those districts were transported to the Capitan Union High School as a result of signed petitions from the parents. For two or three years following this move the Hondo High School fought desperately trying to uphold the required attendance of forty for a four-year high school.

In 1947 four districts, San Patricio, Hondo, Tinnie, and Picacho, voted almost unanimously for the formation of a union high school district. Thus the trying days were over for the Hondo High School. In the fall of 1948, with Mr.



F. S. Montes as superintendent and Mr. Vernon Allen as principal, eighty-two students moved into a new high school building. For the fall of 1949 plans have been approved for a six-year high school in Hondo. The average daily attendance for the 1947-48 school year was fifty-seven, with four teachers employed in the high school.

Picacho School. During the school year 1925-26 the Picacho School allowed one year of high school work, but was not on the accredited list of high schools. The average daily attendance for that one year of high school work was seven; thus the one-year high school course was dropped the following year.

Ruidoso High School. In the fall of the 1947-48 school term, the Stetson and Ruidoso high school students attended for the first time their own high school in Ruidoso. It was a \$50,000 building, the solution to many years of long bus rides for the students who had attended first the Hondo High School and then the Capitan Union High School.

In 1948, \$34,300 in bonds were issued for additional buildings on the high school site. The average daily attendance for the 1947-48 school year was sixty-two. During this same year, 1947-48, there were 294 elementary students in average daily attendance in the Ruidoso municipal district.

W. B. Hooten is superintendent and Mr. Hooten, principal, at the same time attended several years high school building, for the fall of 1957 there have been removed for a six-year high school in Hooten. The average daily attendance for the 1957-58 school year was 115-120, with one teacher employed in the high school.

High School Building

Please School advised one year of high school with one not on the advertised list of high schools. The average daily attendance for last one year of high school was 115-120, thus the one-year high school course was dropped for the following year.

High School Building

school term, the between and between high school attendance tended for the first time with one high school in Hooten. It was a 550,000 building, the addition to one year of high bus rides for the students who had attended first the Hooten High School and then the Hooten High School.

High School Building

In 1957-58, in which were added for additional buildings on the high school site. The average daily attendance for the 1957-58 school year was 115-120, with one teacher employed in the high school. The average daily attendance for the 1957-58 school year was 115-120, with one teacher employed in the high school.



In the fall of 1948 the organization of the four-year high school was changed to include Grades 7 and 8. The six-year Ruidoso High School opened in August with Mr. Thomas Crume as superintendent and Mr. Paul Vance as principal. Eight teachers assisted the administrators during the second year's existence of the school.

In summing up the development of secondary schools in Lincoln County, it is not difficult to note that one of the most striking advances made in education was the aroused public interest in favor of the establishment of standard high schools.

#### V. ELEMENTARY SCHOOLS

From the days of the isolated one-room schools of the nineteenth century, the Lincoln County elementary schools have shown a marked advancement in enrollment, average daily attendance, length of school term, qualifications of teachers, and the erection of better school buildings.

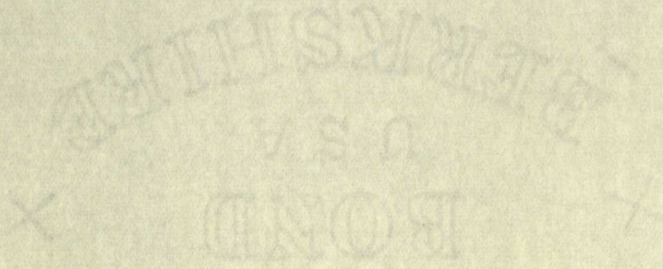
The value of elementary school buildings and grounds in 1937-38 was \$76,500 and in ten years it rose to \$226,900. There were 1,846 pupils enrolled in the elementary schools of Lincoln County in 1947-48, as compared to 175 in 1893, 852 in 1901, and 1,625 in 1910.

In November, 1948, Mrs. Elva Wilson, one of the out-

In the fall of 1937 the organization of the Lincoln High School was changed to Lincoln High School and the year business high school moved to Lincoln High School. There are approximately 100 boys in the school. Eight teachers are listed as maintaining the school year's existence of the school. In summer of the year 1937, Lincoln County, N. C. is not different from any other county in the state and the school was not starting students and the school was not started. The interest in the school is not great. schools.

# THE LINCOLN COUNTY SCHOOLS

From the year of the school the school was shown a marked advancement in enrollment, every day shown, levels of school work, quality of teaching, and the quality of the school work. The value of the school work was not shown in 1937-38 and 1938-39 and in the year 1939-40 there were 1,174 pupils enrolled in the school. Lincoln County in 1937-38 was shown to 175 in 1937-38, 1938-39, and 1939-40. In November, 1937, the school was shown to 175 and



standing Lincoln County teachers, was elected county superintendent of schools. At the opening of the 1948 fall session the Lincoln County rural schools were as follows: Ancho, one teacher; Arabela, one teacher; Bluewater, one teacher; Bogle, one teacher; Encinoso, one teacher; Fort Stanton, one teacher; Hondo, four teachers; Lincoln, three teachers; Nogal, one teacher; Picacho, two teachers; San Patricio, four teachers; and Tinnie, one teacher. The total number of teachers in the Lincoln County rural schools was twenty-one as of 1948.

## VI. CONSOLIDATIONS

The consolidation of schools had been going on for years in the county as in other parts of the state, but the term "consolidation" was not used. When a school was closed and the students went to another school, this was in effect a type of consolidation. The first real consolidation, however, was that of the Lincoln Consolidated Schools brought about in 1919. This created one of the finest schools in the county at that time, resulting in a school of 150 students and four teachers. Sixty-five of the 150 students were transported by motor vehicle to the consolidated school. A bond issue in the amount of \$6,000 issued on August 1, 1919, was for the erection of a new four-room building in Lincoln.

The March, 1920, edition of the New Mexico Journal of

standing Lincoln County teachers, was elected county superintendent of schools. At the meeting of the 1913 fall session the Lincoln County rural schools were as follows: Amos, one teacher; Arabella, one teacher; Bismarck, one teacher; Bogie, one teacher; Bismarck, one teacher; Fort Stanton, one teacher; Hondo, four teachers; Lincoln, three teachers; Mogul, one teacher; Richwood, two teachers; San Antonio, four teachers; and Tinnie, one teacher. The total number of teachers in the Lincoln County rural schools was twenty-one as of 1913.

#### VI. CONSOLIDATION

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Education mentions a National Consolidated Conference of Schools called by Mr. McBrien of the Department of Interior which met in Cedar Falls, Iowa. The key note of the meeting was consolidation of schools. The need for good roads was stressed as a prerequisite to consolidation. Where consolidations had been effected, motor trucks were used to transport the children:

Motor trucks are often driven by the teacher which adds to her meager salary and insures proper conduct of children to and from school. Sometimes these trucks are driven by responsible boys who are glad to earn money to further their education.<sup>12</sup>

Another large consolidation which took place early in the twenties was that at San Patricio. "San Patricio in Lincoln County is to have a consolidated school, the site having been selected at a recent community meeting."<sup>13</sup> As a result of this consolidation, San Patricio still has one of the large schools in the county.

Many more consolidations might seem desirable to one who does not know Lincoln County. In many instances, however, great distances make further consolidation unfeasible and well-nigh impossible. This is especially true in the northern and western parts of the county.

When Louise H. Coe was county superintendent (1923-25), she was highly in favor of improved schools. She worked

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<sup>12</sup>New Mexico Journal of Education, 16:16, March, 1920.

<sup>13</sup>New Mexico Journal of Education, 16:24, January, 1920.



continuously for better buildings and better teachers. In an article published in the February 24, 1924, issue of the New Mexico School Review, she spoke strongly for consolidation:

. . . There is only one way--absolutely only one--by which the rural school can afford the educational advantages which it should supply, and that is by consolidation. . . .<sup>14</sup>

The Division of Information and Statistics of the State Department of Education in a statistical report on the Status of Consolidation in New Mexico gives this information: Lincoln County has thirty-four county schools, twenty-one one-room schools, three consolidated schools, twenty-five impossible to consolidate.<sup>15</sup> The report does not say why it is impossible to consolidate these twenty-five schools, but it is probably due to poor roads and long distances.

All the high schools in the county are the result of consolidations of one kind or another. Another early consolidation of elementary schools which closed several one-room schools scattered over a distance of some twelve or fifteen miles was the Stetson consolidation. The Stetson Consolidated School opened in the fall of 1932 and at the

<sup>14</sup>Louise H. Coe, "Advantages of Consolidation," New Mexico School Review, 3:10, February, 1924.

<sup>15</sup>George I. Sanchez, "Status of Consolidation in New Mexico," New Mexico School Review, 11:25, November, 1931.

continuously for better facilities and better teachers.  
an article published in the February 1917 issue of the  
New Mexico School Journal, the article is as follows:

Notes:

... There is only one way to improve the  
which the rural schools are at present in a  
advantaged which is to consolidate the  
consolidation.

The Division of Investigation and Statistics of the

State Department of Education is a department which is

State of Consolidation in New Mexico. It is a

Lincoln County has thirty-four country schools, twenty-two one-

room schools, three consolidated schools, and one

able to consolidate. In the present condition of the

possible to consolidate these twenty-five schools, and it is

probably due to poor roads and poor facilities.

All the other schools in the county are one room schools.

consolidation of the kind or another, and the

consolidation of elementary schools which is the

room schools scattered over a distance of some twenty or

fifty miles was the reason for consolidation. The

Consolidated School opened in the fall of 1916 in the

1. Louis H. Cox, "Advantages of Consolidation," New  
Mexico School Journal, July, 1916.

2. George A. Sanchez, "State of Consolidation in New  
Mexico," New Mexico School Journal, July, 1916.

TO BE PASSED

BOND

end of the school term it had an average daily attendance of eighty. The lower Ruidoso School, the Brown's Ranch School, the Sanchez School, the Silva School, and the Glencoe School all ceased to exist after the Stetson consolidation. Bond issues in 1932 and in 1939 made possible the erection of a fine elementary school in the Stetson district.

Another type of consolidation is that in which the seventh and eighth-grade students from adjoining districts are brought into the same system with the high school students, thereby forming a six-year high school, from grades seven through twelve. This type of organization is especially satisfactory in smaller communities where it is not advisable to have a separate junior high school. There are many advantages to the six-six plan, and Dr. J. W. Diefendorf has very adequately summed up the advantages of the six-year high school in his article published in the April, 1939, issue of The New Mexico School Review:

. . . Perhaps the greatest advantage that the six-year high school offers the small community is that of larger enrollment in one unit. The mere fact of larger enrollment possesses significance for school administration in several ways. In the first place, larger enrollment means lower per-pupil cost.

. . . A difficulty commonly experienced by administrators of small school systems is that of providing an adequate pupil activity program for the relatively small number of pupils enrolled. The addition of grades seven and eight to the usual four-year program materially increases the enrollment in the new unit and makes



provision of a wider program much easier. . . .<sup>16</sup>

Dr. Diefendorf mentions other advantages to be gained by combining the seventh and eighth grades with the four high school grades.

In Lincoln County, which is a county of small communities, the six-year high school is very popular, and the schools that have followed this plan for some years find that the advantages are many.

#### VII. TRANSPORTATION OF PUPILS

As a result of consolidations the problem of transporting the students from the districts involved into the district where the consolidated school is located has become more pressing. In the earliest consolidations, such as that of the Lincoln area, pupils were first transported in open wagons. According to information obtained from Ismael Salas of Lincoln, Ezequiel Vigil of Lincoln was the driver of an open wagon which transported students to the Lincoln School from adjoining settlements during the school year 1917-18. From the same source it was learned that Enrique Maes was the first driver of the Model T motor vehicle which transported students after the 1919

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<sup>16</sup>J. W. Diefendorf, "The Six-Year High School in New Mexico," New Mexico School Review, 18:5, April, 1939.

provision of a 1/2 of a year and a half...  
 by examining the revenue and...  
 school...  
 In Lincoln County, there is a...  
 that the...  
 schools that have followed this...  
 the advantages are many.

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consolidation.

Some of the early school busses were privately owned and some were rented from the State Highway Department:

Many school districts have taken advantage of the offer of the State Highway Department to furnish trucks for the transportation of pupils. These trucks may be secured at a small rental cost with the provision that they be used wherever possible in work on the local roads and that they be kept safely and in good condition.<sup>17</sup>

According to a budget report of the Lincoln School, two auto trucks or wagons were used for transportation in 1924-25 at a cost of \$900. Fifty-seven pupils were transported.<sup>18</sup>

An organized transportation system was initiated by the Legislature in 1937:

The regular Session of the Legislature of 1937, approved House Bill No. 155, which created a department of transportation under the direct supervision of the State Board of Education. The purpose of this department, working in conjunction with the Educational Budget Auditor, is investigating, supervising and controlling the transportation of pupils throughout the state in the interests of economy, efficiency and safety. The Director of Transportation was appointed by the State Board of Education with instructions to establish standards in transportation; establish and reorganize bus routes where necessary; set up requirements for drivers and specifications for school busses.

Transportation has been increasing so rapidly in this state in the last few years that it has now become a major problem in education; however, the increased cost in transportation has been more than offset by better educational advantages that have been afforded

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<sup>17</sup> New Mexico Journal of Education, 16:11, July, 1920.

<sup>18</sup> Budget for 1925-26.

consolidation.

Some of the early school buses were privately owned

and some were rented from the State Highway Department.

Many school districts have taken advantage of the offer of the State Highway Department to furnish trucks for the transportation of pupils. These trucks may be secured at a small rental cost with the provision that they be used wherever possible in work on the local roads and that they be kept safely and in good condition.

According to a budget report of the Lincoln School,

two auto trucks or wagons were used for transportation in

1927-28 at a cost of \$900. Fifty-seven pupils were trans-

ported.

An organized transportation system was initiated by

the Legislature in 1927.

The regular Session of the Legislature of 1927, approved House Bill No. 127, which created a department of transportation under the direct supervision of the State Board of Education. The purpose of this department, working in conjunction with the Educational Budget Bureau, is investigating, supervising and controlling the transportation of pupils throughout the state in the interests of economy, efficiency and safety. The Director of Transportation was appointed by the State Board of Education with instructions to establish standards in transportation; establish and reorganize bus routes where necessary; set up regulations for drivers and regulations for school buses.

Transportation has been increasing so rapidly in this state in the last few years that it has now become a major problem in education; however, the increased cost in transportation has been more than offset by better educational advantages that have been afforded.

New Mexico Journal of Education, 16:11, July, 1928.

August for 1927-28.

through larger consolidation units. Today practically every boy and girl in the state is given not only the advantages of a good grade school education, but high school advantages as well.<sup>19</sup>

The results of a survey which was made during the school term of 1937-38 regarding transportation routes and the types and condition of busses in use showed that Lincoln County was using forty-five busses, thirty-one of which were steel, five composite, eight cars, and fourteen home-made bodies. All forty-five busses were privately owned. The number of pupils transported was 898. The actual cost of transportation that year was \$40,267.47.

During the school year 1947-48, the number of pupils transported was 1,046 at a cost of \$46,451.89. The number of school busses in operation was twenty-nine, all being good modern busses.

#### VIII. TEACHERS' SALARIES

Due to the constant desire on the part of superintendents and school boards to pay teachers what they rightfully deserve for their services, Lincoln County teachers now receive an average of \$2499 a year as compared with an average of \$1011 for the 1937-38 school year. The long road travelled is even more evident when one recalls that the average salary

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<sup>19</sup>Report of the State Superintendent of Public Instruction, 1936-1938, (Santa Fe, New Mexico, 1938), p. 39.



in 1911 was \$52 a month.

Rural schools in Lincoln County pay teachers less than do the municipal schools, but this is due to the fact that rural teachers usually have less college preparation than do the municipal teachers. The average salary for rural school teachers in 1947-48 was \$2333 as compared with \$2666 for the municipal school teachers. There is, however, a considerable difference in the preparation of the two groups. During the 1947-48 school term, there were seventeen rural teachers, seven held bachelor's degrees, four had three years of college preparation, five had two years, and one had less than two years. Of the fifty-four teachers in municipal schools, seven held master's degrees, thirty-eight held bachelor's degrees, six had three years training and three had two years training. All teachers in the county are paid according to teaching experience and preparation, and regardless of the school where he teaches, he is paid according to an adopted county salary schedule.

#### IX. SUMMARY

Since that memorable day when the Territory of New Mexico became a State on January 6, 1912, the schools of Lincoln County followed the forward trend of education prevalent in most of the New Mexico schools. The progress has

In 1911 was \$12 a month.

These schools in Lincoln County were...  
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municipal schools were...  
the municipal schools. The average salary for the year  
teachers in 1911-12 was \$12.00 per month, which was  
municipal school teachers. There is, however, a great  
difference in the preparation of the teachers. During the  
1911-12 school year, there were several...  
seven held teaching positions, four had been...  
large preparation. They had two years, and two had...  
two years. Of the fifteen teachers in...  
seven held master's degrees. The...  
guest, all had three years teaching and...  
teaching. All teachers in the county are...  
teaching experience and preparation, and...  
school where he teaches, he is paid...  
county salary schedule.

THE SCHOOLS

Since that time...  
Lincoln County...  
valued in... of the... schools.

in the main been steady, halted momentarily at times by the exigencies of current conditions, such as World War I, the depression, World War II, and other less significant occurrences.

Some of the most noteworthy advances were made in the standardizing of instruction, the lengthening of the school term, the increased standards for teacher certification, and the increasing consciousness on the part of the public of the value of better schools. The establishment and continued development of secondary schools in the county has been due to the cooperative effort of the general public in accepting bond issues necessary for additional buildings and equipment.

In a period of thirty-six years many educational accomplishments have become a reality, thus paving the way for a continued program of progress adapted to the needs of tomorrow's youth. The larger central school with adequate buildings and equipment, with well-qualified teachers, and with the proper facilities for transporting the children is gradually replacing the one-room schools of isolated communities.

One of the most significant developments during the past few years has been the increased emphasis on higher salaries for teachers. Uniform salary schedules have been adopted with very gratifying results. Young men and women are again entering the teaching profession, thereby assuring



educators that the schools of tomorrow will be adequately supplied with efficient teaching personnel.

Ex-governor O. A. Larrazolo, in his inaugural address of 1919, said, in part: "Public education must be not only encouraged but compelled, if we would have this magnificent Government of ours to survive."<sup>20</sup> If this was true in 1919 following the first World War, it is just as true now during these post-war years of World War II.

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<sup>20</sup>New Mexico Journal of Education, 15:1, January, 1919.

admission that the records of Congress will be furnished  
supplied with all other necessary documents.

Examination of the records of the House of Representatives  
of 1919, said, as given by the committee, and in this  
only concerned but uncompleted, in the records of the  
House of Representatives at the time of the passage of the  
in 1919 following the first session of the House of  
not during these past few years of which said.

See further records of the House of Representatives  
1919.

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## CHAPTER VI

### SUMMARY AND RECOMMENDATIONS

Having adhered to their scattered attempts to provide schools for their children, the early pioneers of Lincoln County made possible the establishment of the twelve county rural schools and the five municipal schools which are now in existence. The contributions of the early pioneers were of paramount importance in bringing about the beginnings of the free public schools after the passage of the Law of 1891. Gradually the need was felt for the establishment of teachers' institutes, normal schools, and the present standards of certification. The very early teachers prior to 1891 had no means of furthering their education; they worked under discouraging conditions with no immediate incentives for improvement, either financial, physical, or cultural. Their services were rendered without any worthy reward; yet they were members of one of the most important professions--the teaching profession.

The fact that their resources were limited did not totally discourage the inhabitants of the various placitas in their attempts to establish schools. Today, in school training, the aim is to secure those courses which are practical and intensive and which will lead to remunerative

THE STATE OF NEW YORK

IN SENATE,  
January 10, 1911.

REPORT  
OF THE  
COMMISSIONER OF THE LAND OFFICE,  
IN ANSWER TO A RESOLUTION  
PASSED BY THE SENATE,  
MAY 1, 1909,  
RELATIVE TO THE  
LANDS BELONGING TO THE STATE.

ALBANY:  
J. B. LEECH, STATE PRINTER,  
1911.

DEPARTMENT OF THE LAND OFFICE  
STATE OF NEW YORK

employment. Better paying jobs were seldom the reward for attending the schools that existed, for it was the stockman and the business man who possessed most of the wealth of the county. Their children were not the children who most urgently needed adequate educational opportunities, for they could afford to send their children to good schools elsewhere or to hire a private tutor. This type of schooling, however, was not what the majority of the immigrants wanted once they came to Lincoln County and decided to stay.

This new outlook on life of the immigrant of the eighties and thereafter brought about the erection of the first school houses. They did not hesitate to donate money and labor needed for the construction of these early schools. A step had been taken away from the borrowed room in a private home and in the direction of the public school building. Some communities, however, which were inhabited by native New Mexicans remained gravely in need of improvement of their educational program. Continued emphasis was placed on the need for better schools and better teachers. The quality of instruction, the school plant, and the educational traditions needed much improvement. The population was increasing enormously; illiteracy was high.

On February 12, 1891, a new school law was passed making schools not only public but free and supported at



public expense. It was the real beginning of free public education in New Mexico. All previous attempts to establish tax-supported schools in the Territory had failed. With Amado Chaves as the first Superintendent of Public Instruction, the inhabitants of Lincoln County began in earnest to improve the practices which had been in use since the opening of the first schools in Lincoln, Las Tablas, and White Oaks. They were confronted with many problems, but gradually, step by step, conditions became less deplorable. By 1912, when New Mexico became the forty-seventh State, conditions were much improved.

All educators recognized the tremendous responsibilities which were added to the different counties, districts, and communities. The particular and in fact the most important responsibility was that of continuing to decrease illiteracy and to speed up the tempo of accomplishments. Immediately the school term was lengthened to a minimum of five months, and by the school year 1913-1914 several Lincoln County schools had nine-months terms and no school had less than the minimum requirement of five months. By the early twenties every school in the county was having nine months of school out of every calendar year.

Third-grade certificates and permits were abolished; teachers' salaries were raised; districts were bonded for the erection of more and better buildings; noteworthy con-

public expense. It was the only instance of this kind of education in the nation. All previous attempts to establish a free school system had failed. The first attempt was made in 1837, when the Legislature of the State of New York passed a law to establish a free school system. This law was passed in the face of strong opposition from the wealthy classes, who feared that it would lead to the establishment of a free school system. The law was passed, but it was not until 1840 that the first free school was opened in the State of New York. Since the opening of the first free school in the State of New York, the number of free schools has increased rapidly. In 1840, there were only a few free schools in the State. By 1850, the number had increased to several hundred. By 1860, the number had increased to over a thousand. By 1870, the number had increased to over two thousand. By 1880, the number had increased to over three thousand. By 1890, the number had increased to over four thousand. By 1900, the number had increased to over five thousand. By 1910, the number had increased to over six thousand. By 1920, the number had increased to over seven thousand. By 1930, the number had increased to over eight thousand. By 1940, the number had increased to over nine thousand. By 1950, the number had increased to over ten thousand. By 1960, the number had increased to over eleven thousand. By 1970, the number had increased to over twelve thousand. By 1980, the number had increased to over thirteen thousand. By 1990, the number had increased to over fourteen thousand. By 2000, the number had increased to over fifteen thousand. By 2010, the number had increased to over sixteen thousand. By 2020, the number had increased to over seventeen thousand. By 2030, the number had increased to over eighteen thousand. By 2040, the number had increased to over nineteen thousand. By 2050, the number had increased to over twenty thousand. By 2060, the number had increased to over twenty-one thousand. By 2070, the number had increased to over twenty-two thousand. By 2080, the number had increased to over twenty-three thousand. By 2090, the number had increased to over twenty-four thousand. By 2100, the number had increased to over twenty-five thousand.

solidations were effected. Every move made was for the betterment of existing conditions. High schools were established and steel busses replaced the wagons and trucks that had been in use.

Esteban Collazo, José Córdova, L. R. Rudisille, Elizabeth Gumm, Louise Coe, Ola Jones, and many others contributed greatly to the development of the Lincoln County school system which, though adequate, is still improving and expanding.

## II. RECOMMENDATIONS

As may be noted from the data in Table V, the county superintendent of schools during the 1947-48 school year had less than two years of college preparation, whereas the minimum for municipal superintendents was a bachelor's degree. As a result of this difference in preparation, the salaries for municipal superintendents are higher than the salary of the county superintendent of schools.

One of the most urgent steps in the improvement of instruction is that of raising the requirements of those who seek the position of county superintendent of schools. A bachelor's degree should be set as the minimum requirement, with a master's degree recommended. Besides this minimum requirement in collegiate preparation, certainly

solidations were effected. Every new road was for the betterment of existing conditions. High schools were established and steel houses replaced the wigwag and canvas that had been in use.

Estaban Collins, Jose Cordova, L. R. Smith, Elizabeth Gwyn, Louise Goe, Joe Jones, and many others contributed greatly to the development of the Lincoln County school system which, though meagre, is still improving and expanding.

## II. RECOMMENDATIONS

As may be noted from the data in Table V, the county superintendent of schools during the 1917-18 school year had less than two years of college preparation, whereas the minimum for municipal superintendents was a bachelor's degree. As a result of this difference in preparation, the salaries for municipal superintendents are higher than the salary of the county superintendent of schools.

One of the most urgent steps in the improvement of instruction is that of raising the requirements of those who seek the position of county superintendent of schools. A bachelor's degree should be set as the minimum requirement, with a master's degree recommended. Besides this minimum requirement in collegiate preparation, definitely

the county superintendent of schools should have had teaching experience which would seem indispensable in the type of work that the county superintendent is required to perform. She is in constant contact with her teachers and the county rural schools and can be of increasing value if she is qualified to aid and direct. The situation as it stands now is lacking in all professional requirements and the rural schools may, as a result, be retarded in progress.

Once the standards are raised, the next step would be that of tenure. A worker in the field of education who stays on the job two years and is then replaced by another has not had an opportunity to acquaint himself with the needs of the schools, the possible means of improvement, or any type of long-range programs of experimentation. No very elaborate procedures of improvement can be launched during a two-year period, or even a four-year period. Adequate preparation, no limit on the length of term, and removing the office from the political pot would aid immeasurably in securing county superintendents who would be in a better position to direct the learning activities of the children and guide the teachers in their teaching procedures, especially in times of apparent need.

Several consolidations have been successfully carried out in the county, but there are a few more consolidations that should be undertaken, especially in the south-



eastern side of the county. Five high schools in the county are more than the county needs and more than the county is able to finance adequately. A large central high school somewhere between Ruidoso and Riverside would provide the children of the valley with more nearly adequate facilities for instruction. As it is, the valley now has two high schools, one at each end of the valley, the Ruidoso High School and the Hondo Union High School. By having the children transported from both ends of the valley to a centrally located school, the bus travel would not exceed twenty-five miles one way.

In the same way one high school could adequately serve the students of the Carrizozo and Capitan areas. But in either case, whether it is the consolidation of the two high schools of the Ruidoso Valley or the consolidation of the Carrizozo and Capitan schools, the opposition on the part of the general public would be overwhelming. Corona, on the extreme end of the county, must because of the distances have a separate high school, though the enrollment does not exceed that of the other high schools.

A deplorable condition exists in the Arabela and Blue-water districts that could be remedied by the elimination of these schools and the transportation of the pupils to the Tinnie School, thereby bringing together the children of

eastern side of the county. Five high schools in the county are more than the county needs and more than the county is able to finance adequately. A large central high school somewhere between Kansas and Riverside would service the children of the valley with more nearly adequate facilities for instruction. As it is, the valley now has two high schools, one at each end of the valley, the Kansas High School and the Riverside Union High School. By having the children transported from both ends of the valley to a centrally located school, the tax burden would not exceed twenty-five miles one way.

In the same way one high school could adequately serve the students of the Lawrence and Canton towns. In either case, whether it is the consolidation of the two high schools of the Kansas Valley or the consolidation of the Lawrence and Canton schools, the objection to the part of the general public would be somewhat minor. On the extreme end of the county, west of Lawrence, the citizens have a separate high school. It is the enrollment there and not need that of the other high schools.

A definite condition exists in the Lawrence and high water districts that could be remedied by the consolidation of these schools and the transportation of the pupils to the State School. There is no need for the children of

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three one-room schools and providing them with more teachers and more desirable housing. Under the present situation the Arabela and Bluewater districts have no transportation facilities for children wishing to attend high school. To attend high school, these students have to move from their home communities to those which have a high school. By transporting the students to the Tinnie School, high school students could be transported along with the others and meet the school bus that transports students to the Hondo Union High School. Both the Arabela and the Bluewater schools are regarded as somewhat isolated and highly qualified teachers are not likely to accept teaching positions in either of those schools.

A big consolidation of elementary schools that would result in one of the finest elementary schools in the state would be the consolidation of the San Patricio, Hondo, Tinnie, and Picacho districts into one, as has already been done in the case of the union high school. The combined enrollment of the consolidated school would be over 250 students. Every phase of school work would be improved and needed economies would be effected. The distance between the two end schools at present is about twelve miles; the two other schools are between these two schools. School busses are now in operation transporting high school stu-

three one-room schools and providing them with new teachers and more desirable housing. Under the present situation the Arabela and Elvewater districts have no transportation facilities for children wishing to attend high school. To attend high school, these students have to move from their home communities to those which have a high school. By transporting the students to the high school, high school students could be transported along with the common and meet the school bus that transports students to the Honda Union High School. Both the Arabela and Elvewater schools are regarded as somewhat isolated and high school teachers are not likely to accept transfer positions in either of those schools.

A big consolidation of elementary schools that would result in one of the finest elementary schools in the state would be the consolidation of the four schools, Elvewater, Kinnel, and Elvewater districts into one, the Elvewater district. In the case of the union high school, the consolidation and rollment of the consolidated school with the Elvewater High School. Every phase of school work would be improved and needed economies would be effected. The distance between the two and schools at present is about twelve miles; the two other schools are between these two schools. Buses are now in operation transporting high school students

dents from the four districts and with additional busses all children could easily be brought to a certain elementary school. Eleven teachers are employed now in the four schools; this number could be reduced to eight, thereby employing a teacher for each grade. Again, however, the sentiment of the general public is very much against such a move. Other attempted consolidations in the vicinity of Carrizozo have met with strong opposition from the patrons of the communities involved.

These recommendations are made in the hope that they will give further impetus to the many request for consolidation moves and a reorganization of the present set-up regarding the office of the county superintendent of schools. Those favoring these changes are people who have been working with education steadily for years and who realize that changes are needed to meet the many problems which confront the county, mainly that of increased enrollments and crowded classrooms. Just as the present state of events has gradually come about, much more progress undreamed of today will become tomorrow's reality.



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## C. OFFICIAL STATE REPORTS

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Seventeenth and Eighteenth Annual Reports of the Territorial Superintendent of Public Instruction, 1907-1908. Santa Fe, New Mexico: The New Mexican Printing Company, 1909.

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#### D. NEWSPAPERS

Carrizozo Outlook, October 24, 1913.

Ruidoso News, August 20, 1948.

#### E. OFFICIAL COUNTY RECORDS

Tax Assessor's Reports for 1890, 1901, 1912, 1920, 1935 through 1948.

Minutes of the Lincoln County School Board, 1934 through 1939.

Treasurer's Records for 1948.

#### F. INTERVIEWS

Bonnell, Sydney Coe, born in San Juan County at Farmington, 1884; came to Lincoln County when nine months old.

Chavez, Amada, born at the Missouri Plaza in 1870.

Report of the Secretary of the Board of Directors of the  
National Life Insurance Company, for the year ending 1900.

Report of the Secretary of the Board of Directors of the  
National Life Insurance Company, for the year ending 1900.

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Report of the Secretary of the Board of Directors of the  
National Life Insurance Company, for the year ending 1900.

- Chavez, Elerdo, born at Lincoln in 1880.
- Gomez, Felipe, born at San Patricio in 1869.
- Griego, Saturnina, born at Lincoln in 1866.
- Kimbrell, W. E., born at Picacho in 1880.
- Lujan, Sista, born at Manzano in 1870; came to Lincoln County as a small child.
- Miranda, Lorenzita, born at Lincoln in 1861.
- Nejeres, Tonita, born at Puerto de Luna, near Santa Rosa in 1870; came to Lincoln County in 1884.
- Price, Mrs. C. N., born in Tennessee in the eighties; came to White Oaks in 1893.
- Roberts, Anna, born at the Bonito Plaza in 1880.
- Salas, Ismael, born at Lincoln about 1915.
- Salazar, Genoveva, born at the Missouri Plaza in 1867.
- Silva, Julian, born at Glencoe in 1882.
- Tully, Ora G., came to Lincoln County in the late nineties.
- Ulibarri, Fina, born at San Patricio in 1877.
- Ulibarri, Vicente, born at San Patricio in 1877.
- Zamora, Marcofla, born at Manzano in 1868; came to Lincoln County as a small child.

#### G. OTHER SOURCES

Eighth, Ninth, Tenth, Eleventh, Twelfth, Thirteenth, Fourteenth, Fifteenth, and Sixteenth Census Reports, 1860-1940.

School Budgets, filed in Budget Auditor's Office, 1923-1948.

Chavez, Ricardo, born at Chicago in 1892.

Comas, Felipe, born at San Antonio in 1894.

Criss, William, born at Chicago in 1894.

Klabell, E. M., born at Chicago in 1894.

Ingles, Elmer, born at Chicago in 1894, and at Chicago  
County in 1894.

Winters, William, born at Chicago in 1894.

Winters, William, born at Chicago in 1894, and at Chicago  
County in 1894.

Winters, William, born at Chicago in 1894, and at Chicago  
County in 1894.

Roberts, James, born at the home of the family in 1894.

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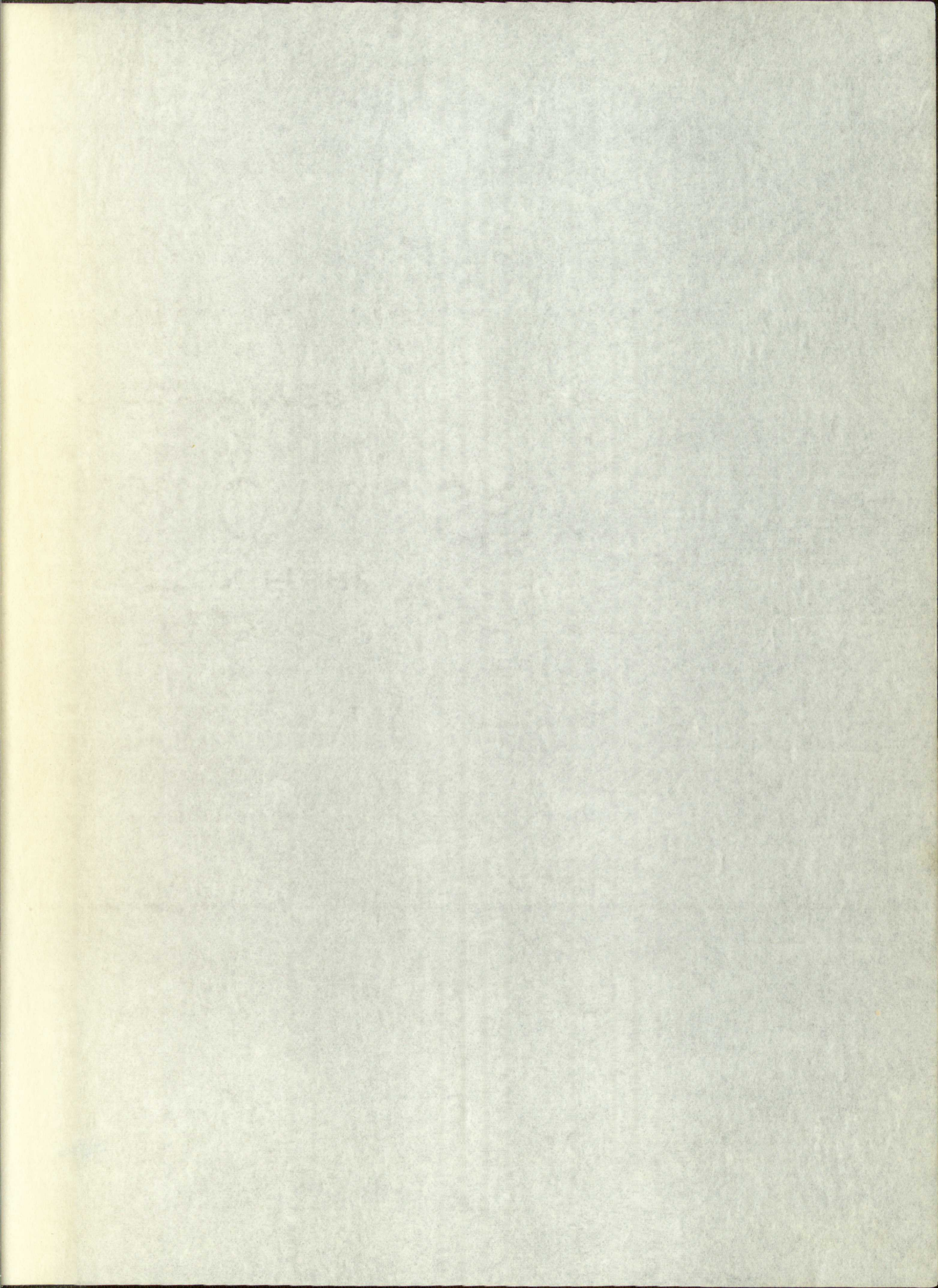
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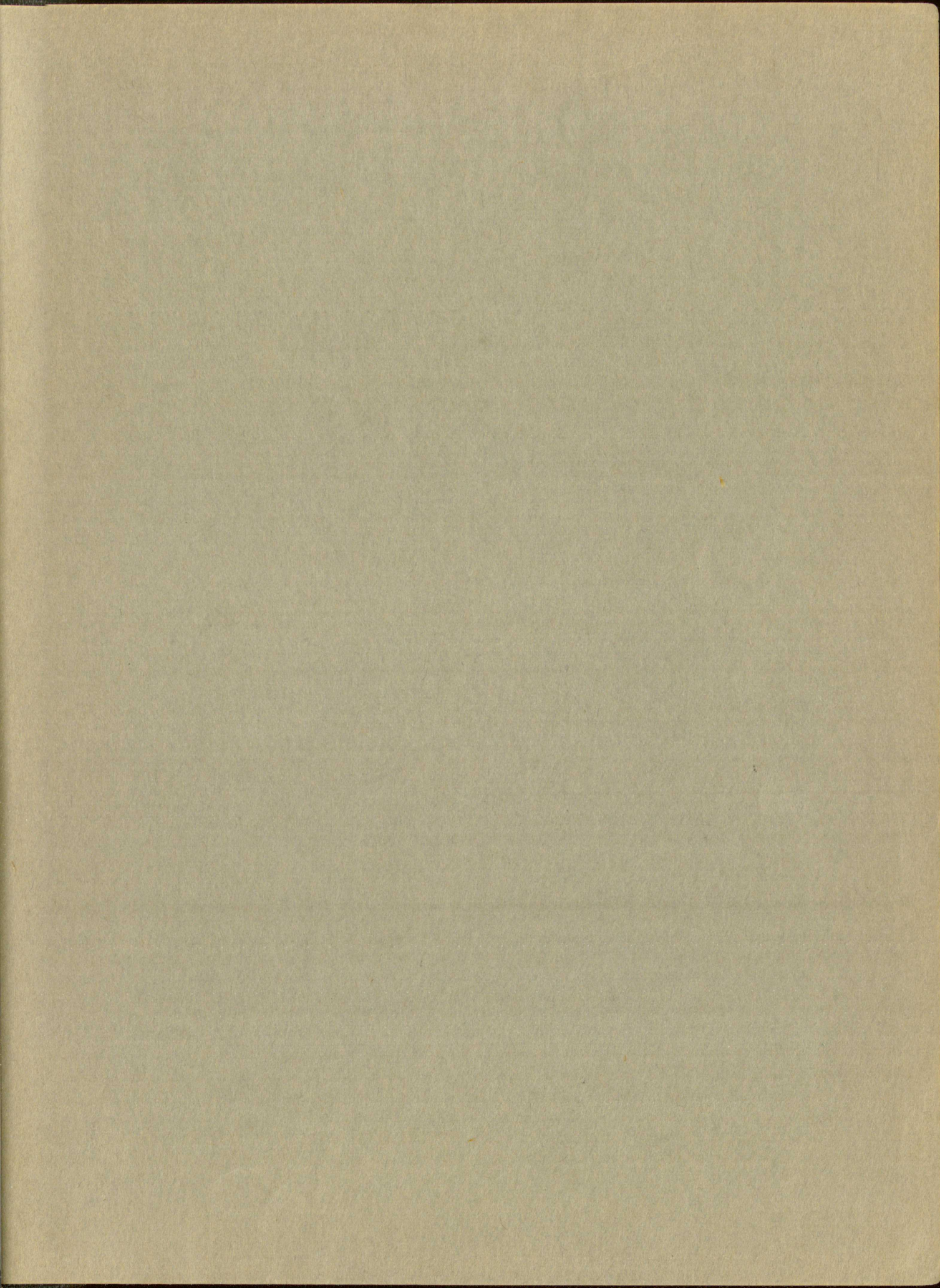
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