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### The History of Education in De Baca County, New Mexico

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MASTER OF ARTS

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DEAN

DATE July 1, 1952

THE HISTORY OF EDUCATION IN DE BACA COUNTY,  
NEW MEXICO

By

Thomas A. Bridges

Thesis committee

E. H. Fixley

CHAIRMAN

A. T. Reid

S. P. Nanninga



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

MASTER OF ARTS

E. H. Bantister  
DEAN

July 11, 1952  
DATE

THE HISTORY OF EDUCATION IN DE SAGA COUNTY,  
NEW MEXICO

Thomas A. Bridges

Thesis committee

E. H. Bantister  
CHAIRMAN  
A. J. [illegible]  
A. J. [illegible]



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8. 1937

9. 1938

10. 1939

11. 1940

12. 1941

13. 1942

14. 1943

15. 1944

16. 1945

17. 1946

18. 1947

19. 1948

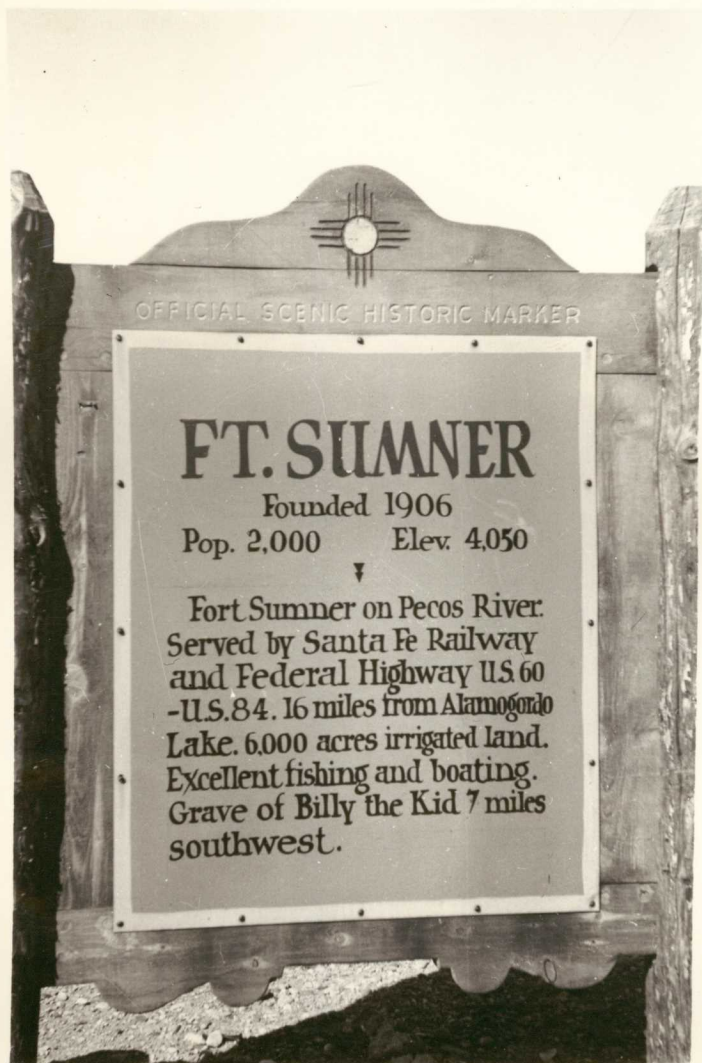
20. 1949

21. 1950

22. 1951

23. 1952

24. 1953



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# FT. SUMNER

Founded 1906

Pop. 2,000

Elev. 4,050

Fort Sumner on Pecos River.  
Served by Santa Fe Railway  
and Federal Highway U.S. 60  
-U.S. 84. 16 miles from Alamogordo  
Lake. 6,000 acres irrigated land.  
Excellent fishing and boating.  
Grave of Billy the Kid 7 miles  
southwest.





## CHAPTER I

### INTRODUCTION

The history of New Mexico is replete with interesting and stirring events, many of which have had a direct bearing upon the growth and development of education in the state. One of the most colorful, however, is that of the area which subsequently became De Baca County. Here roaming tribes of wild Indians went their ways practically unrestrained for centuries before what was to be the Territory of New Mexico was annexed to the United States. As the white man moved in, forts had to be built to keep the Indians in check. Finally it was necessary that whole tribes be rounded up and placed upon reservations for the safety of all. After a time, the Indians were allowed to return to their homelands to remain on special reservations set aside for them by the Congress of the United States. This removal gave the few white people who were already here and those coming in a chance to secure their homes, make a living, and plan for the education of their children. From this historic background the educational development of one of the thirty-two counties of the state of New Mexico emerged.







## I. THE PROBLEM

Statement of the problem. The purpose of this study is to trace and record the history of education in what is now De Baca County, New Mexico. In so doing, the concern will be primarily with (1) finances, (2) physical plants, (3) census and enrollment figures, and (4) outstanding personalities who have left their stamp upon the educational development of the area and the state.

Delimitation of the study. No attempt will be made to record or evaluate the curricula of the various schools in this area, whether past or present.

Importance of the study. Although the area covered by this study has been the concern of many general historians, the educational history of the county has never been completely recorded. Much can always be learned in charting the course for the future by a consideration of the pioneer development of the past.

## II. SOURCES OF THE DATA

Information for this study has been gathered from personal interviews and correspondence, records on file in various state and county offices, and newspaper files and educational journals, and by reference to general



## I. THE STUDY

Statement of the problem. The purpose of this study is to present and discuss the history of educational thought in the United States, from the time of the first colonial settlements to the present. The study will be divided into three parts: (1) the colonial period, (2) the revolutionary period, and (3) the national period. The study will also include a chapter on the development of the public school system in the United States.

Justification of the study. The study is important because it provides a historical perspective on the development of education in the United States. It also provides a basis for understanding the current state of education and for making decisions about the future of education.

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## II. HISTORY OF THE IDEA

Information for this study was gathered from personal interviews and correspondence, records on file in various state and county offices, and newspaper files and educational journals, and by reference to the general



histories of the state. Illustrative materials have been secured through the generosity of many interested persons, particularly early-day residents of the area.

### III. METHODS OF PROCEDURE

After the data were collected they were classified under the major divisions mentioned in the statement of the problem. Only those historical anecdotes having a direct or closely related bearing upon the educational development were retained. The presentation throughout is chronological.

### IV. REVIEW OF RELATED LITERATURE

Read's New Mexico is a general history of events from the earliest days to statehood. He is quite specific on the public education system of the Territory of New Mexico until 1912, but no direct reference is made to education in the De Baca County area. General population figures are given for each of the then existing counties as of 1910.<sup>1</sup>

Ralph Twitchel's The Leading Facts of New Mexico is a general history of the Southwest from 1821 to 1912

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<sup>1</sup> B. M. Read, New Mexico (Santa Fe, New Mexico: New Mexico Printing Company, 1912), 813 pp.



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Harold Fritchel's The Leading Facts of New Mexico is a general history of the Southwest from 1681 to 1912.

<sup>1</sup> H. H. Need, New Mexico (Santa Fe, New Mexico: New Mexico Printing Company, 1912), 815 pp.



under Spanish, Mexican, and American rule. The history of education is developed in a general way. Education is reported by counties from near the turn of the century to the beginning of statehood. No specific mention of education is made regarding the De Baca County area.<sup>2</sup>

Bradford L. Prince, in his A Concise History of New Mexico, treats the schools in a very general way. He mentions that there were five hundred public schools in the territory in 1891, while the figure had increased to a thousand by 1912. There were sixty thousand scholars enrolled, with forty thousand in average daily attendance in the public schools by 1912. The number of teachers increased from 552 in 1891 to 1,548 by the time of statehood.<sup>3</sup>

Charles Coan's A History of New Mexico, Vol. I, gives a good account of the New Mexico Territory just before and after its annexation to the United States from Mexico. There is a history of the successive county changes, with maps very similar to those used in this manuscript. His history is mainly devoted to the geography

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<sup>2</sup> Ralph E. Twitchel, The Leading Facts of New Mexico, Vol. II (Cedar Rapids, Iowa: The Torch Press, 1912), 631 pp.

<sup>3</sup> Bradford L. Prince, A Concise History of New Mexico (Cedar Rapids, Iowa: The Torch Press, 1912), 272 pp.



and Spanish, Mexican, and American races. The history of education is developed in a general way. Education is reported by counties from near the turn of the century to the beginning of this century. No specific mention of education is made regarding the New Mexico area.<sup>2</sup>

Frederick L. Prince, in his A History of New Mexico, states the schools in a very general way. He mentions that there were five hundred public schools in the territory in 1891, while the figure had increased to a thousand by 1912. There were fifty thousand scholars enrolled, with forty thousand in average daily attendance in the public schools by 1912. The number of teachers increased from 250 in 1891 to 1,500 by the time of statehood.<sup>3</sup>

Charles Dorn's A History of New Mexico, Vol. I, gives a good account of the New Mexico Territory just before and after its annexation to the United States from Mexico. There is a history of the successive county changes, with maps very similar to those used in this manuscript. His history is mainly devoted to the geography

<sup>2</sup> Ralph M. Whitcomb, The Leading Facts of New Mexican History, Vol. II (Cedar Rapids, Iowa: The Torch Press, 1912), 671 pp.

<sup>3</sup> Frederick L. Prince, A General History of New Mexico (Cedar Rapids, Iowa: The Torch Press, 1912), 772 pp.



and to the political history of the entire state, with individual reference to specific counties.<sup>4</sup>

Robert Arthur Moyers' "A History of Education in New Mexico" is a chronological account of the history of education from the beginning of civilized man in the New Mexico region until 1941. Moyers characterizes the most outstanding features of the history of education in New Mexico as follows:

1. The constant struggle between the representatives of the church and civil authorities.
2. The problem of giving instruction in English to Spanish-speaking children.
3. The enactment of many school laws with little result.
4. The overlapping functions of the higher educational institutions.
5. The development of a dual system of schools, one under the direction and control of the state and the other supported by the Catholic Church.
6. The public schools taught by Catholic teachers.
7. The problems of providing a suitable education for the large number of Indians.<sup>5</sup>

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<sup>4</sup> Charles Coan, A History of New Mexico (New York: The American History Society, Inc., 1925), 600 pp.

<sup>5</sup> Robert Arthur Moyers, "A History of Education in New Mexico." (Unpublished Doctor's dissertation, George Peabody College For Teachers, Nashville, Tennessee, 1940). 819 pp.



and to the political history of the entire state, with individual reference to specific communities.<sup>4</sup>

Robert Arthur Meyer, "A History of Education in New Mexico" is a chronological account of the history of education from the beginning of civilized man in the New Mexico region until 1941. Meyer characterizes the most outstanding features of the history of education in New Mexico as follows:

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6. The public schools taught by Catholic teachers.
7. The problem of providing a suitable education for the large number of Indians.

<sup>4</sup> Charles Goss, *A History of New Mexico* (New York: The American History Society, Inc., 1927), 603 pp.

<sup>5</sup> Robert Arthur Meyer, "A History of Education in New Mexico," (Unpublished Doctor's dissertation, George Peabody College for Teachers, Nashville, Tennessee, 1940), 319 pp.



S. P. Nanninga's The New Mexico School System is a publication designed to be used as a textbook in a course entitled "Problems of Education in New Mexico." This book deals with the educational system that New Mexico has established, with emphasis upon such items as the historical background and organization, types of education provided, duties of employees, and how the schools of the state are maintained. There is a specific treatment of the budgets of each county which will be referred to elsewhere in this manuscript.<sup>6</sup>

The only work directly and exclusively concerned with the subject matter of this study is a Master's thesis written in 1940 by Fred Hines while a graduate student at the University of Texas. While it should be admitted that there is some duplication in the general scope of Hines' study and the present one, it seems to the writer that in his zeal for the anthropological and political history of the area Hines has lost sight of many of the significant phases of the educational history. His study is largely concerned with educational personalities and makes little or no mention

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<sup>6</sup> S. P. Nanninga, The New Mexico School System (Albuquerque, New Mexico: The University of New Mexico Press, 1912), 203 pp.







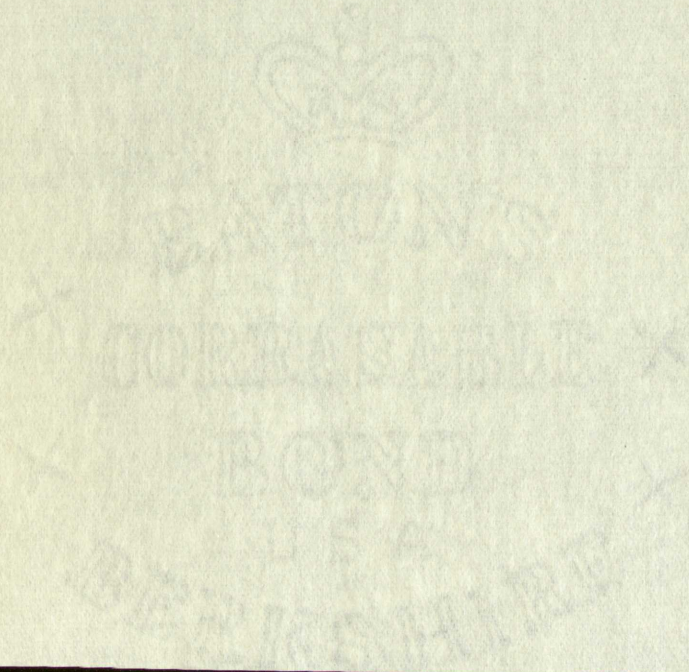
of such matters as finance, physical facilities, or census enumerations and enrollments.<sup>7</sup>

# V. ORGANIZATION OF THE REMAINDER OF THE STUDY

The history of education during the territorial days of the De Baca County area is presented in the second chapter. The next chapter describes the rapid growth and need for expansion of the public schools until the creation of the county. The development of the De Baca County school system is related in Chapter IV. The Fort Sumner Municipal Schools are reported on in the following chapter. The final chapter concerns interesting and outstanding personalities of the area.

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<sup>7</sup> Fred Philip Mines, "A History of the Development of Education in De Baca County, New Mexico," (unpublished Master's thesis, University of Texas, Austin, Texas, 1940), 134 pp.





of such matters as finance, physical facilities, or personnel and expenditures.

### V. ORGANIZATION OF THE REMAINDER OF THE STUDY

The history of education during the territorial days of the De Soto County area is presented in the second chapter. The next chapter describes the rapid growth and need for expansion of the public schools and all the creation of the county. The development of the De Soto County school system is related in Chapter IV. The Fort Sumner Municipal Schools are reported on in the following chapter. The final chapter concerns interesting and outstanding personalities of the area.

Footnote: "A History of the Development of Education in De Soto County, New Mexico," unpublished Master's thesis, University of Texas, Austin, Texas, 1940, 130 pp.



## CHAPTER II

### HISTORY OF EDUCATION IN DE BACA COUNTY AREA DURING NEW MEXICO TERRITORIAL DAYS

Education was almost an unknown quantity in the De Baca County area for centuries. It is not the intention of the writer to review and record the history of the area any farther than will be necessary to present a logical sequence of events upon which to base the history of education. The first happenings of the area involved people en route to or from some place else, as was pointed out by Mr. H. R. Parsons, attorney-at-law, at the De Baca County court house dedication ceremony on November 24, 1930:

This sketch concerns itself with the history of the area of De Baca County from the earliest mention of it by works above mentioned down to the present time. This area is not like other parts of New Mexico, where civilization, ancient and modern, meet and join hands. Therefore, one stands on ground trod by civilized peoples from the beginning of history and seemingly on back of these times into a shadowy past. There seems no evidence of ancient occupation of this particular territory. Still the locality is by no means without interesting modern historical incidents. The Pecos River is the main tributary of the Rio Grande. The Valley of the Rio Grande throughout most of the river's course in New Mexico has been the scene of action of countless generations of peoples more or less civilized. The Pecos River traverses almost the same area, but a little east and over the hills and to one side of the mother stream. It formed, as it were, the other way down to the sea from the







north or the other way up from the south. This gives us the first historical color for De Baca County.

In 1541, forty-four years after Columbus discovered America, we find that Francisco Vasquez Coronado marched a small Spanish Army up the east bank of the Pecos River from a point north of Roswell to a point where now stands Puerto de Luna, where he crossed to the west bank. To make his crossing, he built a bridge over the river and it was the first European-built bridge in the area now comprising the United States. Necessarily, Coronado and his army traveled about sixty miles through the territory now De Baca County. This gives us a look back into the past on this particular soil of 389 years.

The New Mexico country before the coming of the white man was, in the historical period, occupied by two general classes of Indians. These were the Pueblo, or semi-civilized type and the nomadic or roving type of Indians. Many different tribes of the roving kind of Indians roamed over New Mexico. History makes four of these tribes pertinent to the De Baca County locality. The New Mexico country now known as Chaves County, was the home of the Comanches. The Kiowas were located originally in the Yellowstone country, but drifted year by year until finally they operated with the Comanches and gave the combination its sinister and ruthlessly dangerous aspect. The Apaches with which we deal in this paper were west and north and south of the Comanches. The Navajos were located in the northwest corner of New Mexico as it is now known. All these Indians traveled up and down their respective rivers. The Apaches and Navajos though close kinsmen, speaking the same language, roamed the Valley of the Rio Grande. The Comanches, and Kiowas roamed the lower valley of the Pecos, that is from a little below Las Vegas. The Apaches and Navajos were the scourge of the Pueblo Indians. The Comanches and Kiowas, until later years, found no human victims in the Pecos Valley, and probably vented their lust to kill and destroy in the Texas country on the west side, and on the abandoned herds of buffalo then living in the Pecos Valley.







A forty-one year skip occurs in our records after the Coronado march. We then find Don Antonio de Espejo with his party in 1582 traveling the Valley of the Pecos through De Baca County country. In his account he calls the Pecos River, "Rio de las Vacas," because he found the Valley of the Pecos full of buffaloes. Of recent years we, present company, have seen buffalo once more on the ranges when R. E. McKenzie, our present Chairman of the Board of County Commissioners, and his brother, had a captive herd of buffalo in this county down the river for several years. After Espejo, in 1582, the records fail us for special incidents concerning the De Baca County territory for nearly two hundred eighty years. But from the fact that Spain governed all of New Mexico from and after the conquest of Don Juan de Onate in 1598 until 1680, and the New Mexico country was more or less occupied by Spanish Colonists, we know that there must have been a passing up and down the Pecos River by European peoples all this time. This is likewise the case from 1692 to 1822 when the Republic of Mexico took over New Mexico Territory. . . .<sup>1</sup>

The people living in the Pecos Valley near Bosque Redondo between 1822 and 1846 were mainly farmers. Figure 1, Page 11, illustrates some of the earliest county changes recorded in the territory. An interesting insight into the concerns and activities of these early settlers may be gained from the following translations from the original Spanish of legal records of the period:

In this Pueblo of San Antonio del Sabinal,  
it being the eighth day of the month of

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<sup>1</sup> H. R. Parsons, "A Historical Sketch of De Baca County Area," (unpublished paper read in The District Court of the Ninth Judicial District; Fort Sumner, New Mexico, court house dedication, November 24, 1930).



A forty-one year ship occurs in our records after the Coronado march. We then find Don Antonio de Espejo with his party in 1582 traveling the Valley of the Pecos through the Pecos country. In his account he calls the Pecos River, "Rio de las Vacas," because he found the Valley of the Pecos full of buffaloes. Of recent years we, present company, have seen buffaloes once more on the ranges when R. E. McKenzie, our present Chairman of the Board of County Commissioners, and his brother, had a captive herd of buffaloes in this country down the river for several years. After Espejo, in 1582, the records tell us for special incidents concerning the Pecos country territory for nearly two hundred eighty years. But from the fact that Spain governed all of New Mexico from and after the conquest of Don Juan de Oñate in 1598 until 1800, and the New Mexico country was more or less occupied by Spanish Colonists, we know that there must have been a passing up and down the Pecos River by European peoples all this time. This is likewise the case from 1803 to 1822 when the Republic of Mexico took over New Mexico Territory. . . .

The people living in the Pecos Valley near Rosque Redondo between 1822 and 1845 were mainly farmers. We are, Page 11, illustrating some of the earliest county changes recorded in the territory. An interesting insight into the concerns and activities of these early settlers may be gained from the following translations from the original Spanish of legal records of the period:

In this Pueblo of San Antonio del Real, it being the eighth day of the month of

J. H. E. Person, "A Historical Sketch of the Pecos County Area," (unpublished paper read in the District Court of the Ninth Judicial District, Fort Sumner, New Mexico, Court House dedication, November 24, 1930).











September, 1831, before me, the citizen Ramon Torres, Constitutional Alcalde, and the undersigned witnesses, appeared the citizen Liandro Espinosa and those mentioned below; and Espinosa says that six or seven years ago the citizen Jose Torres paid him to make a "burro" (ridge or levee) for him in El Bosque Redondo, on land which is in course of litigation between the heirs of the deceased Don Geronimo Chaves, and that for said "burro" he was paid three pesos in silver and eight in the country's currency; and that when he went to deliver the "burro," Torres was not satisfied and presented himself before the authorities against him. Then the Alcalde sent the citizen Buenaventura Silva to go and see if it were ready to be accepted, and the said Silva, seeing that there were parts unfinished, made him finish them, and Torres accepted it: In evidence whereof, wherever it may be necessary, he gives this present (testimony) which he signed before me, the Constitutional Alcalde, with the cross which appears after his name.

Liandro Espinosa ( X )

The citizen Buenaventura Silva likewise declares that it is true that the citizens Jose Torres and Liandro Espinosa are in a lawsuit over a "burro" which Torres paid Espinosa to make for him in El Bosque Redondo, on the land in a course of litigation with heirs of the deceased Don Geronimo Chaves; that because it was not acceptable to the interested party, he had presented himself, that ordered by the Senor District Alcalde and assigned to examine it and see if it was ready to be accepted, and seeing that in some parts the said "burro" was not complete, he had it built up. Then Torres accepted it as it was so well fortified that even to this day it keeps the river within its limits, as is evident.

And in evidence thereof, wherever it may be necessary, he gives the present (testimony) which he signs before me, the Constitutional Alcalde,

San Antonio, Texas, New Mexico: The Royal Press, 1852, p. 7.



September, 1931, before me, I find it stated  
therein, Confidential Agents and the writer  
signed statements, regarding the alleged  
Léonides and these mentioned names and families  
says that six or seven years ago the writer  
Torrer paid him to make a "curry" for him in  
for him in his house, and the writer said  
in course of investigation between the writer of the  
deceased Don Antonio Torrer, and the writer said  
"curry" he was paid Torrer money in return and  
eight in the company's currency, and that when  
he went to deliver the "curry", Torrer was not  
satisfied with the result and asked the writer  
to do it again. Then the writer said he  
did not know where to go and he said he  
was ready to be executed, and the writer said  
seeing that there were paid in return, and he  
killed them, and Torrer received the money  
whereof, however it may be necessary, to give  
this present (testimony) which is signed before  
me, the Confidential Agent, with the oath  
which appears after the name.

Witness ( )

The other investigation of the witness was  
other that is to say that the witness does  
Torrer and Léonides and the writer  
over a "curry" which Torrer paid him to  
make for him in his house, and the writer  
in a course of investigation with the writer of the  
deceased Don Antonio Torrer, and the writer said  
and acceptable to the interested party, as the  
presented himself, and the writer of the Torrer dis-  
posed himself and mentioned in evidence is not  
it it was ready to be executed, and seeing that  
in some parts the name "curry" was not known,  
he had it said up, then Torrer accepted it as  
it was so well furnished that was to be said, it  
keeps the river within its limits, as is evident  
and in evidence therein, however it may be  
necessary, to give the present (testimony) which  
he signs before me, the Confidential Agent.



signing it as has been stated, with the cross which appears after his name.

Buenaventura (sic) Silva ( X )<sup>2</sup>

By proclamation, the people of New Mexico were notified by Colonel Kearney, in late July, 1846, that he and his forces were entering the territory of New Mexico "seeking union and to ameliorate the conditions of its inhabitants."<sup>3</sup>

The Mexican Governor and Commanding General, Don Manuel Armijo of Santa Fe, was notified by letter on August 1, 1846, that:

By the annexation of Texas to the United States, the Rio Grande from its delta to its source, forms now the boundary line between the United States and Mexico. I am coming by order of my government to take possession of the country. . . . I come to this part of the United States with a strong military force, and still a stronger one following us as reinforcements. . . .<sup>4</sup>

Armijo's forces deserted and he fled toward Albuquerque and Chihuahua. Don Juan Bautista Vigil y Alarid assumed the post of governor with the title of "Political

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<sup>2</sup> Llanero Espinosa, and Buenaventura Silva, "Depositions in Litigation," Selected Spanish Archives Translations. Translated by Rosario O. Hinojos and edited by Claribel Fischer Walker. 3:84-5. (Manuscript in the University of New Mexico Library).

<sup>3</sup> William A. Ketcher, Turmoil in New Mexico, 1846-1868 (Santa Fe, New Mexico: The Rydal Press, 1952), p. 7.

<sup>4</sup> Ibid., p. 8.



signing it as his own, and the copies  
which appear after his name.

Enclosure to (John) (1) 2

By proclamation, the people of the United States  
notified by General Kearney, in late 1846, that he  
and his forces were entering the territory of New Mexico  
"seeking union and to annihilate the remnants of the  
Indians."

The Mexican Government and General Kearney, from  
Manuel Arista of Santa Fe, was notified by letter on  
August 1, 1846, that:

By the annexation of Texas to the United  
States, the Rio Grande river is now the  
boundary between the United States and Mexico. I am  
of my Government to take possession of the same  
by force, and I come to this part of the United  
States with a strong military force, and will  
at once follow up on this river.

Arista's forces defeated and he fled across the  
desert and Chihuahua. For Juan Pineda, who is  
assumed the post of governor with the title of

2. Llanos, Chihuahua, and Government of Santa Fe  
in 1846. The United States Government  
of Santa Fe, New Mexico, 1846. The United States  
University of New Mexico Library.

3. William A. Rorer, General in the Mexican War,  
1846 (Santa Fe, New Mexico, 1846).

4. 1846, p. 2.



and Military Governor, ad interim of the Department of New Mexico," and it was he who posted seventeen copies of Kearny's proclamation.

The "Army of the West," under Kearny, reached Santa Fe about sundown on August 18, 1846. In less than sixty days the army had traveled from the Missouri River to the Rio Grande, a distance of 821 miles. The conquest of New Mexico had been accomplished, as Kearny was soon to report, "without firing a shot, or spilling a drop of blood."<sup>5</sup>

Three days after reaching Santa Fe, General Kearny issued a proclamation addressed to the inhabitants of New Mexico, in which he advised them of the intentions of his government:

As, by the act of the Republic of Mexico, a state of war exists between that government and the United States; and as the undersigned . . . on the 18th instant, took possession of Santa Fe, the capital of the Department of New Mexico, he now announces his intentions to hold the Department, with its original boundaries (both sides of the Del Norte), as a part of the United States, and under the name of "The Territory of New Mexico. . . ."<sup>6</sup>

Charles Bent, a brother-in-law of Kit Carson, of Taos, was appointed Provisional Governor of the Territory

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<sup>5</sup> Ibid., p. 14.

<sup>6</sup> Ibid., p. 17.







of New Mexico. Mexican and American residents alike, regardless of how they might differ on other New Mexico problems, told Kearny the same story about Indian depredations. The Apaches and Navajos, they related, had defied Spanish and Mexican authority for decades. They had scourged New Mexico and its people; they had raided the settlements and ranches, driving away cattle, horses, and sheep. They had stolen crops of fruit and grain at harvest time from Mexican and Pueblo settlers. They had captured women and children and reduced them to slavery. They had killed people, wantonly and willfully.<sup>7</sup>

In spite of an Indian Conference at Santa Fe, the same things continued to happen. Colonels Congreve Jackson and Alexander William Doniphan were dispatched with troops to get a treaty of permanent peace, mutual trust, and friendship signed; they succeeded in this endeavor.<sup>8</sup>

General Kearny left Santa Fe for California with one hundred dragoons and two mountain howitzers. On the way he met Kit Carson, "who bore the news, the United States flag flew from every important position in the

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<sup>7</sup> Ibid., p. 22.

<sup>8</sup> Ibid., p. 25.







territory, the country was free from Mexican control, and the war was ended. . . ."<sup>9</sup>

A peace treaty between the United States and Mexico, known as the "Treaty of Guadalupe Hidalgo" was signed February 2, 1848.<sup>10</sup> James S. Calhoun, Indian Agent in New Mexico since April 7, 1849, was inaugurated first Governor of the new Territory of New Mexico at Santa Fe, on March 3, 1851.<sup>11</sup>

Indians continued to cause trouble throughout the territory. The civil authorities devoted much thought to the solution of the problem, though with little immediate success. Kelleher reports that such officers as Kearny, Doniphan, Walker, Washington, and Sumner all failed in their efforts to guide the Navajos into the paths of peace. A last and final peace treaty was made with the Navajo Indians and signed at Santa Fe by Governor Meriwether in 1855. It also was broken.<sup>12</sup> From 1860 on, the Indians became unusually bold and troublesome.

Among the whites much discussion was heard concerning the civil war between the North and the South.

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<sup>9</sup> Ibid., p. 27.

<sup>10</sup> Ibid., p. 39.

<sup>11</sup> Ibid., p. 42.

<sup>12</sup> Ibid., p. 95.







Most of the troops in the eight or ten forts of the territory were from the North. Confederate troops invaded the Territory of New Mexico from the South, but met defeats and disasters; by May 14, 1862, they had withdrawn back to Texas.<sup>13</sup>

Brigadier General James H. Carleton arrived with his California Volunteers in the mid-summer of 1862 and was appointed Commander of the New Mexico Military Department. Shortly after assuming command General Carleton began to study and plan the solution to the Indian problem. He established Fort Sumner at the Bosque Redondo, November 9, 1862, as is indicated by part of one of his reports:

The door through which the Kiowas and Comanches have hitherto entered New Mexico was closed. This action also cut off a great thoroughfare northward of the Mescaleros. . . There is good grass all winter for worn out animals . . . We could not buy enough hay to subsist these animals on even if we had enough money. The saving on hay alone the first winter, will more than pay for building the post in the spring. During the winter, the troops will live in tents or under canvas. . . .<sup>14</sup>

The six-company army post of Fort Sumner was named for General Edwin Vose Sumner. It was located about seventy-five miles northeast of Fort Stanton in the midst

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<sup>13</sup> Ibid., p. 190.

<sup>14</sup> Ibid., p. 485, fn. 16.



Most of the troops in the ...  
history were from the ...  
the territory of the ...  
lands and elsewhere ...  
back to Texas.

His ...  
his ...  
was appointed ...  
parliament ...  
ten began ...  
provision ...  
November 2, 1862 ...  
regarding ...

The ...  
have ...  
action ...  
of the ...  
winter ...  
enough ...  
first winter ...  
post ...  
will live ...

The six ...  
for General ...  
seventy-five ...

15 ...  
16 ...



of what had for years been known as the Bosque Redondo. Bosque Redondo is a Spanish name and means a circular grove of trees or forest. It seems to have been a spot known to both Spaniards and Mexicans for over one hundred years.<sup>15</sup>

General Carleton conceived the idea of capturing offending Indian tribes, some of which are illustrated in Figure 2, Page 19, and making them prisoners on a reservation in an attempt to rehabilitate them.<sup>16</sup>

One of the General's trusted and worthy officers was Colonel "Kit" Carson. In 1862 and 1863 Colonel Carson was sent out to capture and punish offending Mescalero Apaches and Navajos in this part of the country. By September 6, 1862, 425 Mescalero Apaches and fifty-one Navajos had been impounded. There were 2,400 Navajo prisoners at the Bosque Redondo by March 6, 1863. They had just made the long walk from Canyon de Chelle, as is illustrated in Figure 3, Page 20, with their three thousand sheep, 471 horses, and thirty wagons of equipment.<sup>17</sup>

As of December 31, 1864, a census of the Indians at Bosque Redondo was taken by Captain Francis McCabe,

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<sup>15</sup> Parsons, op. cit., p. 4.

<sup>16</sup> Keleher, op. cit., p. 310.

<sup>17</sup> Ibid., p. 319.



of what had for years been known as the Bosque Redondo. Bosque Redondo is a Spanish name and means a circular grove of trees or forest. It seems to have been a spot known to both Spaniards and Mexicans for over one hundred years.<sup>15</sup>

General Gaffron conceived the idea of capturing offending Indian tribes, some of which are illustrated in Figure 2, Page 19, and making them prisoners on a reservation in an attempt to rehabilitate them.<sup>16</sup> One of the General's trusted and worthy officers was Colonel "Kit" Carson. In 1862 and 1863 Colonel Carson was sent out to capture and punish offending Navajeros Apaches and Navajos in this part of the country. By September 6, 1863, 255 Navajeros Apaches and fifty-one Navajeros had been captured. There were 2,400 Navajo prisoners at the Bosque Redondo by March 6, 1864. They had just made the long walk from Canyon de Chelly, as is illustrated in Figure 3, Page 20, with their three thousand sheep, 471 horses, and thirty wagons of equipment.<sup>17</sup> As of December 31, 1864, a census of the Indians at Bosque Redondo was taken by Captain Francis McCabe,

<sup>15</sup> Parsons, op. cit., p. 4.

<sup>16</sup> Kellogg, op. cit., p. 310.

<sup>17</sup> Ibid., p. 310.



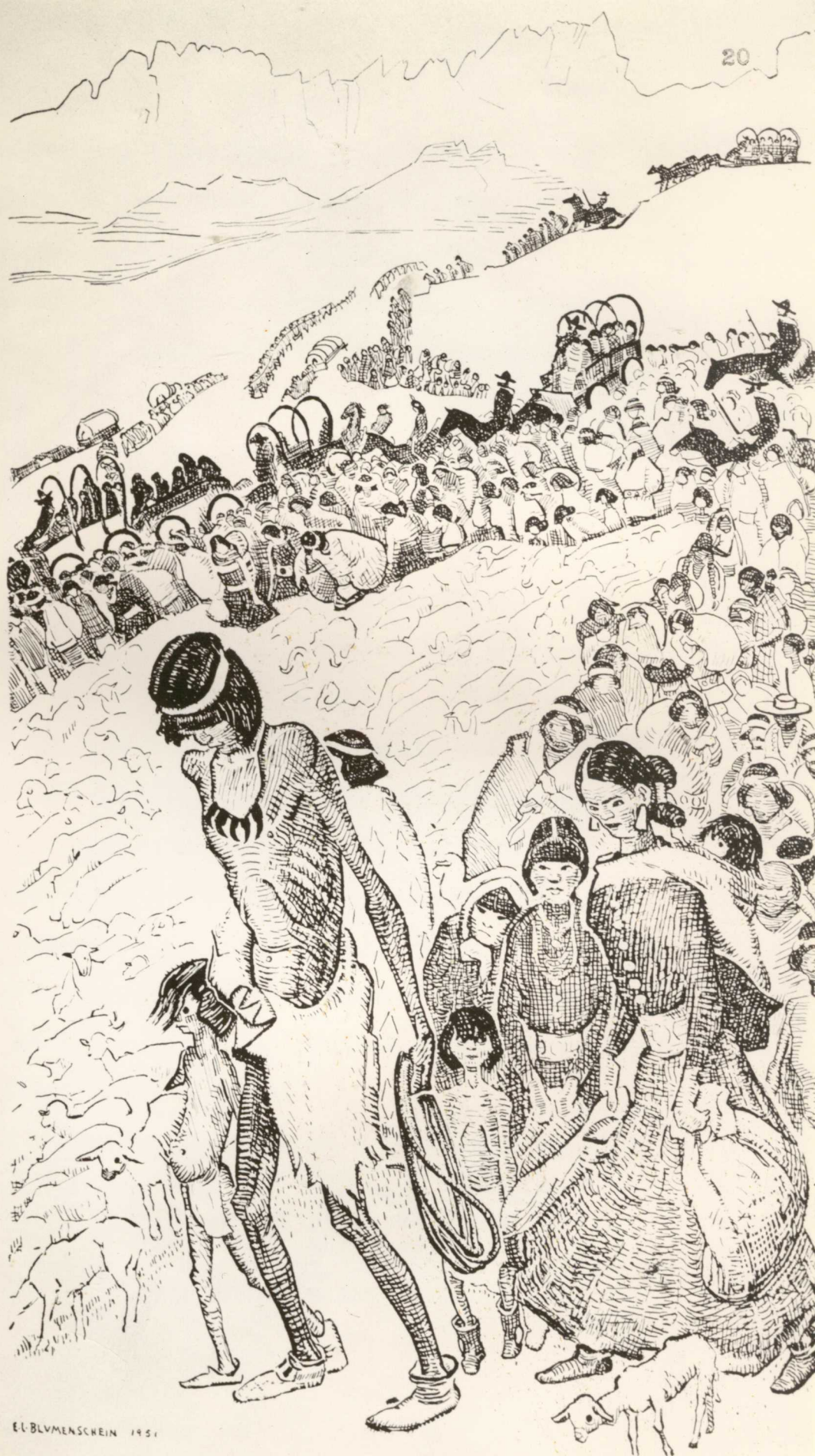


FIGURE 2. Navajo Indian Captives near Canyon de Chelle









EL BLUMENSCHWEIN 1951

"The Long Walk" of the Navajo Indians







1st Cavalry, New Mexico Volunteers, which revealed that there were 8,354 Navajos. There were 1,782 families. The Indians' possessions included 3,038 horses, 143 mules, 6,962 sheep, 2,858 goats, and 630 looms. In addition to the Navajos, there were 405 Mescalero Apaches, twenty Gila Apaches at the Bosque, and fourteen Apaches reported as captured and en route. There were within the group of Navajos 2,943 children of school age, five to eighteen years old, and 322 infants under five years. The total of 3,265 Indian children is a significant fact in this problem for at this time there was not a single school or teacher in the area. The entire Mescalero population left the Bosque en route to their own country on the night of November 10, 1865. The authorities did not try to recover them when they saw the Indians were returning to their home in the Sacramento Mountains.

Captain Henry Bristol came to Fort Sumner on May 22, 1863, and later wrote the following account of the economic conditions, as shown in Figure 4, Page 22, which he found among the Indians impounded there:

When the Indians came here, as a general thing, they were very much impoverished and in tatters. I never saw anything like it. Now they are much better clothed, because of the pelts of sheep slaughtered by the government, which were given to the poorer classes of Indians, and their women have made the wool into blankets and they are now



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The Indians' possessions included 3,038 horses, 147 mules, 6,962 sheep, 2,828 goats, and 630 fawns. In ad-

dition to the Navajos, there were 405 Mesquero Apaches, twenty-five Apaches at the Bosque, and fourteen Apaches

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among the Indians imprisoned there:

When the Indians came here, as a general thing, they were very much impoverished and in fact, I never saw anything like it. Now they are much better clothed, because of the price of sheep slaughtered by the Government, which were given to the poorer classes of Indians, and their women have made the wool into blankets and they are now



FIGURE 4. Navajo Indians with their Children at the Issue House in Bosque Redondo









much better clothed. The hides have been used by them to make soles for their moccasins.<sup>18</sup>

General Carleton's plan was to teach the Indians to become irrigation farmers, raise their own food, make their clothes, and in general become self-supporting, and, if possible, peaceful and law-abiding citizens. There were some five thousand Indians at Bosque. The soldiers and Indians in the early spring of 1864 built a dam across the Pecos River and dug a canal, which latter was followed in the main by Messrs. McGanne and Temple, when in 1906 and 1907 they established the presently-existing irrigation project. Three thousand acres were broken. The plowing was done with forty-seven plows.<sup>19</sup> The land was divided into ten-acre tracts, each with a levee around it and small ditches through which the water might flow to secure even coverage. The entire tract was sown to corn.<sup>20</sup> The crop was entirely destroyed by an army of cut worms. This made it necessary for the subsistence department of the United States Army to furnish food and clothing for the Indians. More land was broken until nearly five thousand

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<sup>18</sup> Ibid., p. 493.

<sup>19</sup> Parsons, op. cit., p. 4.

<sup>20</sup> Kelleher, op. cit., p. 452.







acres were in cultivation. Most of the land was planted to corn, as Figure 5, Page 25, illustrates, and again the cut worms destroyed most of it. This was indeed discouraging to all concerned. It was costing the government \$55,000 a month to maintain the reservation. The number of Indians was constantly increasing, until it reached nine thousand.

The total population of the De Baca County area in 1867 was about ten thousand souls. Never since has it reached this figure. The adverse crop conditions, the consistent hostility of the Bureau of Indian Affairs to General Carleton's plan, sickness--including a small-pox epidemic of deadly proportions--all combined to force the abandonment of the scheme. Congress passed an act early in 1868 authorizing treaty-making with the Indians. Commissioners were appointed to negotiate the treaties. General William Tecumseh Sherman, accompanied by Colonel Samuel F. Tappan, reached Fort Sumner, New Mexico, on the 28th of May, 1868, with authority to negotiate a treaty with the Navajos. Within three days after Sherman's arrival, "a treaty of peace had been drafted, accepted by both the government and the Indians, and executed with the usual solemn formalities."<sup>21</sup> The

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<sup>21</sup> Ibid., pp. 464-65.



acres were in cultivation. Most of the land was planted to corn, as Figure 2, Page 25, illustrates, and again the crop was destroyed most of it. This was indeed discouraging to all concerned. It was costing the government \$25,000 a month to maintain the reservation. The number of Indians was constantly increasing, until it reached nine thousand. The total population of the De Soto County area in 1867 was about ten thousand souls. Never since has it reached this figure. The adverse crop conditions, the constant hostility of the Bureau of Indian Affairs to General Carleton's plan, sickness--including a small-pox epidemic of deadly proportions--all combined to force the abandonment of the scheme. Congress passed an act early in 1868 authorizing treaty-making with the Indians. Commissioners were appointed to negotiate the treaties. General William Tecumseh Sherman, accompanied by Colonel Samuel P. Tappan, reached Fort Sumner, New Mexico, on the 28th of May, 1868, with authority to negotiate a treaty with the Navajos. Within three days after Sherman's arrival, "a treaty of peace had been drafted, accepted by both the government and the Indians, and executed with the usual solemn formalities." 21





FIGURE 5. Navajo Indians with their Children near a Corn Field at Bosque Redondo

3/1/22







for the Navajos by Congress. The Indians were returned to their old home country, and there they still remain.

The Indians learned that the United States was organized and, that in order to progress, their tribes must be organized. One of the greatest accomplishments that came from the Indians' stay at the Bosque Redondo concerned the future education of their children's children. The Navajos were not very serious about the signing of the treaty of peace. Their main desire was to sign and be allowed to move to their homes. The Indians were back home by July 20, 1868,<sup>23</sup> and started life anew.

Fort Sumner was abandoned both as an army post and as a military reservation in 1868. The buildings and irrigation project were purchased by Lucien S. Maxwell, who, on selling the Maxwell Land Grant, lived with his family at Fort Sumner until he died. The Maxwells lived at the location of the Fort Sumner army post until 1884, when it was sold to a group of cattlemen from Trinidad, Colorado. The Maxwells had cultivated the irrigated land to fruits and other crops, and it came to be known as the garden spot of New Mexico.<sup>24</sup>

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<sup>23</sup> Ibid., p. 465.

<sup>24</sup> Parsons, op. cit., p. 5.







The Lincoln County War was fought and finished by 1881, and the stockmen had begun to come into the area. The land became sectionalized and the cattlemen, through their hired men, or cow punchers, filed on all water holes, springs, and other advantageous spots.<sup>25</sup> Figure 6, Page 29, is a map of the Territory of New Mexico showing the approximate county changes during 1870-95.

Parsons indicates that the Maxwells and from fifty to seventy-five other families lived near and around the old fort site in the 1870's.<sup>26</sup> Pablo Beaubien, a relative of Maxwell by marriage, was one of the first teachers in the area. He taught in a room of one of the residences and had thirty pupils. The school was a subscription school; the people paid about five dollars per term of two or three months for each child. Each family sent two sticks of firewood per day for fuel.<sup>27</sup>

Mr. John Gerhardt and family came to the New Mexico territory from San Antonio, Texas, and settled near Sunnyside Springs, which was six miles northeast of the abandoned military post. About three years later he and his family moved up the Pecos River to Los Ojitos Springs.

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<sup>25</sup> Ibid., p. 6.

<sup>26</sup> Loc. cit.

<sup>27</sup> Mines, op. cit., p. 88.



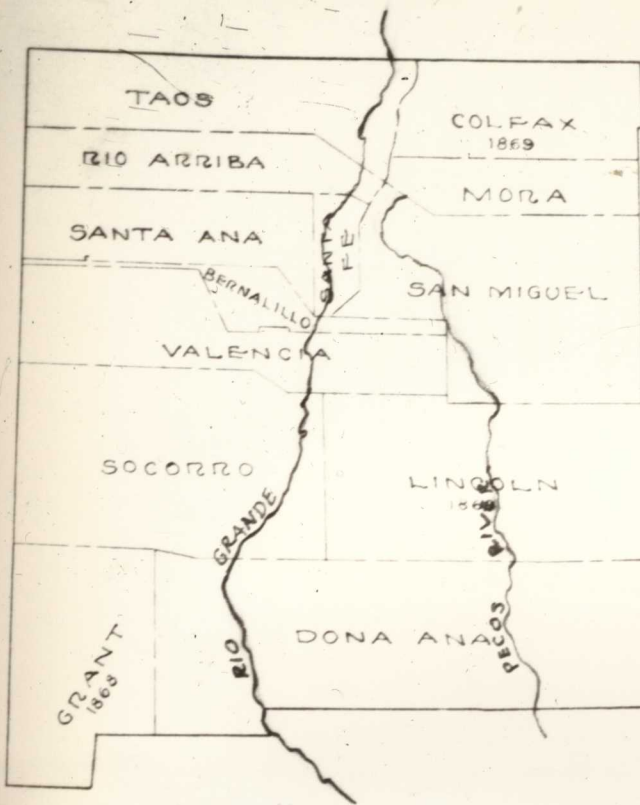
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<sup>25</sup> Ibid., p. 6.

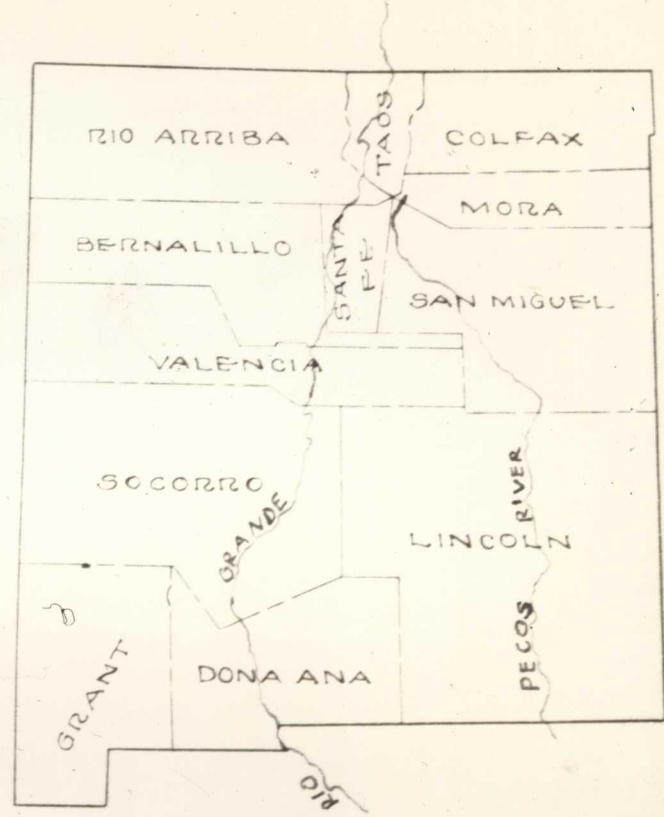
<sup>26</sup> Ibid., p. 6.

<sup>27</sup> Notes, pp. 211, p. 26.

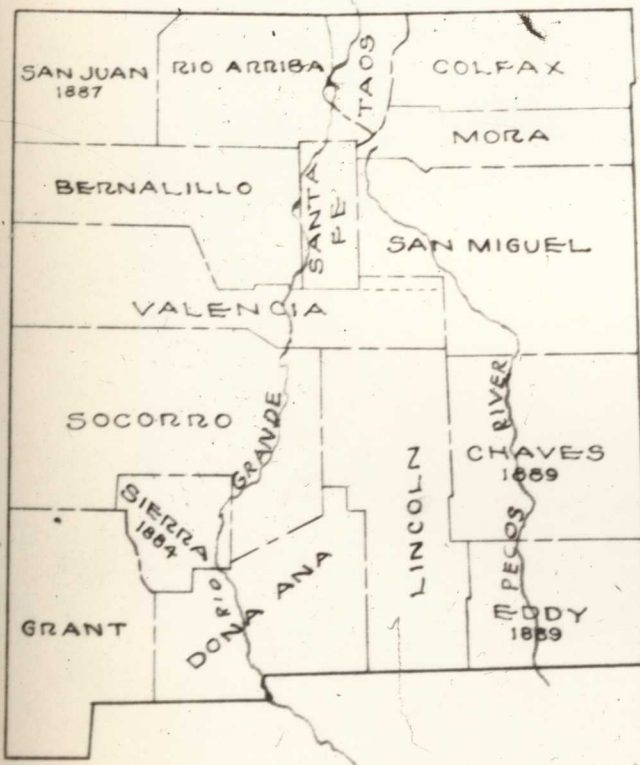




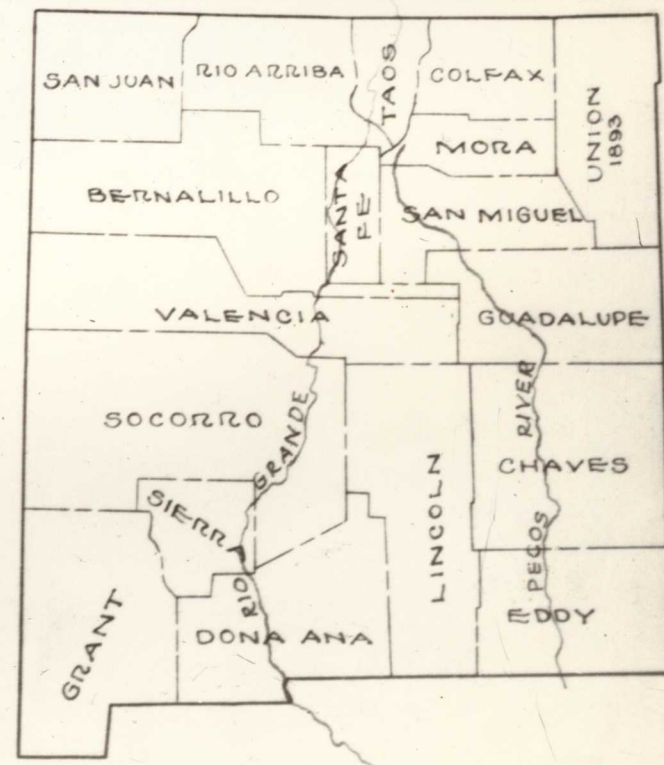
a. Counties in 1870



b. Counties in 1880



c. Counties in 1890

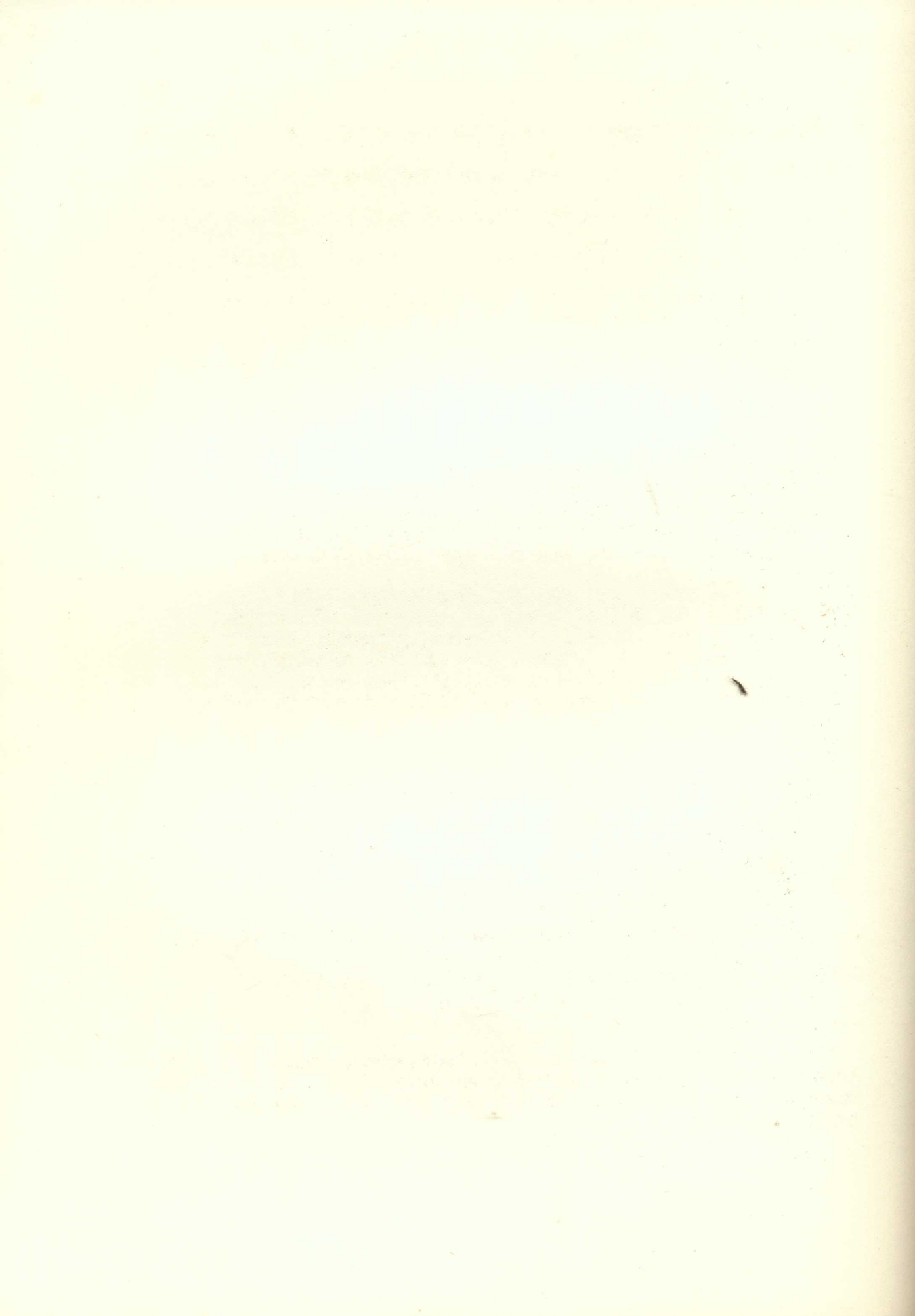


d. Counties in 1895

FIGURE No. 6. A series of New Mexico maps with successive county changes:

a. Counties in 1870, b. Counties in 1880, c. Counties in 1890, d. In 1895.







During his three years residence at Sunnyside Springs, a Mr. Charles A. Rudolph organized and taught a subscription school which the two Gerhardt children attended, as indicated in an interview with Mrs. William Hunter:

Old Rudolph organized a school. We kids went to him. He was strict. There were thirty scholars. All the children were Spanish except two. My brother and I were the only white children. The only books we had were old. Someone had brought them from home. The school was a separate little adobe house with a flat roof. It was located on a small hill near the Sunnyside Springs. I was ten years old when I first attended school there. The springs were just a short distance back of the school. They ran about a two inch stream of water. My father paid the teacher, but I do not know how much.

Uncle Fred came to the New Mexico territory in 1881, two years after we arrived. He taught school later, south of the Sunnyside area on the west side of the river. He and his family later settled in Red Valley, twenty miles northeast of here, which the people called The Gerhardt Valley. He reared a large family.

Although we had our ranch and livestock up the river, we had the nicest garden and orchard, about eight or ten acres. Our place became a stage coach stop from north to south. We served meals, and had sleeping accommodations. Father was a doctor and was always gone on calls. He drove a surrey with a fringe on top.<sup>28</sup>

The post office at Sunnyside, Territory of New Mexico, was listed in 1882 as being a distance of six

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<sup>28</sup> Mrs. William Hunter, Interview, March 12, 1952. (Mrs. Hunter is now eighty-three years old. She was ten when she arrived in the territory and was a student in an early school).



During his brief period of service at the  
Mr. Charles A. ...  
from school which ...  
interested in an ...

His ...  
to him. He was ...  
aspirations. All the ...  
two. ...  
dream. ...  
had ...  
negatives ...  
It was ...  
also ...  
attended ...  
short ...  
above ...  
part ...

These ...  
in 1951, ...  
school ...  
went ...  
settled ...  
here, ...  
he ...

Although ...  
river ...  
eight ...  
each ...  
all ...  
dated ...  
survey ...

The ...  
Mexico, ...

1951 ...  
(Mr. ...  
when ...  
early ...



miles north by northeast from Fort Sumner, the abandoned military post.<sup>29</sup>

Organized education as a whole was at a standstill throughout New Mexico during this early period, says Twitchel.<sup>30</sup> The territory was entirely without schools, except at the Capital.<sup>31</sup> The Honorable John Eaton, United States Commissioner of Education, returned from a tour of the continent in the interest of public schools and visited the New Mexico public schools at Santa Fe on November 27, 1881.<sup>32</sup> The New Mexico Education Association praised the new public education law under which 25 per cent of the general tax fund was to go to the schools.<sup>33</sup> The Legislative Assembly appointed a Committee of Education, consisting of: Juan Santistevan of Taos County, Jose L. Ribera of San Miguel County, and M. B. Laughlin of Santa Fe County.<sup>34</sup>

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<sup>29</sup> W. G. Rich, Secretary of Territory, The Blue Book of The Territory of New Mexico (Santa Fe, New Mexico: The Santa Fe Press, 1890), p. 100.

<sup>30</sup> Twitchel, op. cit., 228-356; 505-508.

<sup>31</sup> Hines, op. cit., p. 94.

<sup>32</sup> Rich, op. cit., p. 97.

<sup>33</sup> Loc. cit.

<sup>34</sup> Ibid., p. 98.



also north by northwest from town square, the distance  
military post. 29

Organized education as a whole was at a very low  
throughout New Mexico during this early period. 30  
Twisted. 31 The territory was actually without a  
except at the Capital. 32 The territory was actually without a  
States Commissioner of Education, and a  
the contingent in the interest of public health and  
the New Mexico public schools at the time of the  
1881. 33 The New Mexico Territory was actually without a  
new public education law which was passed in 1881.  
General tax fund was so low as to be insufficient.  
five assembly elected a Committee to report on the  
ing of the San Antonio de Padua, and the  
of San Miguel County, and the  
County. 34

29 A. A. Smith, Secretary of the Territory of New Mexico, Santa Fe, N. M., 1881, p. 108.  
30 A. A. Smith, Secretary of the Territory of New Mexico, Santa Fe, N. M., 1881, p. 108.  
31 A. A. Smith, Secretary of the Territory of New Mexico, Santa Fe, N. M., 1881, p. 108.  
32 A. A. Smith, Secretary of the Territory of New Mexico, Santa Fe, N. M., 1881, p. 108.  
33 A. A. Smith, Secretary of the Territory of New Mexico, Santa Fe, N. M., 1881, p. 108.  
34 A. A. Smith, Secretary of the Territory of New Mexico, Santa Fe, N. M., 1881, p. 108.



Mr. Pablo Beaubien opened school in District 37, Fort Sumner, on February 17, 1889, and taught until May 15, 1889. The school census listed sixty-eight children of school age, with an enrollment of fifty-five pupils in his school. The average daily attendance was thirty-nine. The total salary paid for the three-months school was \$250. Fifty dollars was also spent for operation and school maintenance.<sup>35</sup> Mr. Beaubien was selected as teacher the following year at Fort Sumner. The annual apportionment to the school fund for Fort Sumner in 1890 was \$116. Mrs. Wilburn, an early day school teacher in the De Baca County area, offered the following comment:

Yes, I taught school in this area. My first school was in Guadalupe community before 1890. I was quite young. I later taught at the Old Fort. I was paid twenty-five dollars per month by Mr. Pablo Beaubien. I also taught school at Sunnyside. There were seventy-four pupils at Sunnyside. In all I have taught school seven years.<sup>36</sup>

Mrs. John Gerhardt was named as teacher in the Los Ojitos school, District 58, in 1889. The school superintendent's annual report indicates a school population of

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<sup>35</sup> School Superintendents' Records, San Miguel County, New Mexico, p. 186.

<sup>36</sup> Mrs. Adelina J. Wilburn, Interview, March 12, 1952. (Early day school teacher and resident.)







129, with an enrollment of sixty-one. There were fifty-one in average daily attendance. A total salary of \$240 was paid for a six-months school. The operation and maintenance of the school accounted for an additional \$142.<sup>37</sup> The following year Mr. George Giddings and Mr. W. E. Caudell were employed as teachers for the Los Ojitos school. The annual school apportionment for this school was \$239 in 1890.

The extent of the school facilities was generally a low, flat-roofed, one-room adobe building. It had little light or ventilation. A Mexican-type fireplace built in one corner of the room furnished heat.<sup>38</sup>

From 1890 to 1895 the two main schools in the area were the Fort Sumner school and the Los Ojitos school. The Los Ojitos school was changed to The Alamo Gordo school, District 17, and the Fort Sumner school was changed to District 16.<sup>39</sup> The school officers changed each year in District 17 until the shifting of county boundaries changed the area from San Miguel County to Guadalupe County in 1895.<sup>40</sup> The Salado school in District 11 was started in

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<sup>37</sup> San Miguel County Records, op. cit., p. 185.

<sup>38</sup> Hines, op. cit., p. 89.

<sup>39</sup> San Miguel County Records, op. cit., p. 216.

<sup>40</sup> Ibid., p. 215.







1896. It had a school population of 113 and seventy-one were enrolled. The average daily attendance for the three-months school was sixty-one.<sup>41</sup>

From 1900 to 1906 there were four schools: Salado, Fort Sumner, Yeso, and Sunnyside. During this period Fort Sumner was located at the Old Fort site. The Fort Sumner school is illustrated in Figure 7, Page 35, as it was in 1904. It was the largest school in the area by 1906. There were three teachers in the school. The census enumeration reported 250 pupils. Salado was the next largest school. It had two teachers. One hundred twenty children were listed in the school census. The Sunnyside School was located at the present town site of Fort Sumner. The school population was approximately sixty. There was one teacher. The school population at the Yeso school was approximately fifty, with one teacher. The schools were open about three or four months. The teachers' salaries ranged from forty-five to fifty-five dollars per month.<sup>42</sup>

Some of the teachers of this period were: Miss Adelina R. Jaramillo, Mr. Alfredo Chavez, Miss Adelina G.

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<sup>41</sup> School Superintendents' Record, Guadalupe County, New Mexico, p. 287.

<sup>42</sup> Ibid., p. 155.



1896. It had a school population of 117 and seventy-one were enrolled. The average daily attendance for the three-month school was fifty-one. <sup>41</sup>

From 1900 to 1906 there were four schools: Salado, Fort Sumner, Yaso, and Guaymas. During this period

Fort Sumner was located at the old fort site. The Fort Sumner school is illustrated in Figure 7, Page 35, as it was in 1904. It was the largest school in the area by

1906. There were three teachers in the school. The next year enumeration reported 250 pupils. Salado was the next largest school. It had two teachers. One hundred twenty children were listed in the school census. The Guaymas School was located at the present town site of Fort

Sumner. The school population was approximately sixty. There was one teacher. The school population at the Yaso school was approximately fifty, with one teacher. The

schools were open about three or four months. The teachers' salaries ranged from forty-five to fifty-five dollars per month. <sup>42</sup>

Some of the teachers of this period were: Miss Adelina S. Jaramilla, Mr. Alfredo Chavez, Miss Adelina S.

<sup>41</sup> Report of the Superintendent, New Mexico, 1907, New Mexico, p. 287.

<sup>42</sup> Ibid., p. 155.





FIGURE No. 27. A group picture of The Fort Summer School in 1904







Hinojos, Mr. Juan B. de Hinojos, Mr. Raycos P. de Hinojos, Mr. E. M. Gallegos, Miss Juanita Cavanajal, Miss Cardelia Wilkerson, Miss Clara Gerhardt, Mr. Lewis Carson, and Miss Clara Zimmerman.<sup>43</sup>

When the Atchison, Topeka, and Santa Fe Railroad was constructed across the area in 1907, many new people moved in and filed on homesteads. The United States survey had just been completed and the area was thrown open for homesteading. Thus the need for more schools developed.

During the period from 1907 to 1912 many one-room schools, some of which are illustrated in Figure 8, Page 37, were constructed. Around 1908 the following schools were built, mostly by subscription: Charlotte, Dereno, Red Valley, Talban, Locust Grove, Alamo Gordo (new location), Ricardo, Buchanan, El Vira, La Monte, White Flat, Ingleville, Canton, Liberty, Bar V, Dunlap, and Byried. The salaries were around fifty dollars per month. The school terms were four to five month in duration. The salaries were paid by the respective counties in which the schools were located.<sup>44</sup> In 1909 the Guadalupe, Aguda, and

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<sup>43</sup> Ibid., pp. 160-64.

<sup>44</sup> Ibid., pp. 150-54.



Fort Sumner School, 1909



Hinojos, Mr. Juan E. de Hinojos, Mr. Rayston P. de Hinojos,  
Mr. E. M. Gallegos, Miss Juana Cavanahall, Miss Carlotta  
Wilkinson, Miss Clara Gerhardt, Mr. Lewis Carson, and  
Miss Clara Zimmerman.<sup>43</sup>

When the Atchafalaya, Topeka, and Santa Fe Railroad  
was constructed across the area in 1907, many new people  
moved in and lived on homesteads. The United States sur-  
vey had just been completed and the area was thrown open  
for homesteading. Thus the need for more schools devel-  
oped.

During the period from 1907 to 1912 many one-room  
schools, some of which are illustrated in Figure 2, Page  
38, were constructed. Around 1908 the following schools  
were built, mostly by subscription: Charlotte, Berano,  
Red Valley, Fair, Locust Grove, Alamo Verde (new loca-  
tion), Alamosa, Buchanan, El Vire, La Monte, White Flat,  
Inglesville, Canton, Liberty, New V. Dulap, and Hyland.  
The salaries were around fifty dollars per month. The  
school terms were four to five months in duration. The  
salaries were paid by the respective counties in which the  
schools were located.<sup>44</sup> In 1909 the Guadalupe, Agua, and

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<sup>43</sup> Ibid., pp. 150-51.  
<sup>44</sup> Ibid., pp. 150-51.





La Lande School in 1907



Sunnyside School in 1907



Fort Sumner School in 1910







Taft schools were built.<sup>45</sup> The post office of the abandoned Fort Sumner Military Post was moved to the east side of the Sunnyside town site. As a result of this change the town that was Sunnyside became Fort Sumner and Sunnyside was no more.

On the whole the records for this period were quite incomplete. District 20, Fort Sumner, was growing rapidly. One faction of the town wanted a school located in New Town (Fort Sumner), and the other group wanted a school on their side of town (old town). The outcome was that a school was built at each side of town. These new schools were two-room adobe buildings with pitched roofs,<sup>46</sup> such as are shown in Figure 9, Page 39. The valley farmers wanted to send their children to the Fort Sumner school.

Some of the teachers were: Mrs. Fanny Highsmith, Miss Emma Harris, Miss Bessie Wisdom, Miss Florence Finley, Miss Lula Williams, Mr. John Larru, and Mr. T. R. Kelso.

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<sup>45</sup> Ibid., pp. 160-63.

<sup>46</sup> H. R. Parsons, Interview at court house, January 29, 1952.



Taft schools were built.<sup>45</sup> The post office of the abandoned Fort Sumner Military Post was moved to the east side of the Sunnyside town site. As a result of this change the town that was Sunnyside became Fort Sumner and Sunnyside was no more.

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Some of the teachers were: Mrs. Fanny Highsmith, Miss Emma Harris, Miss Bessie Wagon, Miss Florence Wiley, Miss Lulu Williams, Mr. John Lantz, and Mr. T. R. Kaino.

<sup>45</sup> Ibid., pp. 160-63.

<sup>46</sup> H. R. Parsons, Interview at court house, January 29, 1922.



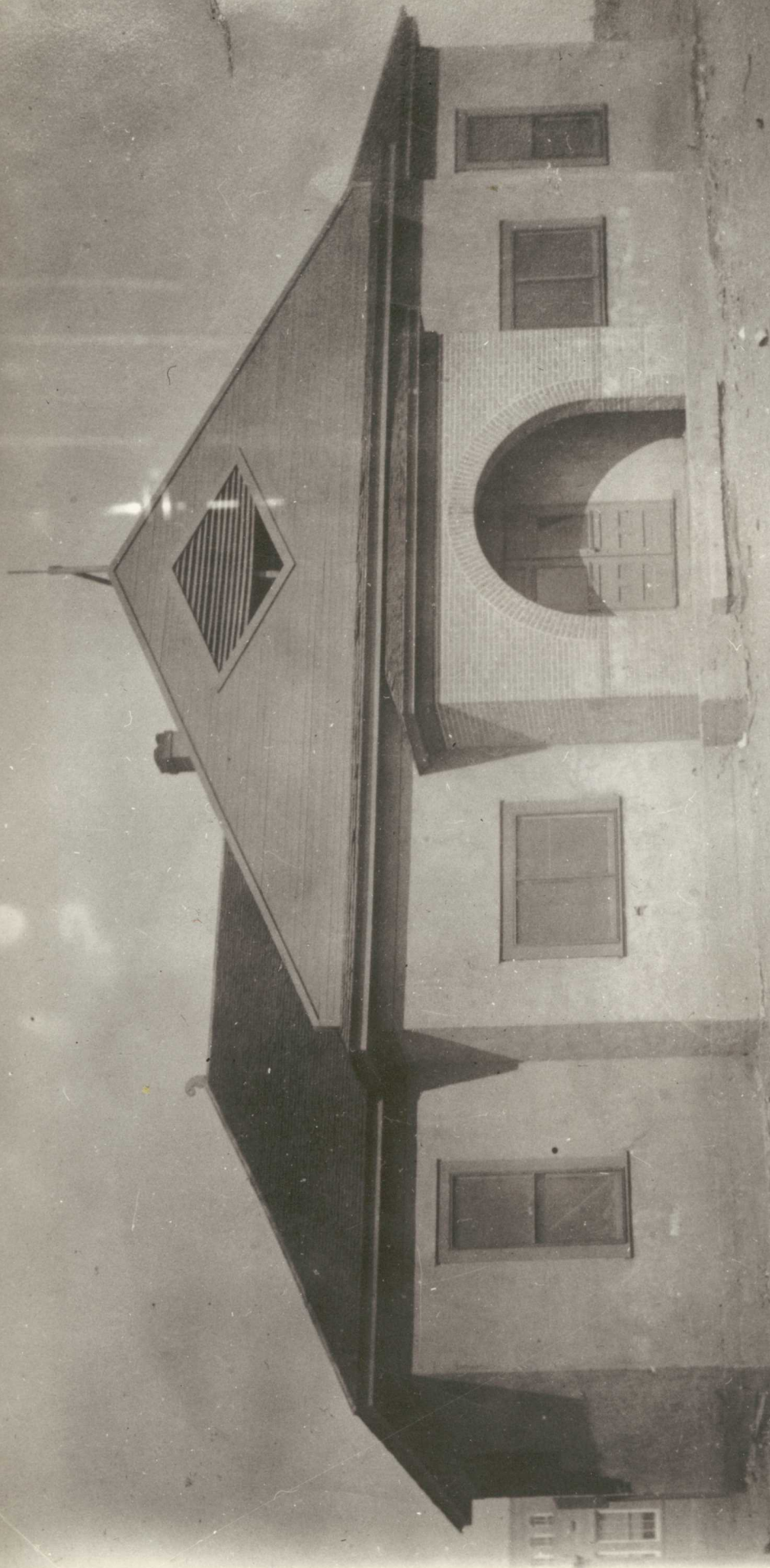


FIGURE No. 9. A picture of one of the  
Fort Sumner Schools in 1913







The Locust Grove Community School was built by subscription and donations.<sup>47</sup> Mrs. Ford taught there and was paid fifty dollars a month for a five-months school. Guadalupe County built a school for the district a mile farther north. This left the first building as a meeting house or community center.<sup>48</sup>

The Salado School began to dwindle from the beginning of this period and within a few years closed because the people moved away. The Yaso school continued to grow. Teachers of this time were: Mrs. Fanny Highsmith, Miss Clara Gerhardt, Miss Adelina R. Jaramillo, Miss Rebecca E. Jasper, Miss Rose Jasper, Mrs. Alfred Ford, Mr. Hedlery Burton, Miss Blanche Cullen, Miss Ruth Mackelrath, Miss Nina Cullen, Miss Georgia Tadlock, Miss Jannie Davis, Miss Mammie Baker, Mr. Luke Jackson, and Miss Ida Downs.<sup>49</sup>

The first school in the La Badie district was one and one-half miles west of Fred Weaver's place. It was taught in a half dugout, which was an abandoned residence

There were eight first-grade certificates.

<sup>47</sup> W. E. Wilmoth, Interview, January 30, 1952. (Retired ranchman).

<sup>48</sup> Mrs. Alfred Ford, Interview, February 23, 1952.

<sup>49</sup> Fred Weaver, Interview, March 12, 1952. (Stockman).  
<sup>50</sup> Mrs. Ida Downs Jaramillo, Interview, March 13, 1952.

<sup>51</sup> Mr. and Mrs. Eddie Downs, Interview, March 12, 1952.







on a claim. This was in 1911. At the beginning of the next year the school was opened in an old stone house on the Long ranch two and one-half miles east of the original site. Classes were held here until the Adobe school was built in 1912. The people furnished the labor as a donation in building the Adobe school. Guadalupe County furnished \$300 for the framework, the roof, and the floor.<sup>50</sup> It was interesting to hear Mrs. Ida Downs James say, "I taught a subscription school in a big white tent. It was located on my claim in 1911. The next year the Adobe school was built one mile west of my place."<sup>51</sup> Miss Mamie Baker taught the first year in the Adobe school. There were eighteen pupils, and the salary was fifty dollars per month for a three-months school.<sup>52</sup>

Certification was based in the early days on examination grades. The grade of certificate given was in accordance with the grades made. In Guadalupe County 164 teaching certificates were issued to teachers from 1895 to 1910. In all there were eight first-grade certificates, fifty-four second-grade certificates, and 102 third grade

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<sup>50</sup> Loc. cit.

<sup>51</sup> Mrs. Ida Downs James, Interview, March 13, 1952.

<sup>52</sup> Mr. and Mrs. Eddie Downs, Interview, March 12, 1952.



on a chair. This was 1911. In the following year  
next year the school was opened in the same place  
the long room was and at that time the school  
was built in 1911. The school was built in the  
donation in building the school building. It was  
furnished \$500 for the furniture. It was very  
It was interesting to hear that the school was  
taught a manuscript school in a room which was  
located on my side in 1911. The school was  
school was built and was called at that time  
the school taught the first year in a room which  
There were sixteen children in the school at that time  
large pot room for a kitchen and a dining room.  
Carpentering was done in the school room in 1911  
function ground. The school was built in the same  
concerned with the school. The school was built in  
feeding facilities. The school was built in the same  
1910. In all these years the school was built in the  
fifty-four second-grade children and 12 first-grade

50 Jan. 1911  
51 Jan. 1911  
52 Jan. 1911  
1911

1911



certificates. In 1896 two of the seven certificates issued in Guadalupe County were for persons teaching in the De Baca County area. By 1904 three of the twelve issued in Guadalupe County were for persons teaching in the De Baca County area, and in 1908 five of the eighteen issued in Guadalupe County were for persons teaching in the schools of the De Baca County area. Five of the fifteen teaching certificates issued by Guadalupe County went to persons teaching in the De Baca County area in 1909. One year later the proportion had risen to nine out of nineteen.<sup>53</sup> This is another indication of the growth that was taking place at this date. The territorial schools were mushrooming all over the area. Public education had begun to standardize. A feeling of pride and desire to be organized into a county was beginning to grow. This was postponed until after statehood.

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<sup>53</sup> School Superintendents' Record, Guadalupe County, New Mexico, pp. 135-45; 212-21.







### CHAPTER III

#### HISTORY OF EDUCATION IN THE AREA FROM STATEHOOD TO THE FORMATION OF DE BACA COUNTY

As yet the area covered by this study had not emerged as a corporate entity, the territory being a part of Guadalupe County, Roosevelt County, and Chaves County respectively. Prior to statehood the names and district numbers of the schools seem to have fluctuated so much that it is often difficult to determine the definite location of each. There were twelve schools in the area lying within Guadalupe County: Salado, Alamo, Buchanan, Fort Sumner, Alamo Gordo, Ricardo, Locust Grove, Starr, Guadalupe, Adobe, Aguda, and Taft.

Five schools were within Roosevelt County: Taiban, Dereno, Charlotte, La Lande, and Blanco (Dixie). Seven were in Chaves County, in what was called the Gramma Valley. Schools found in this section were: Dunlap, Inglesville, White Flat, La Monte, Byried, El Yeso, and Casaus Ranch. The great influx of population came to the De Baca County area between 1907 and 1912.

The Thirteenth Census of the United States (1910) listed the populations of the minor civil divisions of the De Baca County area lying within Guadalupe County as follows: Salado Precinct 11 had 227; Sunnyside Precinct 12







had 871; Buchanan Precinct 21 had 451; Ricardo Precinct 22 had 333; Locust Grove Precinct 23 had 435; and Alamo Gordo Precinct 24 had 634. El Yeso Precinct 14, the only precinct lying within Chaves County, had 638.

The districts located in Roosevelt County were as follows: Dereno Precinct 3 had a population of 209; La Lande Precinct 9 had 175; and Taiban Precinct 10 had 377. The total population of the area in 1910 was 3,810. The population was receded slightly and shifted entirely away from some of the formerly more populated areas.<sup>1</sup> There were ten voting precincts in the parts of three counties which composed the area of De Baca County in 1910.

Fort Sumner, with a population of 12 individuals in 1880,<sup>2</sup> grew to 285 in ten years,<sup>3</sup> but by 1900 the people numbered only 200.<sup>4</sup>

The school situation in the area from Guadalupe County at the time of statehood is indicated on Table I,

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<sup>1</sup> Thirteenth Census of the United States, minor and civil divisions, 1910, p. 180.

<sup>2</sup> Tenth Census of the United States, minor and civil divisions, 1880, p. 209.

<sup>3</sup> Eleventh Census of the United States, minor and civil divisions, 1890, p. 163.

<sup>4</sup> Twelfth Census of the United States, minor and civil divisions, 1900, p. 200.







Page 46. Figures and information for Roosevelt and Chaves Counties were not available.

In 1912 a school was started in the old Bradford house at the north end of the district. This building was a half dugout. At the south end of the district there was an abandoned residence which was also used as a school. There were twenty-five pupils attending. Miss Ethel Gaspler, Miss Lin Dunlap, and Mr. Luke Jackson taught here at different times. The people paid the teacher. The term was usually not over two or three months. The Starr School was built in the south half of the old district. The people supplied the labor and Guadalupe County furnished the money to build it in 1916. Ordinarily, sessions were held for half the term in the north end of the district and for the remainder of the time at the south end. The north end of the old district formed the Ritchy school district. Here a school was built in 1916 by subscription for labor, with Guadalupe County furnishing money and materials. There were some twenty-five families in each of the two new districts, and the school enrollment was about thirty pupils.<sup>5</sup> Some of the people were proving up on their one-half section of land; others were selling out and leaving because they were unable to make a living.

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<sup>5</sup> Herman Butts, Interview, March 8, 1952, (retired stockman).







TABLE I

## GUADALUPE COUNTY SCHOOLS IN THE FORT SUMNER AREA

Place	District	Census	School Term	Salary	Teacher
Selado	11	79	5 Mos.	\$50	Lillian O'Connor
Buchanan	17	41	5 Mos.	\$60	Myrtle Start
Sunnyside	20	210	5 Mos.	\$40 to \$85	Fanny Highsmith and others
Alamo Gordo	27	68	5 Mos.	\$55	Georgia Tadlock
Ricardo	30	33	5 Mos.	\$50	Jannie Davis
Locust Grove	23	34	5 Mos.	\$45	Clyde D. Showalter
Starr	35	63	5 Mos.	\$50	Luke Jackson
Guadalupe	40	52	5 Mos.	\$50	Sateso M. Sanchez
Anil	42	42	4 Mos.	\$40	Bessie Spohn
Aguda	43	29	4 Mos.	\$50	Jannie O'Connor
Teft	44	48	5 Mos.	\$50	F. L. Farmer



# STATE OF NEW YORK

## IN SENATE

DATE	AMOUNT	RECEIVED	PAID	RECEIVED	PAID	RECEIVED	PAID	RECEIVED	PAID
1890	1000	1000							
1891	1000	1000							
1892	1000	1000							
1893	1000	1000							
1894	1000	1000							
1895	1000	1000							
1896	1000	1000							
1897	1000	1000							
1898	1000	1000							
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1918	1000	1000							
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1921	1000	1000							
1922	1000	1000							
1923	1000	1000							
1924	1000	1000							
1925	1000	1000							
1926	1000	1000							
1927	1000	1000							
1928	1000	1000							
1929	1000	1000							
1930	1000	1000							
1931	1000	1000							
1932	1000	1000							
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1991	1000	1000							
1992	1000	1000							
1993	1000	1000							
1994	1000	1000							
1995	1000	1000							
1996	1000	1000							
1997	1000	1000							
1998	1000	1000							
1999	1000	1000							
2000	1000	1000							



In 1913 the new school building for Taiban was delayed because of a law suit over the bond election. The vote was 59 to 58 in favor of the issue but the deciding vote was cast by the teacher, Miss Culberson.<sup>6</sup> Those against this \$15,000 bond issue contended that Miss Culberson was not a qualified voter, but the courts held:

Residence is largely a question of intentions. Hence, where an unmarried woman over twenty-one years of age, who is dependent upon her own earnings for her support, accepts employment in the public schools of a given town and takes up her residence therein with the intention of remaining there and making such town her home so long as she has employment there, or until she has opportunity to better her condition in life by accepting a more lucrative position in some other place, she is a resident of such town or voting precinct in which she lives. She is entitled to all the rights and privileges of such residence.

The Supreme Court stated: The evidence in this case amply justifies the findings by the lower court that . . . the teacher . . . was a duly qualified voter at such election and the judgment must be affirmed.<sup>7</sup>

After the decisions of the courts the bond issue was passed and sold. The school which was built is the four-room, two-story section in the foreground of "a" in Figure 10, Page 48.<sup>8</sup>

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<sup>6</sup> Mrs. Annie Phillips, interview, March 12, 1952, (resident of Taiban).

<sup>7</sup> R. C. Waltrip, "Decisions of the New Mexico Supreme Court Affecting the Common Schools," (unpublished Master's thesis, University of New Mexico, Albuquerque, New Mexico, 1947), pp. 33-34.

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



In 1915 the new school building for Tilden was de-  
 layed because of a law suit over the bond election. The  
 vote was 52 to 48 in favor of the bonds and the casting  
 vote was cast by the teacher, Miss Gilchrist. These  
 against this \$12,000 bond issue contended that Miss Gil-  
 christ was not a qualified voter, but the courts held:

Residence is largely a question of intention.  
 Hence, where an unmarried woman over twenty-one  
 years of age, who is dependent upon her own earn-  
 ings for her support, accepts employment in the  
 public schools of a given town and takes up her  
 residence therein with the intention of remaining  
 there and making such town her home as long as  
 she has employment there, or until she has oppor-  
 tunity to better her condition in life by accept-  
 ing a more lucrative position in some other place,  
 she is a resident of such town as voting purposes  
 in which she lives. She is entitled to all the  
 rights and privileges of such residence.

The Supreme Court stated: The evidence in this  
 case amply justifies the findings by the lower  
 court that . . . the teacher . . . was a duly  
 qualified voter at such election and the judgment  
 must be affirmed.

After the decisions of the courts the bond issue  
 was passed and sold. The school which was built in the  
 four-room, two-story section in the foreground of "a" in  
 Figure 10, page 45.<sup>6</sup>

<sup>6</sup> Mrs. Annie Phillips, Interview, March 12, 1922.  
 (resident of Tilden).

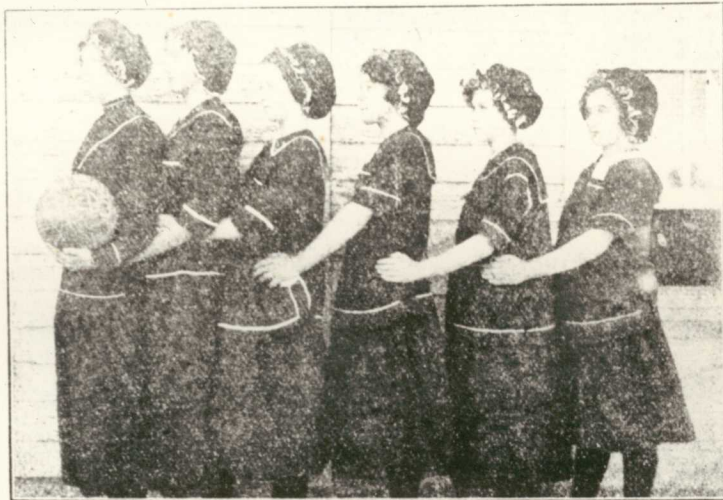
<sup>7</sup> R. O. Winters, "Decisions of the New Mexico Su-  
 preme Court Affecting the Common Schools," (unpublished  
 Master's thesis, University of New Mexico, Albuquerque,  
 New Mexico, 1927), pp. 22-24.

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





a. Taiban School 1916



TAIBAN BASKETBALL TEAM

b. Girls' basketball team, Taiban 1915



c. Yeso School

FIGURE NO. 10. Schools and Group after 1912:

a. Taiban School, b. Girls' basketball team, d. Yeso School.







A one-room addition was built at the Bereno school in 1915. There were forty pupils. Mr. J. E. Owens, the teacher, said:

I and a school director, Mrs. Hall, made a trip to see Mrs. Culberson, county school superintendent of Roosevelt County, at Portales, New Mexico, to procure aid to build the addition. The law stated that if the people of a district would furnish all the finance and labor they could, the state would furnish \$300.00 of the building cost and \$125.00 for school equipment. Plenty of labor was subscribed and with a head carpenter in charge, it was finished in two or three days. I taught there the next year, also, before moving to Taiban as principal in 1917.<sup>9</sup>

Taiban had a winning basketball team in 1915 as shown in "b" of Figure 10, Page 48. The following quotation from an article by Miss Emily Wallace Stone, the coach, gives an insight into the importance so early attached to this sport:

There are five special benefits connected with athletics at schools. Below I shall attempt to elaborate upon these five benefits, the knowledge of which I do not gain from reading or hearsay, but from actual experience. First in importance comes the aid of athletics in the physical and mental health and make-up of the school boy and girl. After an hour and a half or longer, of close application to book-keeping, Spanish, algebra, arithmetic, or any of the many branches taught in common school, high school, and college, the mind and body need

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<sup>9</sup> J. E. Owens, Interview, April 19, 1952 (Tax Agent for the Atchison, Topeka, and Santa Fe Railroad, living in Albuquerque, New Mexico). 30-1, June, 1915.



A one-time contact was made at the ...

in 1912. ...

teacher, said:

I am a ...  
with me ...  
independent ...  
Mexico ...  
The law ...  
would ...  
today ...  
believe ...  
library ...  
separated ...  
three ...  
before ...

... and ...

shown in "D" of ...

taken from an ...

occasionally ...

attached to this ...

There are five ...  
with ...  
United ...  
the ...  
the ...  
that ...  
in the ...  
of the ...  
a ...  
meeting ...  
of the ...  
high ...

Agent for the ...  
living in ...



rest from such labor, and the best change is brought about by athletics. During the game of basketball or football, as the case may be, the players exert their physical strength to the fullest extent, so interesting and absorbing is the sport in which they are partaking. The much needed power of concentration is acquired in athletics. The mind must not wander if the victory is to be won. When study time comes again, the mind is fully refreshed, and the muscles have been made stronger, the lungs have been filled and refilled to their very depths with fresh, life-giving air, and the whole being rested and ready to be concentrated upon books again. .

. . 10

Mr. W. Fremont Osborne, Taiban high school principal, delivered a speech at Taiban on "Educational Waste," which was largely credited with influencing the construction of the new Taiban school, illustrated in "a" of Figure 10, Page 48. Mr. Osborne's remarks are:

Every idler, every unskilled laborer, farmer housekeeper, lawyer, doctor, preacher, and every unqualified school teacher or incompetent workman in every human endeavor, remind us most forcibly of last opportunity and educational waste both spiritual and material. Most of our troubles are fundamental, they begin in the individual.

Therefore, a lofty, sane, and democratic effort in the interest of educational development, fundamentally concerns the training of every child in the land for patriotic and efficient service. The responsibility of training the child falls, yes, too heavily upon the school.

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<sup>10</sup> Miss Emily Wallace Stone, "School Athletics," New Mexico Journal of Education, 11:30-1, June, 1915.







America's interest and universal worker for life and freedom childhood shows us the way to a greater commonwealth.

It must be a school "of the people, by the people, and for the people," the source of the currents of life education must be made vocational to the extent that 98 per cent of human beings in New Mexico, who must live by the work of their hands, shall do so with a maximum of skill and intelligence, and this invalues the readjustment of an iron out-worn curriculum in accordance with individual needs.

This applies to the country schools with peculiar force, which must be made over in content and method. We shall fail to accomplish our educational ideals unless we succeed in putting at the door of every child in the land a modern school house, modern equipment, ample and attractive school grounds and sanitation.

Every available dollar for physical equipment should be invested in a school plant that will have economy, convenience, and harmony.

We believe as a general principle, that it is an unwise policy to invest money in repairing old, dilapidated school houses that can never be made into attractive and suitable places for the children. Better, as far as practicable, to build and equip a few good school houses, rather than attempt to make old ones modern that are unfit for permanent use.

Build and equip a modern school building in every community in New Mexico, adopt courses of study that will prepare for the work of life, and employ teachers who have the teacher's vision and the teacher's preparation and our "fair state," will experience a new model, intellectual, and industrial birth, "Alentar nade, O'realizar interamente."<sup>11</sup>

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<sup>11</sup> W. Fremont Osborne, "Educational Waste," New Mexico Journal of Education, 11:24, March 1, 1915.



America's interest in the world  
life and people of the world  
to a greater understanding

It was a great day for the people  
and for the world. The  
the purpose of the day was  
vocational to the people. The  
human beings in the world.  
The work of the day was  
making of a new world.  
making the world a better  
country in the world.

This is a great day for the people  
and for the world. The  
the purpose of the day was  
vocational to the people. The  
human beings in the world.  
The work of the day was  
making of a new world.  
making the world a better  
country in the world.

Every evening, the people  
should be invited to a great  
have a great day.

It is a great day for the people  
and for the world. The  
the purpose of the day was  
vocational to the people. The  
human beings in the world.  
The work of the day was  
making of a new world.  
making the world a better  
country in the world.

Every evening, the people  
should be invited to a great  
have a great day.

1. The purpose of the day was  
vocational to the people. The  
human beings in the world.  
The work of the day was  
making of a new world.  
making the world a better  
country in the world.



The growth of interest in education in the De Baca County area is illustrated by the following report:

A Roosevelt County Teachers' Meeting was held at Taiban, January 22-23, 1915, and the Mother's Club on that occasion presented the public school of Taiban with a large American Flag, the first the school ever possessed. The presentation speech was made by Mrs. J. W. Cheshire, then the pupils saluted the Flag, after which they sang the Star Spangled Banner. This was followed by an essay on the American Flag, read by Mrs. J. M. Herliky; a recitation "Betty Ross," by Mrs. T. Suter; also a poem on patriotism by Master Suter. At the close of the program, the Mother's Club served refreshments to all.<sup>12</sup>

As far back as 1915 there was a Parent-Teacher Association in the southeast corner of the De Baca County area, which provided opportunities for cooperation between parents, children, and teachers. Mrs. Highsmith reported:

Dear Journal: You asked for a report from P.T.A., so I will tell you of ours. We organized three months ago. Mrs. I. L. Busie is president; Miss Winnie McCalpin, secretary. We meet once a month at the school house. The school entertains the mothers one and one-half hours so far mostly with tally spelling, as the children like that best, sometimes ciphering contests. The pupils look forward with great interest to the time, and have done much better work for the mothers are keeping tab, counting and reporting the words missed, and general progress.

After school adjourns, a very profitable discussion, along school lines, is conducted, papers

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<sup>12</sup> Mrs. J. W. Cheshire, "Roosevelt County Teachers' Meeting," New Mexico Journal of Education, 11:20, April, 1915.







read from any source that the members have been able to procure them, or else stated in abbreviated form. Several articles in the School Journal have been read. At the close of the business meeting, refreshments are served and a social half hour is enjoyed, which is an important feature here, as there is little of a social nature going on. In fact, the people are so scattered on ranches, we did not have the heart to attempt an organization for some months, which we very much regret, since we have realized the advantage it has been, in general school interest, both in and out of school.

Next meeting, the club is to invite the children to remain and have refreshments with them. We are looking anxiously for that April meeting, will have a special meeting to consider it.<sup>13</sup>

The first high school at Fort Sumner was opened in 1916 in the old adobe Salazar two-story building east of town. The next year a school bond of \$28,000 was voted to build a new high school as illustrated in Figure 11, Page 54, more centrally located.<sup>14</sup> This structure was completed and occupied within the year.

Even before the railroad was built, there was a public school in Yesso. Due to increased enrollment, the first building was replaced about 1912 by the one shown in "c" of Figure 10, Page 48.<sup>15</sup>

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<sup>13</sup> Mrs. Fanny Highsmith, New Mexico Journal of Education, Vol. XI, No. 8, April, 1915, p. 19 (a teacher in the area since 1907. She will be 96 years old in September, 1952).

<sup>14</sup> H. R. Parsons, Interview, January 28, 1952 (attorney at law).

<sup>15</sup> School Superintendents' Record, Guadalupe County, New Mexico, p. 89.



read from any source that the members have been able to procure them, or also stated in abbreviated form. Several articles in the school Journal have been read. At the close of the business meeting, refreshments are served and a social half hour is enjoyed, which is an important feature here, as there is little of a social nature going on. In fact, the people are so accustomed to routine, we did not have the heart to attempt an organization for some months, which was very much regretted, since we have realized the advantage it has been, in general school interest, both in and out of school.

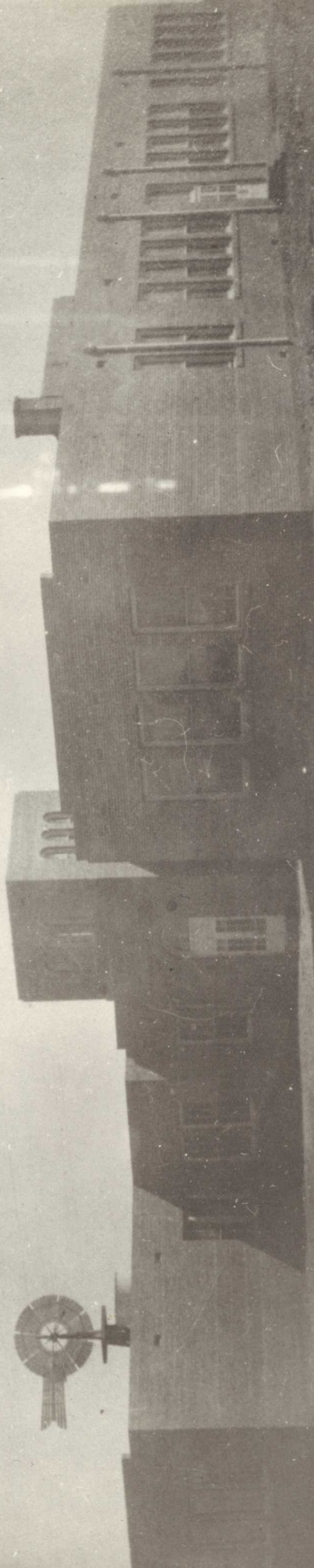
Next meeting, the aim is to invite the children to remain and have refreshments with them. We are looking anxiously for that April meeting, will have a special meeting to consider it.

The first high school at Fort Sumner was opened in 1916 in the old adobe Palace two-story building east of town. The next year a school bond of \$25,000 was voted to build a new high school as illustrated in Figure 11, page 24, more centrally located. This structure was completed and occupied within the year. Even before the railroad was built, there was a public school in Yucca. Due to increased enrollment, the first building was replaced about 1912 by the one shown in "c" of Figure 10, page 24.

- 17 Mrs. Fanny Hinchey, New Mexico Journal of Education, Vol. XI, No. 2, April, 1918, p. 19 (a teacher in the area since 1907. She will be 20 years old in September, 1922).
- 18 H. B. Peterson, Interview, January 28, 1922 (editor not at law).
- 19 School Superintendent's Report, Goshute County, New Mexico, p. 22.



FIGURE No, 11. DeBaca County Highschool  
built at Fort Sumner in 1917





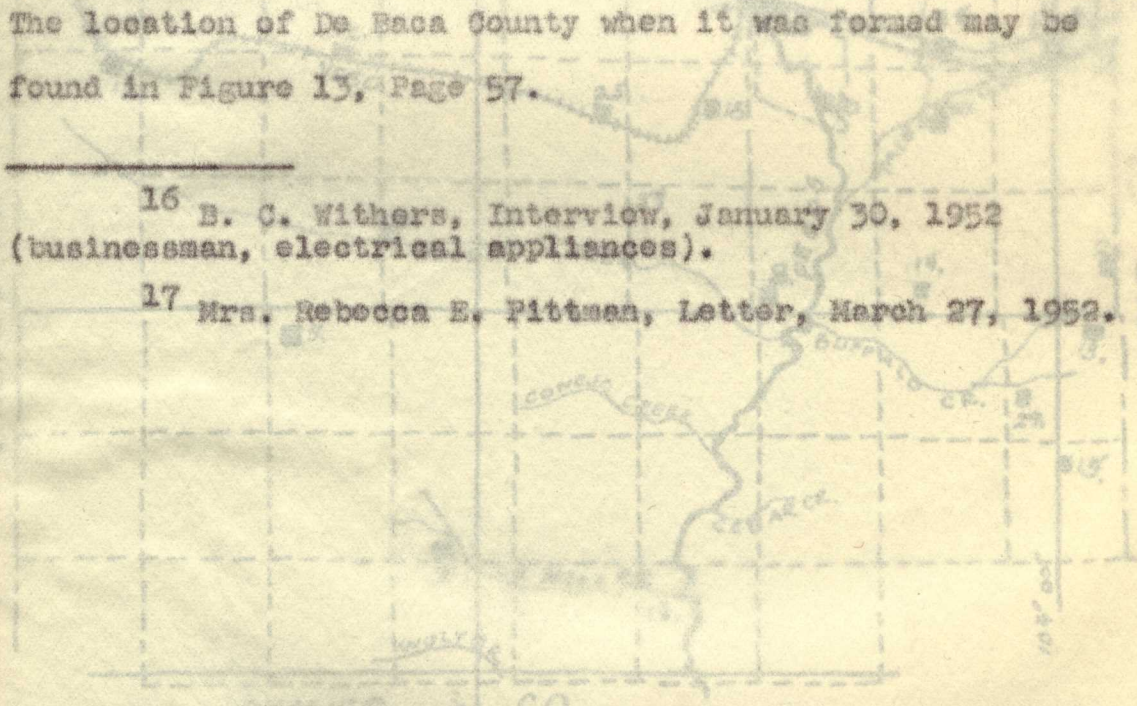




Economic conditions in the arid southwest part of the county caused the Byried school to close in 1913 and others to consolidate.<sup>16</sup> The Ingleville school was consolidated with the Dunlap school, and the White Flat and La Monte schools merged, building a new centrally located structure in 1917. It was called the Curtis Hill school.<sup>17</sup> This school and others located in the area when De Baca County was created may be found in Figure 12, Page 36. The location of De Baca County when it was formed may be found in Figure 13, Page 57.

<sup>16</sup> B. C. Withers, Interview, January 30, 1952 (businessman, electrical appliances).

<sup>17</sup> Mrs. Rebecca E. Pittman, Letter, March 27, 1952.



District No.	Name	District No.	Name	District No.	Name
1.	Alamo	13.	Alamo	23.	Alamo
2.	Alamo	14.	Alamo	24.	Alamo
3.	Red Valley	15.	Alamo	25.	Ricardo
4.	Charlottesville	16.	Liberty	26.	Arenosa
5.	Curtis Hill	17.	Plainview	27.	Rebun
6.	Alamo	18.	Anchor	28.	La Jada
7.	Dunlap	19.	Alamo	29.	Alamo
8.	Byried	20.	Alamosa	30.	Alamo
9.	Mountain View		Port 3. umer	31.	Alamo
10.	Alamo	21.	Alamo	32.	Alamo
11.	Alamo	22.	Alamo	33.	Alamo



Economic conditions in the area southwest part of the county caused the Hyatt school to close in 1913 and others to consolidate.<sup>16</sup> The Inglesville school was consolidated with the Dunlap school, and the White River and La Monte schools merged, building a new centrally located structure in 1917. It was called the Curtis Hill school.<sup>17</sup> This school and others located in the area when De Bass County was erected may be found in Figure 12, Page 56. The location of De Bass County when it was formed may be found in Figure 12, Page 57.

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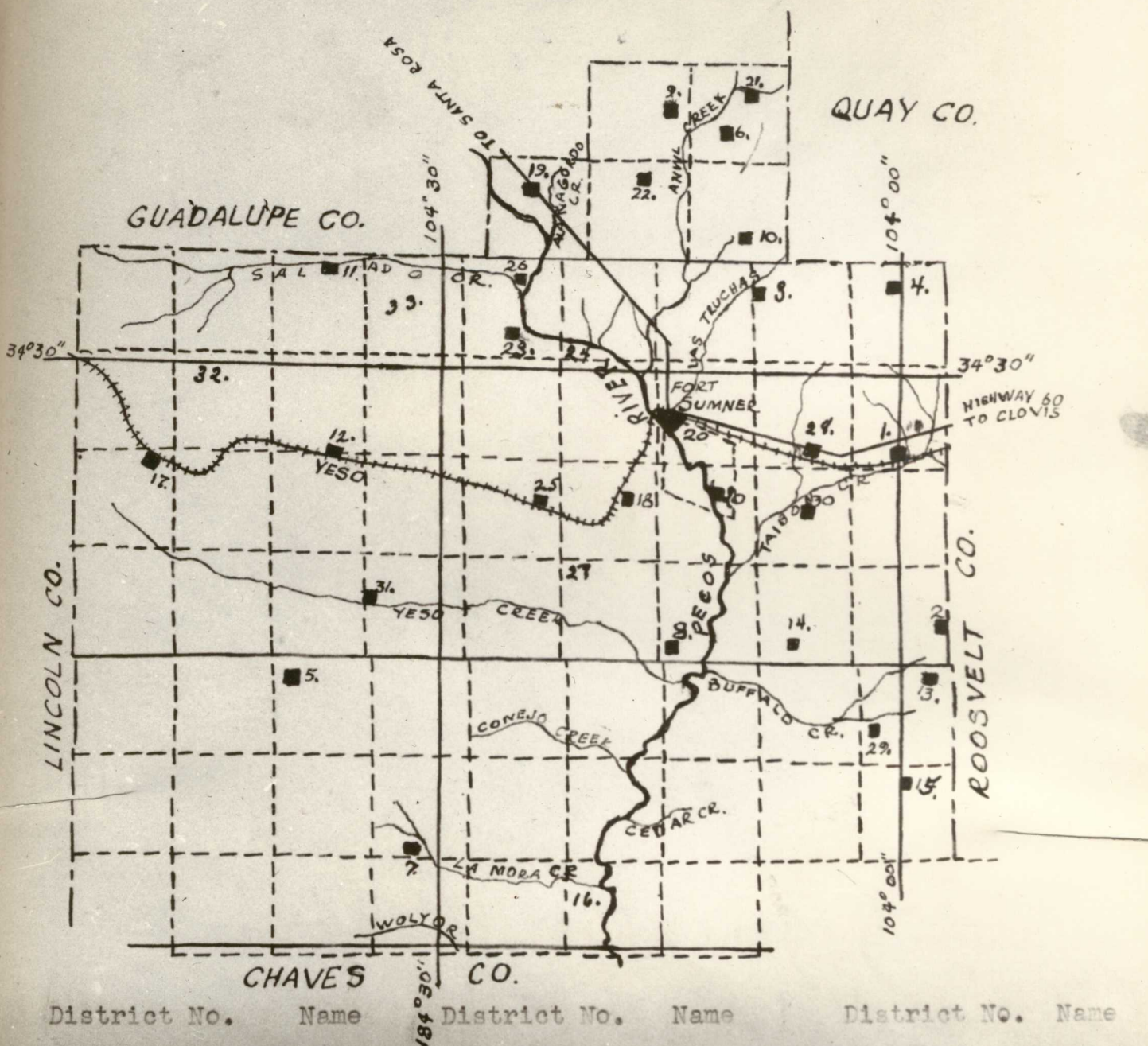
<sup>16</sup> E. C. Withers, Interview, January 30, 1952 (businessman, electrical appliances).

<sup>17</sup> Mrs. Rebecca E. Pittman, letter, March 27, 1952.



FORT SUMNER,

NEW MEXICO



District No.

Name

District No.

Name

District No.

Name

1. Taiban
2. Dereno
3. Red Valley
4. Charolette
5. Curtis Hill
6. Adobe
7. Dunlap
8. Byried
9. Mountain View

10. Taft
11. El Vira

12. Yeso
13. Blanco
14. Bar V
15. Liberty
16. Plainview
17. Buchanan
18. Aguda
19. Alamogordo
20. Fort Sumner

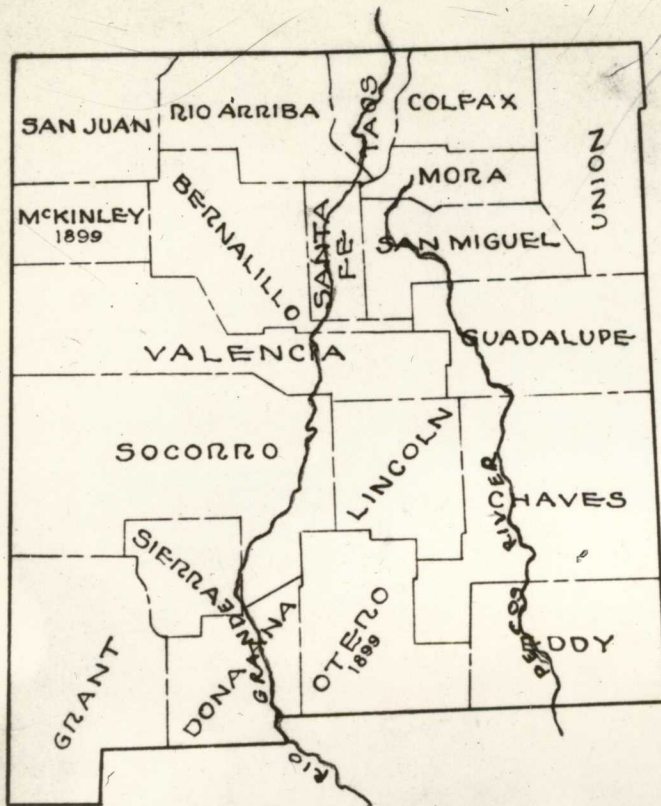
21. Anil
22. Starr

23. Guadalupe
24. Alamo
25. Ricardo
26. Arenosa
27. Hebron
28. La lande
29. Canton
30. Dixie
31. Perfecto Casaus
32. Rock Lake
33. Aragon

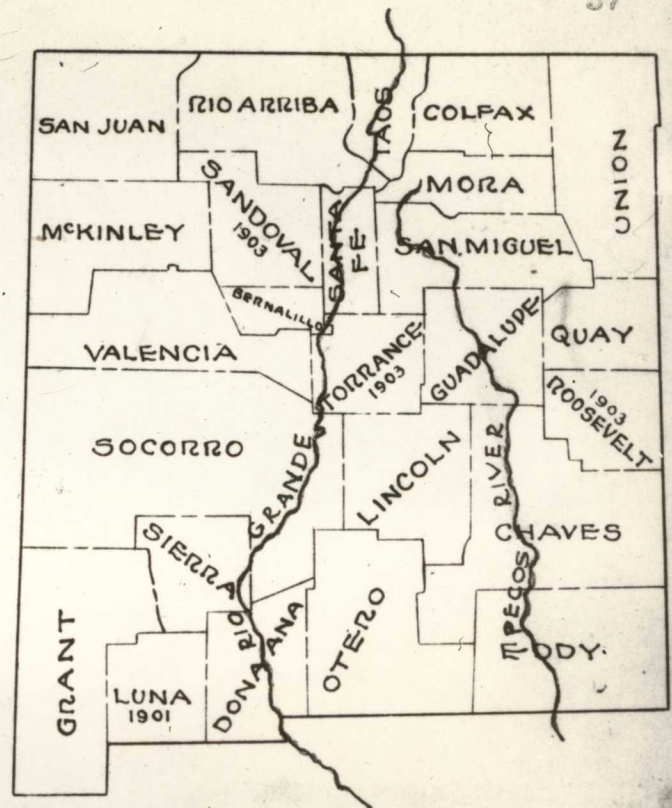








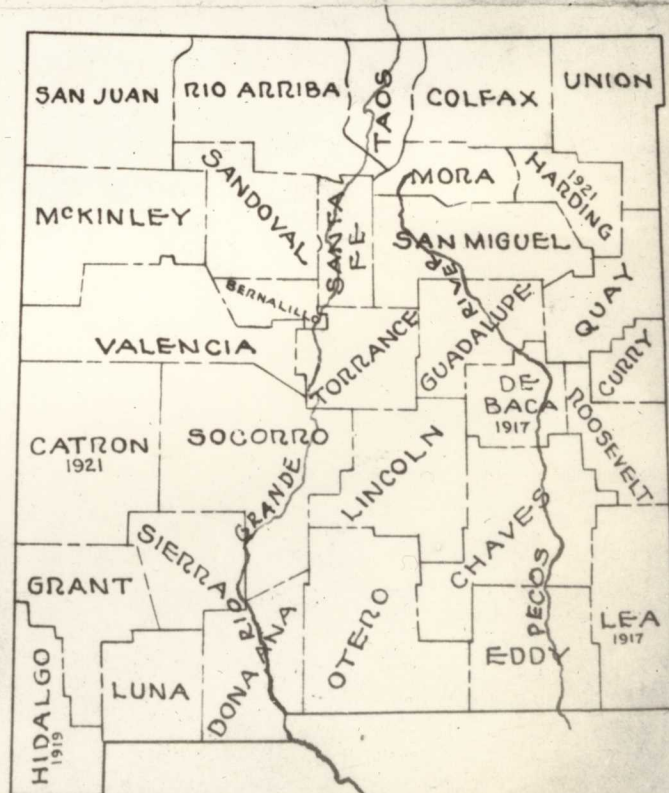
a. Counties in 1900



b. Counties in 1903



c. Counties in 1910



d. Counties in 1925

FIGURE No. 13. A series of New Mexico maps with county changes:

a. By 1900, b. By 1903, c. By 1910, d. By 1925.







## CHAPTER IV

### THE RURAL SCHOOLS OF DE BACA COUNTY

The rural schools of De Baca County were formally created when De Baca County, named for former Governor Ezequiel Cabeza de Baca, was formed from parts of Guadalupe County, Roosevelt County, and Chaves County, on February 28, 1917, by legislative action.<sup>1</sup>

De Baca County, New Mexico, lies between 34 and 35 degrees north latitude and 104 and 105 degrees west longitude. It contains sixty-five townships of the United States survey, with an approximate area of 2,340 square miles.<sup>2</sup> The Pecos River runs through the county from north to south. The west region of the county is drained by Salado, Yesso, Conejo, La Mora, and Willy Creeks. The east region is drained by Alamogordo, Anil, Las Carretas, Taiban, Buffalo, and Cedar Creeks. These creeks are tributaries of the Pecos River. The general shape of the county is somewhat rectangular, with an

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<sup>1</sup> Charles Coan, A History of New Mexico (Santa Fe, New Mexico: The New Mexican Press, 1925), p. 582.

<sup>2</sup> H. R. Parsons, "A Historical Sketch of De Baca County Area," (unpublished paper read in the District Court of the Ninth Judicial District; Fort Sumner, New Mexico court house dedication, November 24, 1930), p. 1.







appendage extending northward, off center to the right. There is a south appendage also, but it is more nearly centered. (See Figure 12, Page 56.) The county consists mainly of a rolling upland mesa, with an altitude of from 4,800 to 5,300 feet; the Pecos River Valley, however, goes as low as 3,900 feet in altitude. The mean temperature for wintertime is 44 degrees; for summertime it is 69 degrees.<sup>3</sup>

The population, approximately 3,196, at the time the county was created, was fairly evenly distributed. The main towns were: Taiban, La Lende, Fort Sumner, Ricardo, Yeso, and Buchanan, all on the Atchison, Topeka, and Santa Fe Railway, which crosses the county east to west a little north of the center portion. The improved roads consisted of one road running northwest from Fort Sumner to Santa Rosa and one leading east from Fort Sumner toward Tolar and Clovis. There was a six-mile stretch of highway leading south toward Dunlap and Roswell.<sup>4</sup>

Section 1 of Chapter II of the Third Legislative Session of the Legislature of the State of New Mexico provided for the creation of De Baca County. Section 2

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<sup>3</sup> Coan, loc. cit.

<sup>4</sup> Loc. cit.







provided for a choice of county seat after special election, with Fort Sumner as the temporary county seat.

Section 3 provided for the following:

It shall be the duty of the Governor of the state of New Mexico, within three days after this act goes into effect, to appoint for the said County of De Baca, the county officers now provided for by law for counties of this state, and the officers so appointed shall immediately thereafter qualify and enter upon the discharge of their duties as such officers . . . and shall serve until officers . . . elected at the next general election are qualified as successors. . . .<sup>5</sup>

Governor W. E. Lindsey appointed the following De Baca County officers on June 9, 1917,<sup>6</sup> to take office on June 12, 1917:

Mr. J. E. Owens as De Baca County Clerk

Miss Rachel V. Smith as De Baca County School Superintendent

Mr. Charley Dunlap as De Baca County Sheriff

Mr. J. L. Lovelace as De Baca County Treasurer

Mr. Harvey Johnson as De Baca County Tax Assessor.<sup>7</sup>

Section 4 provided for the apportionment and distribution of school funds as follows:

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<sup>5</sup> New Mexico Sessions of Laws, II: Secs. 1, 2, and 3, 1917, p. 41.

<sup>6</sup> Fort Sumner (New Mexico) Leader, June 12, 1917.

<sup>7</sup> J. E. Owens, Interview, April 19, 1952.







In making apportionment and distribution of school funds and other funds which by law are to be apportioned and distributed among the several counties of the state, and the portion of such funds to which De Baca County shall be entitled according to population, number of school children, area, amount of taxable property, or other considerations existing, as well as all moneys accruing after the date when this act goes into effect, from taxes upon property, from licenses or privileges in said county, shall belong to said county of De Baca and shall be paid over to the County treasurer of said county when such treasurer shall have been appointed and qualified as provided by law.<sup>8</sup>

The school district numbers had varied so much through the years that even the legislature seemed aware of it. Section 5 of the New Mexico Sessions of Laws for 1917 states that these numbers will remain the same, for example:

The precincts and school districts now existing in the territory included in the county hereby created, and officials thereof, shall remain the same as they now are, until changed according to law, and in case any precinct or school district shall be divided by the county line herein provided, the proper officials of the respective counties in which parts thereof are located shall reorganize said precinct and school districts so as to conform with the new county lines, the officials of the said reorganized precincts and school districts to be appointed by the proper County officials as in the case of vacancies.<sup>9</sup>

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<sup>8</sup> New Mexico Sessions of Laws, op. cit., p. 41.

<sup>9</sup> Ibid., p. 42.







Since De Baca County was made up of parts of three counties it was possible that more than one of these precincts and school districts would have the same number. There is no record to show what adjusting of district numbering took place. There were thirty-three school districts in De Baca County as is illustrated in Figure 12, Page 56, when it was created, and all the districts contained schools except: District 16, Plainview; District 30, Dixie; District 31, Perfecto Cassas Ranch; District 32, Rock Lake; and District 33, Aragon.<sup>10</sup>

The names of the twenty-eight schools and the number of districts with schools operating in them when De Baca County was formed are listed in Table II, Page 63.

The total school census enumeration for De Baca County was 736 male and 744 female, a combined total of 1,480. These figures include District 20, Fort Sumner, which was part of the county schools at this time.<sup>11</sup> Fort Sumner had eleven instructional personnel and a census of 144 male and 181 female, a combined total of 325. Figures on the actual enrollment and average daily attendance were not available for this period. Other

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<sup>10</sup> School Superintendents' Record, De Baca County, New Mexico, pp. 1-50.

<sup>11</sup> Ibid., 45-50.



Since the census was made up of parts of three counties it was possible that some of these pre-vious and school districts would give the same number. There is no record to show what adjustment of district numbering took place. There were thirty-three school districts in the census as is illustrated in Figure 12, page 26, when it was created, and all the districts contained schools except District 18, Pleasantview; District 20, Dixie; District 21, Perfecto Cassius Ranch; District 22, Rock Lake; and District 23, Aragon.<sup>10</sup> The names of the twenty-eight schools and the number of districts with schools operating in them when the census was taken are listed in Table II, page 63. The total school census enumeration for the census was 730 male and 744 female, a combined total of 1,474. These figures include District 20, Fort Sumner, which was part of the county schools at that time.<sup>11</sup> Fort Sumner had eleven instructional personnel and a census of 144 male and 181 female, a combined total of 325. Figures on the actual enrollment and average daily attendance were not available for this period. Other

<sup>10</sup> School Superintendents' Reports, De Baca County, New Mexico, pp. 1-20.  
<sup>11</sup> Ibid., pp. 25-30.



TABLE II

THE NUMBER OF TEACHERS IN EACH SCHOOL, 1916--1952 \*

District		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	
Taiban	1	4	4	4	4	5	6	8	10	10	10	10	10	10	9	8	6	6	6	6	6	7	5	5	5	5	5	5	4	3	3	2	2	2	2	2	2	2	2
Dereno	2	1	2	2	1	1	1	1	1	1	1	1	1	1																									
Red Valley	3	1	1	1	1																																		
Charlotte	4	1	1	1	1	1																																	
Curtis Hill	5	2	2	2	2	2	2	1												1	1	1	1	1	1	1	1												
Adobe	6	1	1	1	1	1	1	1	1	1	1	1	1	1							1	1	1	1	1	1	1												
Dunlap	7	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
Byried	8	1	1	1	1			1	1			1	1				1	1			1	1		1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
Mt. View	9	1	1	1	1	1	1	1	1						1	1	1																						
Taft	10		1	1	1	1	1	1	1	1	1	1	1																										
El Vira	11	1	1		1	1	1	1																															
Yeso	12	2	2	2	2	2	2	2	2	2	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	2	2	2	3	3	3	3	3	3	3	3	
Blanco	13		1	1																																			
Bar V	14	1	1																																				
Liberty	15	1	1																	1	1	1	1	1	1	1	1												
Buchanan	17	1	1	1	2	2	2	1	1	1	1	1	1	1	1	1	1	1	1		1	1																	
Aguda	18		1	1	1																1	1																	
Alemogordo	19	1	1	1		1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1													
Ft. Sumner	20	11	11	12	15	12	14	14	18	22	21	22	23	21	20	19	20	19	20	20	21	23	25	26	25	23	24	25	26	27	28	28	31	34	34	36	36	36	36
Anil	21		1			1	1																																
Starr	22		1	1	1	1	1	1																															
Guadalupe	23		1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1													
Alamo	24		1																																				
Ricardo	25		1	1	2	2	2	2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1													
Arenosa	26		1	1	1																																		
Hebron	27	1	1			1	1	1																															
La Lande	28	2	2	3	4	3	2	2	1																														
Canton	29	1	1		1	1	1	1	1	1	1	1	1	1	1																								
Dixie	30								1			1			1	1	1																						
Casaus	31																	1	1																				
Totals		35	45	40	42	41	42	43	43	43	43	46	46	42	40	38	37	35	36	35	38	41	38	40	39	37	35	32	32	33	34	34	37	40	40	42	42	42	42

\*Districts 16, 32, and 33 did not have schools.



TABLE II

THE NUMBER OF GRADUATES IN SCHOOLS

District	1907	1908	1909	1910	1911	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	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
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schools with more than one teacher were District 1, Taiban, which included a small high school with four teachers, and District 2, Derano; District 5, Curtis Hill; District 12, Yeso; and District 28, La Lande, each with two teachers. The rest were one-room schools with an average enrollment of from thirty-five to forty pupils.<sup>12</sup>

The school buildings were for the most part frame structures. The typical one-room building would generally be forty by thirty feet square, with two doors at one end of the building and one at the opposite end for easy exit in case of fire. The windows were full length residence type, evenly spaced, with three on either wall in which there were no doors. Such design resulted in cross lighting and cross drafts, and usually forced the children to face the light regardless of the seating arrangement. The roofs were largely two-way and covered with wooden shingles. There were some concrete school houses with four-way shingle roofs, as illustrated in "c" of Figure 14, Page 65. A few adobe school houses had four-way shingle roofs also. Flat roofs had to be repaired almost every year.

Teachers' salaries were from \$65 to \$100 per month, in accordance with the type of certificate held. School

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<sup>12</sup> Loc. cit.









a. Group picture of the Adobe school district No. 6, 1919-20



b. Group picture of Mountain View school dist. No 9, 1919-20



c. The Mountain View school as it was in 1930-31







terms were seven to nine months long.<sup>13</sup>

In 1917 District 20 had succeeded in voting \$28,000 in bonds to build a new high school. The new building was constructed of red brick and had twelve rooms. The basement served as a gymnasium, with an auditorium built over it. This new building housed the high school and some of the grades. The frame school buildings that were in the valley were moved to the Fort Sumner site; they housed the fourth, fifth, and sixth grades. The new brick school building mentioned above is pictured in Figure 11, Page 54. It was dedicated by Governor W. E. Lindsey in the fall of 1917.<sup>14</sup>

Two opinions handed down by the Attorney General of the State of New Mexico give interesting sidelights on teaching conditions in Fort Sumner in 1917. The first decision concerned the validity of a teacher's contract given to the wife of a member of the board of education. The Attorney General ruled that "A teacher's contract given to the wife of a member of the board of education

*Affecting School Affairs,* (Suppl. to N. M. State's Records, University of New Mexico, 1947), 2: 59.

<sup>13</sup> Loc. cit.

<sup>14</sup> Mrs. J. V. Stearns, De Baca County School Superintendent, Interview, February 28, 1952.

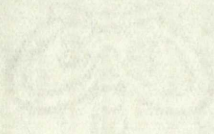
<sup>15</sup> *ibid.*, pp. 1-12.



Center with points in the valley...

In 1877, the first road was built...  
in 1880, the road was extended...  
and the road was...  
over the...  
some of the...  
in the valley...  
house the...  
first house...  
the first house...

the first house...  
the first house...  
the first house...  
the first house...  
the first house...  
the first house...  
the first house...  
the first house...



1880-1881

1880-1881...  
1880-1881...



would be voidable."<sup>15</sup>

The second question concerned the rate of interest which unpaid teachers' warrants would draw. The Attorney General gave his opinion as follows: Unpaid teachers' warrants draw 6 per cent interest and a larger amount cannot be contracted for.<sup>16</sup>

The census of the De Baca County Schools indicated a gradual decrease in school population had begun. The total school census of De Baca County area for 1916 showed 1,574 pupils in the twenty-five schools. Table III, Page 68, shows the total school census when the De Baca County school system was created the next year.<sup>17</sup> The enrollment continued to decrease until 1922, when it again increased to 1,158, with twenty-one schools in operation.<sup>18</sup>

These were critical times for the De Baca County Schools. It was difficult to operate the schools on the small school fund apportionment. The Atchison, Topeka,

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<sup>15</sup> R. C. Waltrip, "Opinions of the Attorney General Affecting School Affairs," (unpublished Master's thesis, University of New Mexico, 1947), p. 54.

<sup>16</sup> Loc. cit.

<sup>17</sup> School Superintendents' Records, De Baca County, New Mexico, p. 1.

<sup>18</sup> Ibid., pp. 1-10.



would be voidable." 15

The second question concerned the rate of interest which unpaid teachers' warrants would bear. The Attorney General gave his opinion as follows: Unpaid teachers' warrants bear 6 per cent interest and a larger amount cannot be collected for. 16

The census of the De Baca County schools indicated a gradual decrease in school population had begun. The total school census of De Baca County area for 1916 showed 1,576 pupils in the twenty-five schools. Table III, page 48, shows the total school census when the De Baca County school system was created the next year. 17 The enrollment continued to decrease until 1923, when it again increased to 1,168, with twenty-one schools in operation. 18 There were official times for the De Baca County schools. It was difficult to operate the schools on the small school land apportionment. The Attorney General

15 R. G. Waltrip, "Opinions of the Attorney General Affecting School Affairs," (unpublished Master's Thesis, University of New Mexico, 1947), p. 54.

16 Ibid., p. 54.

17 School Superintendents' Records, De Baca County, New Mexico, p. 1.

18 Ibid., pp. 1-10.



TABLE III

## MISCELLANEOUS DATA ON EDUCATION IN DE BACA COUNTY, 1917--1950

Year	Census	Enrollment	A. D. A.	Apportionment	Per capita	Teacher's average salary	Term
1917	1480			\$3,799.34	\$2.56	\$490.00	7 mo.
1918	1119			5,240.86	4.68	540.00	7 mo.
1919	1198			5,143.71	4.29	800.00	8 mo.
1920	1077			5,426.94	5.03	900.00	9 mo.
1921	1087			3,471.50	3.19	900.00	9 mo.
1922	1158			3,013.00	2.60	900.00	9 mo.
Year	Census	Enrollment	A. D. A.	Budgets	Per capita	Teacher's av. sal.	Term
1923	915			65,415.00	71.44	\$1,000.00	9 mo.
1924	800	626	582	65,665.00	78.29	1,100.00	9 mo.
1925	884			65,585.00	74.20	1,250.00	9 mo.
1926	914			67,453.20	73.80	1,050.00	9 mo.
1927	913			66,649.00	73.00	1,100.00	9 mo.
1928	805			60,310.00	74.00	1,100.00	9 mo.
1929	9961			70,594.50	74.50	1,100.00	9 mo.
1930	1090			80,224.00	73.60	990.00	9 mo.
1931	1085			80,290.00	74.00	990.00	9 mo.
1932	1266		860	76,436.00	60.37	974.00	9 mo.
1933	1200	960	723	72,414.00	60.34	941.00	9 mo.
1934	1228	843	786	77,958.00	63.56	936.00	9 mo.
1935	1335	967	766	84,714.00	62.70	918.00	9 mo.
1936	1326	1269	891	95,818.00	72.26	941.00	9 mo.
1937	1224	1153	799	102,587.00	83.81	1,000.00	9 mo.
1938	1248	1039	717	107,003.00	84.15	1,050.00	9 mo.
1939	1245	1057	813	109,712.00	88.12	1,119.00	9 mo.
1940	986	1061	796	103,804.00	105.27	1,068.75	9 mo.
1941	954	1028	569	99,829.00	104.64	1,088.12	9 mo.
1942	976	1180	773	104,447.00	101.89	1,155.20	9 mo.
1943	1073	1155	642	121,640.00	122.58	1,396.00	9 mo.
1944	981	1065	777	160,924.00	164.04	1,718.51	9 mo.
1945	944	995	756	142,700.00	151.16	1,685.10	9 mo.
1946	948	966	750	164,424.00	173.44	2,281.15	9 mo.
1947	955	922	713	203,254.00	212.82	2,558.42	9 mo.
1948	923	860	726	226,014.00	244.78	2,768.00	9 mo.
1949	918	836	693			2,990.43	9 mo.
1950	941	1038	849				



TABLE III

WORLD POPULATION DATA BY SEX AND AGE GROUP

Year	Male	Female	Total
1950	2,070,000,000	2,070,000,000	4,140,000,000
1955	2,140,000,000	2,140,000,000	4,280,000,000
1960	2,210,000,000	2,210,000,000	4,420,000,000
1965	2,280,000,000	2,280,000,000	4,560,000,000
1970	2,350,000,000	2,350,000,000	4,700,000,000
1975	2,420,000,000	2,420,000,000	4,840,000,000
1980	2,490,000,000	2,490,000,000	4,980,000,000
1985	2,560,000,000	2,560,000,000	5,120,000,000
1990	2,630,000,000	2,630,000,000	5,260,000,000
1995	2,700,000,000	2,700,000,000	5,400,000,000
2000	2,770,000,000	2,770,000,000	5,540,000,000
2005	2,840,000,000	2,840,000,000	5,680,000,000
2010	2,910,000,000	2,910,000,000	5,820,000,000
2015	2,980,000,000	2,980,000,000	5,960,000,000
2020	3,050,000,000	3,050,000,000	6,100,000,000
2025	3,120,000,000	3,120,000,000	6,240,000,000
2030	3,190,000,000	3,190,000,000	6,380,000,000
2035	3,260,000,000	3,260,000,000	6,520,000,000
2040	3,330,000,000	3,330,000,000	6,660,000,000
2045	3,400,000,000	3,400,000,000	6,800,000,000
2050	3,470,000,000	3,470,000,000	6,940,000,000
2055	3,540,000,000	3,540,000,000	7,080,000,000
2060	3,610,000,000	3,610,000,000	7,220,000,000
2065	3,680,000,000	3,680,000,000	7,360,000,000
2070	3,750,000,000	3,750,000,000	7,500,000,000
2075	3,820,000,000	3,820,000,000	7,640,000,000
2080	3,890,000,000	3,890,000,000	7,780,000,000
2085	3,960,000,000	3,960,000,000	7,920,000,000
2090	4,030,000,000	4,030,000,000	8,060,000,000
2095	4,100,000,000	4,100,000,000	8,200,000,000
2100	4,170,000,000	4,170,000,000	8,340,000,000



terms were seven to nine months long.<sup>13</sup>

In 1917 District 20 had succeeded in voting \$28,000 in bonds to build a new high school. The new building was constructed of red brick and had twelve rooms. The basement served as a gymnasium, with an auditorium built over it. This new building housed the high school and some of the grades. The frame school buildings that were in the valley were moved to the Fort Sumner site; they housed the fourth, fifth, and sixth grades. The new brick school building mentioned above is pictured in Figure 11, Page 54. It was dedicated by Governor W. E. Lindsey in the fall of 1917.<sup>14</sup>

Two opinions handed down by the Attorney General of the State of New Mexico give interesting sidelights on teaching conditions in Fort Sumner in 1917. The first decision concerned the validity of a teacher's contract given to the wife of a member of the board of education. The Attorney General ruled that "A teacher's contract given to the wife of a member of the board of education

<sup>13</sup> Loc. cit.

<sup>14</sup> Mrs. J. V. Stearns, De Baca County School Superintendent, Interview, February 28, 1952.

<sup>15</sup> Ibid., pp. 1-12.



terms were seven to nine months long.<sup>13</sup>  
In 1917 Statute 20 had succeeded in voting \$25,000

in bonds to build a new high school. The new building  
was constructed of red brick and had twelve rooms. The  
basement served as a gymnasium, with an auditorium built  
over it. This new building housed the high school and  
some of the grades. The frame school buildings that were  
in the valley were moved to the Fort Sumner site; they  
housed the fourth, fifth, and sixth grades. The new  
brick school building mentioned above is pictured in Fig-  
ure 11, page 24. It was dedicated by Governor W. E.  
Lindsay in the fall of 1917.<sup>14</sup>

Two opinions handed down by the Attorney General  
of the State of New Mexico give interesting sidelights on  
teaching conditions in Fort Sumner in 1917. The first  
decision concerned the validity of a teacher's contract  
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The Attorney General ruled that "A teacher's contract  
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<sup>13</sup> See, e.g.,

<sup>14</sup> Mrs. J. V. Stearns, De Baca County School Su-  
perintendent, interview, February 28, 1952.



would be voidable."<sup>15</sup>

The second question concerned the rate of interest which unpaid teachers' warrants would draw. The Attorney General gave his opinion as follows: Unpaid teachers' warrants draw 6 per cent interest and a larger amount cannot be contracted for.<sup>16</sup>

The census of the De Baca County Schools indicated a gradual decrease in school population had begun. The total school census of De Baca County area for 1916 showed 1,574 pupils in the twenty-five schools. Table III, Page 68, shows the total school census when the De Baca County school system was created the next year.<sup>17</sup> The enrollment continued to decrease until 1922, when it again increased to 1,158, with twenty-one schools in operation.<sup>18</sup>

These were critical times for the De Baca County Schools. It was difficult to operate the schools on the small school fund apportionment. The Atchison, Topeka,

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<sup>15</sup> R. C. Waltrip, "Opinions of the Attorney General Affecting School Affairs," (unpublished Master's thesis, University of New Mexico, 1947), p. 54.

<sup>16</sup> Loc. cit.

<sup>17</sup> School Superintendents' Records, De Baca County, New Mexico, p. 1.

<sup>18</sup> Ibid., pp. 1-10.



would be voidable.<sup>15</sup>  
The second question concerned the rate of interest which unpaid teachers' warrants would draw. The Attorney General gave his opinion as follows: Unpaid teachers' warrants draw 6 per cent interest and a larger amount cannot be collected for.<sup>16</sup>

The census of the De Soto County schools indicated a gradual decrease in school population had begun. The total school census of De Soto County area for 1916 showed 1,574 pupils in the twenty-five schools. Table III, page 23, shows the total school census when the De Soto County school system was created the next year.<sup>17</sup> The enrollment continued to decrease until 1923, when it again increased to 1,138, with twenty-one schools in operation.<sup>18</sup>

There were critical times for the De Soto County schools. It was difficult to operate the schools on the small school fund appropriation. The Attorney General,

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<sup>15</sup> R. G. Waltrip, "Opinions of the Attorney General Affecting School Affairs," (unpublished Master's thesis, University of New Mexico, 1947), p. 54.

<sup>16</sup> Ibid., p. 54.

<sup>17</sup> School Superintendents' Records, De Soto County, New Mexico, p. 1.

<sup>18</sup> Ibid., pp. 1-10.



TABLE III

## MISCELLANEOUS DATA ON EDUCATION IN DE BACA COUNTY, 1917--1950

Year	Census	Enrollment	A. D. A.	Apportionment	Per capita	Teacher's average salary	Term
1917	1460			\$3,799.34	\$2.56	\$490.00	7 mo.
1918	1119			5,240.86	4.68	540.00	7 mo.
1919	1198			5,143.71	4.29	800.00	8 mo.
1920	1077			5,426.94	5.03	900.00	9 mo.
1921	1087			3,471.50	3.19	900.00	9 mo.
1922	1158			3,013.00	2.60	900.00	9 mo.
Year	Census	Enrollment	A. D. A.	Budgets	Per capita	Teacher's av. sal.	Term
1923	915			65,415.00	71.44	\$1,000.00	9 mo.
1924	800	626	582	65,665.00	78.29	1,100.00	9 mo.
1925	884			65,585.00	74.20	1,250.00	9 mo.
1926	914			67,453.20	73.80	1,050.00	9 mo.
1927	913			66,649.00	73.00	1,100.00	9 mo.
1928	805			60,310.00	74.00	1,100.00	9 mo.
1929	9961			70,594.50	74.50	1,100.00	9 mo.
1930	1090			80,224.00	73.60	990.00	9 mo.
1931	1085			80,290.00	74.00	990.00	9 mo.
1932	1266		860	76,436.00	60.37	974.00	9 mo.
1933	1200	960	723	72,414.00	60.34	941.00	9 mo.
1934	1228	843	786	77,958.00	63.56	936.00	9 mo.
1935	1335	967	766	84,714.00	62.70	918.00	9 mo.
1936	1326	1269	891	95,818.00	72.26	941.00	9 mo.
1937	1224	1153	799	102,587.00	83.81	1,000.00	9 mo.
1938	1248	1039	717	107,003.00	84.15	1,050.00	9 mo.
1939	1245	1057	813	109,712.00	88.12	1,119.00	9 mo.
1940	986	1061	796	103,804.00	105.27	1,068.75	9 mo.
1941	954	1028	569	99,829.00	104.64	1,088.12	9 mo.
1942	976	1180	773	104,447.00	101.89	1,155.20	9 mo.
1943	1073	1155	642	121,640.00	122.58	1,396.00	9 mo.
1944	981	1065	777	160,924.00	164.04	1,718.51	9 mo.
1945	944	995	756	142,700.00	151.16	1,685.10	9 mo.
1946	948	966	750	164,424.00	173.44	2,281.15	9 mo.
1947	955	922	713	203,254.00	212.82	2,558.42	9 mo.
1948	923	860	726	226,014.00	244.78	2,768.00	9 mo.
1949	918	836	693			2,990.43	9 mo.
1950	941	1038	849				







and Santa Fe Railway Company helped to keep the De Baca County School system on a sound financial basis by paying its taxes on time or in advance when the schools needed money. The railroad's efficient cooperation was very effective, because the taxes paid by them constituted the largest percentage of taxes received in the county.<sup>19</sup>

The educational budget office was formed in 1922, but the first budget available to the writer was for 1923. There were 915 pupils reported in the school census in twenty-three school districts. The per capita cost was \$71.44 and the total budget was \$65,415. A more detailed account of the conditions existing in census, budgets, average teachers' salaries, and per capita costs for the period 1923-50 may be found in Table III, Page 68, and Table IV, Page 70. Figure 15, Page 71, reflects a rather stable trend in the county's population, as the per capita cost grew steadily and budget allowances rose rapidly.

A visitation report received from the County School Superintendent of De Baca County in July, 1923, indicates the condition of the schools at this time:

The State Department of Education has received the twenty-fourth County School Superintendent's visiting report from Mrs. Rachel V. Smith, County School Superintendent, De Baca County.

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<sup>19</sup> A. D. Smith, Letter to J. E. Owens, April 23, 1952.



and Santa Fe Railway Company helped to keep the De Baca County School system on a sound financial basis by paying the taxes on time or in advance when the schools needed money. The railroad's efficient cooperation was very effective, because the same bills by then constituted the largest percentage of taxes received in the county. The educational budget office was formed in 1925, but the first budget available to the writer was for 1927. There were 215 pupils reported in the school census in twenty-three school districts. The per capita cost was \$71.44 and the total budget was \$65,418. A more detailed account of the conditions existing in census, budgets, average teachers' salaries, and per capita costs for the period 1923-25 may be found in Table III, page 68, and Table IV, page 72. Figure 15, page 72, reflects a rather stable trend in the county's population, as the per capita cost grew steadily and budget allowances rose rapidly. A visitation report received from the County School Superintendent of De Baca County in July, 1925, indicates the condition of the schools at this time:

The State Department of Education has received the twenty-fourth County School Superintendent's visitation report from Mrs. Rachel V. Smith, County School Superintendent, De Baca County.



TABLE IV

## CENSUS ENUMERATION, ENROLLMENT AND AVERAGE DAILY ATTENDANCE, 1932--1950

Date	Name of unit and No. of district	Enumera- tion Total	Enrollment			Average daily Attendance		
			Elem.	High	Total	Elem.	High	Total
1932	Ft. Sumner-1	709	461	144	605	385	126	511
	De Baca Co.-13	557				306	43	349
1933	Ft. Sumner-1	645	451	144	595	370	128	498
	De Baca Co.-13	553	329	36	365	195	30	225
1934	Ft. Sumner-1	659	484	162	646	405	139	544
	De Baca Co.-9	579	272	25	297	217	25	242
1935	Ft. Sumner-1	755	482	183	665	387	152	539
	De Baca Co.-9	580	272	27	302	205	22	227
1936	Ft. Sumner-1	848	657	196	853	462	150	612
	De Baca Co.-11	478	391	25	416	256	83	279
1937	Ft. Sumner-1	745	641	193	834	422	146	568
	De Baca.-8	479	296	23	319	213	18	231
1938	Ft. Sumner-1	808	579	178	757	433	164	597
	De Baca Co.-8	440	268	24	292	200	20	220
1939	Ft. Sumner-1	852	583	172	755	445	139	584
	De Baca Co.-8	393	268	24	292	205	24	229
1940	Ft. Sumner-1	721	617	179	796	445	141	586
	De Baca Co.-8	265	241	24	265	192	18	210
1941	Ft. Sumner-1	684	597	165	762	428	132	560
	De Baca Co.-5	270	245	21	266	189	20	209
1942	Ft. Sumner-1	753	622	194	816	488.66	157.47	642.08
	De Baca Co.-3	223	164		164	131		131
1943	Ft. Sumner-1	854	778	203	981	495.18	147.14	642.72
	De Baca Co.-3	219	174		174			
1944	Ft. Sumner-1	813	753	183	936	523.24	142	665
	De Baca Co.-3	168	129		129	112.84		112.84
1945	Ft. Sumner-1	775	656	193	849	480.09	157.84	637.95
	De Baca Co.-3	149				119.12		119.12
1946	Ft. Sumner-1	812	650	170	820	484.90	145.34	630.24
	De Baca Co.-3	136	146		146	120.39		120.39
1947	Ft. Sumner-1	817	579	177	756	449.64	152.78	602.42
	De Baca Co.-3	138	146		146	111.20		111.20
1948	Ft. Sumner-1	779	565	168	733	460.31	154.28	614.59
	De Baca Co.-6	144	127		127	112.2		112.2
1949	Ft. Sumner-1	789	557	170	727	447.69	147.48	595.17
	De Baca Co.-3	129	109		109	98.99		98.99
1950	Ft. Sumner-1	805	672	232	908	557.27	179.37	736.64
	De Baca Co.-3	136	130		130	113.6		113.6







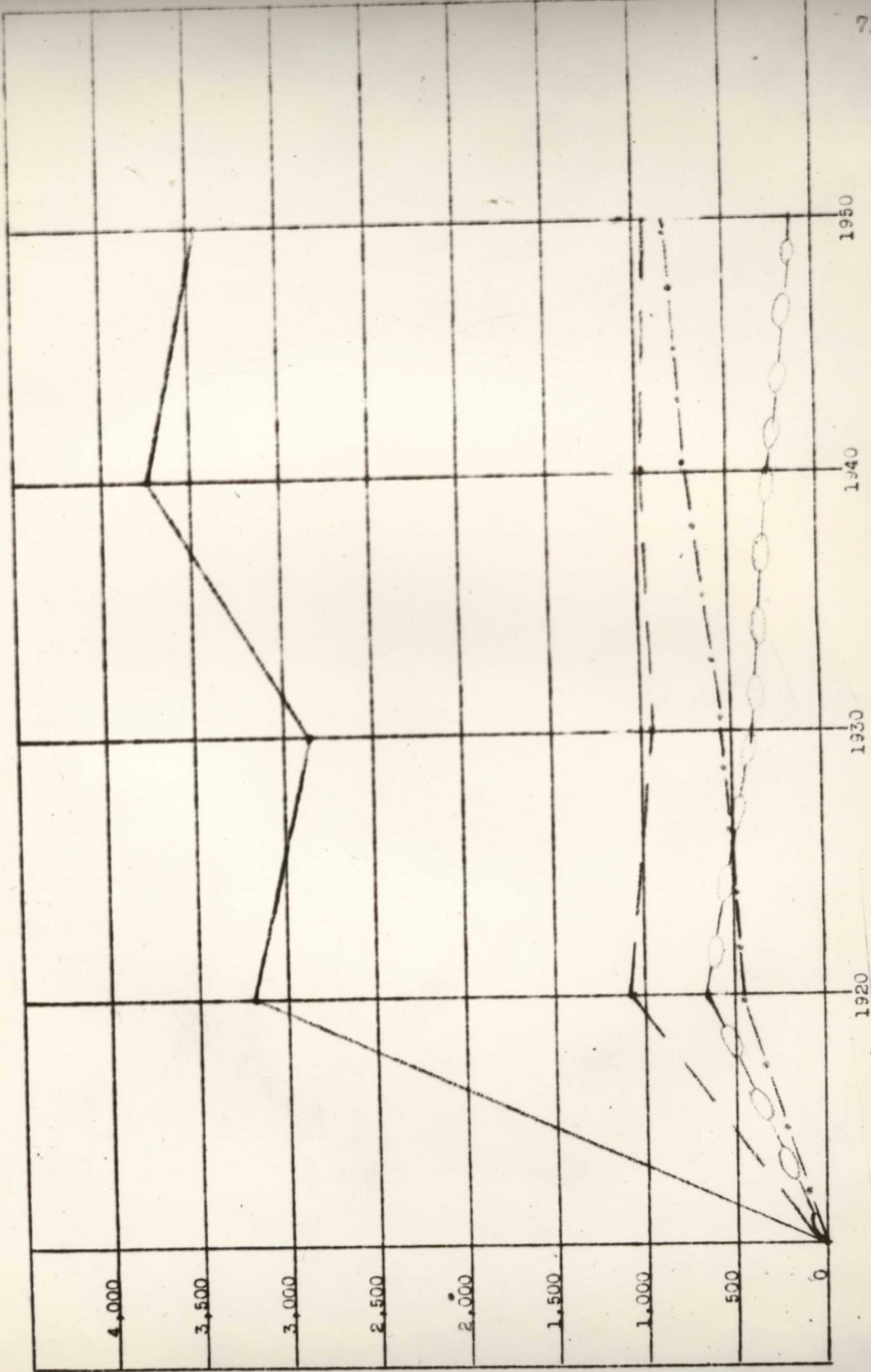


FIGURE NO. 15. General Population and School Census for DeBaca County, New Mexico 1920-50:

Legend: Gen. Population — School Census — Port Summer School Census — DeBaca County School Census







The report shows that there are twenty school districts in the county employing forty-one teachers. One teacher holds a life certificate, thirty-seven hold first grade certificates, one holds a second grade certificate and one is teaching with a third grade certificate. The teachers' salaries range from sixty dollars to one hundred and twenty-five dollars. All teachers holding first grade certificates are paid not less than \$100.00. There are only two teachers holding less than first grade certificates.

The county high school at Fort Sumner is on the accredited list of the North Central Association of high schools and colleges.

Professor H. E. Kirk is Superintendent of the Fort Sumner schools and the County high school. During the year the county board of education established a vocational agricultural department at Fort Sumner with W. E. Spangler as instructor. Reports from Mr. Spangler to the department of education show that he has carried on the work successfully, and that the people of the county realize the importance of vocational agriculture in developing the resources of the state is indicated by the fact that the farmers in De Baca County have asked Mr. Spangler to organize a class for them to be held once a week. The vocational classes are improving the school grounds and building cement walks.

The county board of education working with the County Superintendent are: A. G. Dickerman, Mrs. S. F. Culberson, James H. Clark, and Mrs. Ben Hall. They have cooperated in the school work in every way. Mrs. Culberson was County School Superintendent of Roosevelt County before the creation of De Baca County and did a great deal toward standardizing the county schools. She has always been an outstanding figure in education and from her great wealth of experience with school work she is now giving much to De Baca County through her services as a member of the county board of education.

The schools are reported well equipped with adequate play-ground and buildings owned by the county







board of education. They have plenty of patented school desks, blackboards and all the schools have no less than one hundred and twenty-seven volumes in their libraries.

County school superintendent, Mrs. Rachel V. Smith, has been absent from the county during the past year and her brother, Mr. A. D. Smith, has been acting as deputy county superintendent. Mr. Smith has reported the official visits made to the various schools and has sent in the data concerning the actual existing conditions. An excellent feature of the school work this year has been the fact that the county schools have been maintained on a cash basis. All bills for fuel, supplies and incidentals have been paid promptly. All the teachers employed in the county have received their pay at the end of each month.

De Baca County will hold its yearly county teachers' institute at Fort Sumner and will be in charge of Deputy County School Superintendent A. D. Smith. An excellent corps of instructors has been engaged and a large attendance is expected. Members of the state department of education will attend the institute.<sup>20</sup>

At the De Baca County budget hearing, Mr. John Jervis, Educational Budget Auditor from Santa Fe, and Mr. Logan, a representative of the Atchison, Topeka, and Santa Fe Railway Company, approved a school budget for a vocational agricultural department and teacher, reported to be the first such department and teacher in New

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<sup>20</sup> Mrs. Rachel V. Smith, "School Visitations," New Mexico Journal of Education (Santa Fe, New Mexico: The State Department of Public Instruction, July, 1920), p. 21.







Mexico.<sup>21</sup> Mr. W. E. Spangler was chosen as the vocational shop teacher in 1922.

Other teachers about this time were: H. B. Kirk, W. W. Dickson, Mrs. Charley Dunlap, Arthur Pendry, Mrs. Gladys Nesbit, Miss Ruth Clark, Mrs. William Spiecer, John Shankes, Clyde Showalter, Mrs. J. E. Owens, Mrs. Clyde Showalter, Elton Nappier, Mrs. Albert Ford, Mrs. Fanny Highsmith, Mrs. Cora B. Hays, Miss Ruth Crenshaw, Mrs. Jack Achens, Miss Clara Gerhardt, Miss Stella Hamilton, Miss Justina Beaubien, Mrs. Rebecca Pittman, and Mrs. Rose Nichells.

It was ten years before teachers certification requirements were based upon professional training in accredited high schools and colleges. In January, 1931, the state board of education recognized the demand for a change in the certification requirements. A new standard for teacher certification was adopted. This eliminated all state examinations for teachers' certificates except for New Mexico history and civics. The general requirements were 15 units of accredited high school work and six or more semester hours of college work, depending on kind and length of life of the certificate. At the beginning of this period many of the certificates were of the

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<sup>21</sup> J. E. Owens, Interview, April 19, 1952.







provisional type. In the late forties most of the teachers of the county were qualifying with a bachelor's degree or more<sup>22</sup> as indicated in Table V, Page 76.

In 1935 to 1946 there were ten county schools with an average area of 240 square miles to the school and an average daily attendance for the county of 227; there were fourteen teachers, each with an average daily attendance of sixteen; and the percentage of pupils transported was 59 per cent of the total attendance.<sup>23</sup>

The total county maintenance budget was \$84,345. The amount budgeted for each child in daily attendance was \$104.76.<sup>24</sup>

Though the main consolidation in the county did not occur until 1941, the question arose in 1932 as to minimum requirements to maintain a school. The county school superintendent asked the Attorney General for an opinion on the subject. On April 22, 1932, Opinion No. 446 was given as follows:

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<sup>22</sup> Miss Rebecca Graham, "Report of Certification," Biennial Report (Santa Fe, New Mexico: The State Superintendent of Public Instruction, 1934), pp. 30-1.

<sup>23</sup> Hannings, op. cit., p. 61.

<sup>24</sup> Ibid., p. 154.



provisional type. In the late forties most of the teachers of the county were qualifying with a bachelor's degree or more as indicated in Table V, page 75.

In 1935 to 1940 there were ten county schools with an average area of 250 square miles to the school and an average daily attendance for the county of 227; there were fourteen teachers, each with an average daily attendance of sixteen; and the percentage of pupils transported was 59 per cent of the total attendance.

The total county maintenance budget was \$84,345. The amount budgeted for each child in daily attendance was \$104.95.

Through the main consolidation in the county did not occur until 1941, the question arose in 1932 as to minimum requirements to maintain a school. The county school superintendent asked the Attorney General for an opinion on the subject. On April 22, 1932, Opinion No. 440 was given as follows:

23 Miss Rebecca Graham, "Report of Certification," Biennial Report (State of New Mexico: The State Superintendent of Public Instruction, 1934), pp. 23-1.

24 Manning, pp. 212, p. 61.

25 Ibid., p. 124.



TABLE V  
TRENDS IN TEACHER CERTIFICATION, 1932--1950

	1932	1933	1934	1935	1936	1937	1938	1939	1943	1944	1945	1946	1947	1948	1949	1950
Number in County	37	38	37	38	43	39	40	40	35	34	37	37	40	42	41	41
No Certificate		1	1						1	1	1	1	1	1	1	1
5 yr. Professional	4	4														
Elementary	14	10	2	5	6	3	7	4	4							
1st Grade	4	3	5	2	11	4	13	13								
3rd or Provisional	7	10	16	16	7	14										
Elementary Life	1	1	2	1	4	4	3	1	2		4		13	1	2	2
5 yr. High			3	3	2	3		8	9							
5 yr. High			4	6	1	3	10	3		1	10	9		14	14	14
Jr. High	1				1											
High School	8	6	2	4												
H. S. Life	1	3			2			1	2	1						
Home Ec.	1															
Music			2	1	1											
Adm. Life					1	1	1	3	1	1	1	1	1	1	1	1
Administrative																
New Professional					5	1	2		1	1	1	1	2	2	2	2
Master Teacher					2		1		11	14	10	16	13	10		
Elementary							2	2	2	2	3	6	9	13	7	7
Master Teacher																
Elem. Life									1	4		2	2		14	14
New 1st Grade						2	1	5								
New High																
New High School Life					4					9	2	1				
Emergency									1							

\*Data for the years 1940-1-2 does not conform to this Table.







If the average daily attendance of a school was eight or more for the entire year even though it is known that it will drop below that figure for the last month, the school should be kept open for the full term.<sup>25</sup>

In 1933 the county school superintendent of De Baca County asked the Attorney-General for an opinion on the employment of school teachers, which was given:

The county board of education has the authority to employ teachers for a term of school succeeding its term of office, providing such contracts are made for a reasonable period of time and in good faith, without fraud or collusion.<sup>26</sup>

The school census had declined so much that eventually many of the districts had no pupils. There was a general trend to eliminate small schools or to consolidate them into more economical units. In 1941 the opposition to consolidation was slight.

On July 14, 1941, the State Board of Education consolidated three school districts with District 12, ruling as follows:

Re: Consolidation of school districts numbered 11, 31, and 33 of De Baca County with district number 12, in the County of De Baca.

Whereas the state Board of Education in session at Santa Fe, New Mexico, July 14, 1941,

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<sup>25</sup> Waltrip, op. cit., p. 85. State Board, Minutes of July 14, 1941, p. 134.

<sup>26</sup> Ibid., p. 34.



11/11/11  
The following is a list of the names of the persons who have been appointed to the various committees of the Board of Directors of the City of New York, for the year 1912.

Board of Directors  
The Board of Directors of the City of New York, for the year 1912, is composed of the following members:

The Board of Directors of the City of New York, for the year 1912, is composed of the following members:

The Board of Directors of the City of New York, for the year 1912, is composed of the following members:



has duly received proper resolutions from the board of education of the County of De Baca, and interest appears that no schools were conducted for the fiscal year 1940-41 in districts numbered 11, 31, and 33, in De Baca County.

Now, therefore, it is ordered in accordance with Chapter 123, New Mexico Sessions Laws 1941, that districts numbered 11, 31, and 33, be and they hereby are consolidated with district number 12, De Baca County. It is further ordered that--said consolidated district be henceforth known as school district number 12, in the County of De Baca.<sup>27</sup>

On the same date ten school districts were consolidated with District 20, as follows:

Re: Consolidation of school districts numbered 3, 6, 9, 10, 16, 19, 22, 25, and 28, and that portions of number 8 not heretofore annexed to district number 7 with school district number 20 in the County of De Baca.

Whereas the state board of education in session at Santa Fe, New Mexico, July 14, 1941, has duly received proper resolutions from the board of education of the County of De Baca, and interest appears that no schools were conducted for the fiscal year 1940-41 in the districts numbered 3, 6, 9, 10, 16, 19, 22, 25, and 28, and that portion of number 8, not heretofore annexed to district number 7 in De Baca County.

Now, therefore, it is ordered in accordance with Chapter 123, New Mexico Sessions Laws 1941, that districts numbered 3, 6, 9, 10, 16,

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<sup>27</sup> Mrs. Grace J. Corrigan, State Superintendent of Public Instruction, Secretary of State Board, Minutes of State Board, July 14, 1941, p. 504.







19, 22, 25, and 28, and that portion of number 8 not heretofore annexed to district number 7, be, and hereby are consolidated with district number 20 in the County of De Baca. It is further ordered that--said consolidated district be henceforth known as school district number 20 in the County of De Baca.<sup>28</sup>

Consolidation of school districts was one of the main concerns of De Baca County. The minutes of the New Mexico State Board of Education, dated August 18, 1941, indicate that definite action was being taken to consolidate certain districts in De Baca County, as follows:

Re: Consolidation of school districts numbered 2, 29, and 30, De Baca County and that portion of school district number 9, Roosevelt County which lies south of Township 4 north, Range #29 east, with school district number 1, in the County of De Baca.

Whereas the state Board of Education in session at Santa Fe, New Mexico, July 14, 1941, has duly received proper resolutions from the board of education of the County of De Baca and interest appears that no schools were conducted for the fiscal year 1940-41 in district number 9, Roosevelt County and districts numbered 2, 29, and 30 in De Baca County.

Now, therefore, it is ordered in accordance with Chapter 123, New Mexico Sessions Laws 1941, that districts numbered 2, 29, and 30 of De Baca County, and that portion of district number 9, Roosevelt County which lies south of Township 4, north, Range #29 east, be, and they hereby are consolidated with district number 1, De Baca County. It is further ordered that--said

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<sup>28</sup> Loc. cit.







consolidated district be henceforth known as school district number 1, in the County of De Baca.<sup>29</sup>

On July 14, 1941, District 8, De Baca County, was consolidated with District 7 and was henceforth to be known as District 7, County of De Baca, by action of the State Board of Education.<sup>30</sup>

On July 14, 1941, the continuance of the school at Liberty, District 15 was ordered as follows:

Re: The continuance of school at Liberty, district number 15 in the County of De Baca.

Whereas the state board of education has this day considered the school with reference to the school at Liberty, district number 15, located in De Baca County, New Mexico, which does not have the required average daily attendance as provided for by Chapter 123 of the New Mexico Sessions of Laws 1941, and after full and careful review finds that the said--school is isolated and it is not feasible to transport the pupils therefrom.

Now, therefore, it is hereby ordered that the following designated school to wit:

Liberty:

Located in De Baca County, be, and it hereby is authorized to continue to operate so long as it can maintain an average daily attendance of eight or above.<sup>31</sup>

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<sup>29</sup> Ibid., p. 505.

<sup>30</sup> Ibid., p. 503.

<sup>31</sup> Ibid., p. 504.







The records show that 1941 was the last year District 15 maintained a school.

The need for consolidation of De Baca County schools continued in some districts for as long as nine years. This consolidation left three county schools:<sup>32</sup> (1) The Dunlap school in District 7, located in the south-central part of the county, a one-teacher school with approximately twenty-one pupils; (2) the Taiban school in District 1, located in the central-eastern part of the county, with two teachers and approximately forty-five pupils; and (3) the Yeao school in District 12, located in the central-western part of the county, with three teachers and approximately sixty-eight pupils. The remaining three county schools may be located in Figure 12, Page 56, and can be seen in Figure 16, Page 82. General trends in population and school census may be found in Figure 15, Page 71.

More transportation was needed as the results of the vast amount of consolidation. Each of the county schools in 1943 had two or more school buses. Table VI, Page 83, shows more detailed information regarding De Baca County transportation.

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<sup>32</sup> School Superintendents' Record, De Baca County, New Mexico, p. 50.



The records show that 1941 was the last year dis-

tributed a school.

The need for consolidation of the State County

schools continued in some districts for as long as nine years. This consolidation left three county schools.

(1) The public school in District 1, located in the south-central part of the county, a one-teacher school with approximately twenty-one pupils; (2) the public school in District 2, located in the central-eastern part of the county, with two teachers and approximately forty-five pupils; and (3) the State school in District 3, located in the central-western part of the county, with three teachers and approximately thirty-five pupils. The remaining three county schools may be located in Figure 12, page 26, and can be seen in Figure 15, page 28. General trends in population and school census may be found in Figure 15, page 28.

Note transportation was needed on the results of the vast amount of consolidation. Each of the county schools in 1943 had two or more school buses. Table VI, page 27, shows more detailed information regarding the State County transportation.

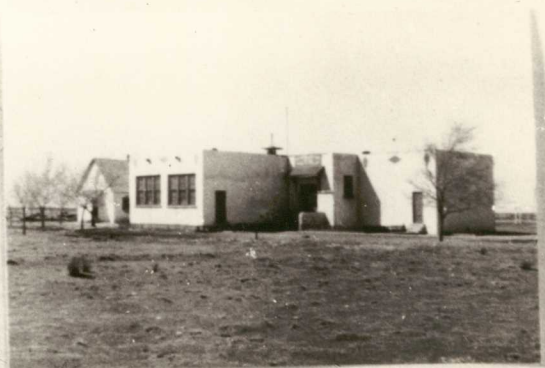




a. Dunlap School



b. Taiban School



c. Yeso School

FIGURE No. 16. A series of pictures of the remaining DeBaca County Schools: a. Dunlap School, b. Taiban School, c. Yeso School.







TABLE VI

NUMBER OF TRANSPORTATION UNITS, 1932--1949

Counties	Year	Cost of transportation	Number of pupils transported	Yearly miles traveled	Per pupil cost	Per mile cost	Per pupil mile cost	Number of buses	Steel	Other than steel	Cars	Wagons	Privately owned	District owned	Average load per bus	Average length of route	Average cost per bus	Total maintenance budget	Per cent of total maintenance budget used for transportation
Ft. Sumner	1932		222					11											
De Baca	1932		216					14											
Ft. Sumner	1933		248					10											
De Baca	1933		216					14											
Ft. Sumner	1934		97																
De Baca	1934		216					11											
Ft. Sumner	1935		258					11											
De Baca	1935		216					17											
Ft. Sumner	1936		280					11											
De Baca	1936		217					17											
Ft. Sumner	1937		236					11											
De Baca	1937	21,758	417	164520	52.18	.13226	00760	24	17	0	7	0	24	0	17.4	19.1	906.64	22970	
Ft. Sumner	1938	21,838	465	174780	46.96	.12494	00592	22	15	1	6	0	22	0	21.1	22.	992.64	84203	25.9
De Baca	1938																		
Ft. Sumner	1939	21,043	493	160200	42.68	.13135	00531	21	18	0	5	0	21	0	23.4	21.1	1002.05	85903	24.4
De Baca	1939																		
Ft. Sumner	1940	21,165	408	170640	51.67	.12403	00608	20	14	0	6	0	20	0	20.4	23.7	1058.26	84008	.200
De Baca	1940																		
Ft. Sumner	1941	22,241	420	181854	52.95	.12230	00582	20	14	0	6	0	20	0	21.	25.2	1112.09	84345	26.
De Baca	1941																		
Ft. Sumner	1942	12,003	289	72540	41.58	.16547	00582	10	10	0									
De Baca	1942	21,403	431	169862	49.66	.12982	00574	18	16	0	3	0	19	0	22.6	24.	1126.58	86057	24.
Ft. Sumner	1943	24,275	465	231282	50.05	.10495	00430	19	16	0	3	0	19	0	24.4	33.7	1277.63	160491	22.
De Baca	1943	9,400	142	92322	66.19	.101081	00648	9	6	0	3	0	9	0	15.7	28.	1044.44		
Ft. Sumner	1944	27,974	425	172152	65.82	.16244	00728	19	16	0	3	0	19	0	22.3	25.1	1472.22	116951	23.
De Baca	1944																		
Ft. Sumner	1945																		
De Baca	1945																		
Ft. Sumner	1946																		
De Baca	1946	24,370	354	155340	68.84	.1568	004429	17	14	0	3	0	17	0	20.	25.	1433.00		
Ft. Sumner	1947																		
De Baca	1947	26,089	357	150480	73.07	.1733	008252	17	7	5	5	0	17	0	21.	24.5	1534.66		
Ft. Sumner	1948	27,534	337	157520	103.15	.2289	010402	15	7	4	4	0	15	0	21.5	25.9	1889.90		
De Baca	1948																		
Ft. Sumner	1949																		
De Baca	1949	26,770	339	127080	78.96	.2106	008108	13	7	4	2	0	13	0	26.	27.1	2059.25		







The bonded indebtedness and free bonding capacity are shown in Table VII, Page 85, for Fort Sumner and De Baca County separately.

This chapter has covered the growth of the rural schools of De Baca County in general from the creation of the county until the present time. In the following chapter the writer proposes to deal in some detail with the schools at Fort Sumner.

BONDED IN

Unit	Enrollment 1950--1951	Assessed Value of is	Estimated True Value
Fort Sumner	808	\$3,540, - -	\$14,344,416.
De Baca Co.	130	3,504,815.	14,416,272.

\*A New Mexico County Survey.



The bonded indebtedness and free bonding capacity

are shown in Table VII, Page 55, for 1931 Summer and for

1932 County separately.

This chapter has covered the growth of the rural

schools of the State County in general from the creation

of the county until the present time. In the following

chapter the writer proposes to deal in some detail with

the schools of 1931 Summer.



TABLE VII

BONDED INDEBTEDNESS AND FREE BONDING CAPACITY AS OF JUNE 30, 1951\*

Unit	Enrollment 1950--1951	Assessed Valuation	Interest Payments	Interest Rate	Sinking Fund Payment	Sinking Fund Rate	Bonded Debt Outstanding	Free Bonding Capacity	Assessed Value of Bonds	Estimated True Value
Fort Sumner	908	\$3,586,104	\$2,000.00	000600	\$23,000.00	006500	\$135,000.00	\$80,166.	- - - -	\$14,344,416.
De Baca Co.	130	3,604,218	- - - - -	- - - - -	- - - - -	- - - - -	- - - - -	216,253.	\$3,604,218.	14,416,872.

\*A New Mexico County Survey, New Mexico Educational Department, Santa Fe, New Mexico.



TABLE VII

BOILED LIGNITE AND FINE FRACTION OF COKE

Unit	1950-1951	Assessed Production and Interest	Interest on Investment	Interest on Debt	Interest on Equity
Yard Survey	708	18,000,000	22,000,000	10,000,000	10,000,000
De Facto Co.	175	5,000,000	5,000,000	5,000,000	5,000,000

\* A New Mexico County Survey, New Mexico Educational Department, 1950



## CHAPTER V

### THE FORT SUMNER MUNICIPAL SCHOOL

In Chapter II the writer discussed the early-day schools in the De Baca County area. This chapter will bring the record of the Fort Sumner schools down to date.

John Gerhardt moved to this country with his family in 1879 and settled near Sunnyside Springs, half a mile north of the present townsite of Fort Sumner. Adolphus C. Rudolph was already located at the springs, which he had named Sunnyside. Mr. Rudolph organized a school in an adobe building on a hill near the springs. There were thirty pupils, all Spanish except two. Those two children were Mr. John Gerhardt's ten-year-old daughter and her smaller brother. The school was a subscription school, but the amount paid is not known.<sup>1</sup> For three years the Gerhardt children attended this same school, with the same teacher. Mr. John Gerhardt then moved up the river about twenty miles to Los Ojitos Springs. In 1889 Mrs. Gerhardt was named teacher at Los Ojitos Springs school in District 58, San Miguel County.

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<sup>1</sup> Mrs. William Hunter, Interview, March 12, 1952. Mrs. Hunter is 83 years old now. She said she was 10 years old when they came here and she and her brother attended the school for three terms of two or three months each.



THE STATE OF TEXAS,  
COUNTY OF DALLAS.

I, the undersigned, a Justice of the Peace for and in and for the County of Dallas, State of Texas, do hereby certify that the within and foregoing is a true and correct copy of the original thereof as the same appears from the records of said County.

Witness my hand and the seal of said County at Dallas, Texas, this 1st day of January, 1917.

JOHN W. BROWN, Justice of the Peace.

Attest my hand and the seal of said County at Dallas, Texas, this 1st day of January, 1917.

JOHN W. BROWN, Justice of the Peace.

Attest my hand and the seal of said County at Dallas, Texas, this 1st day of January, 1917.

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JOHN W. BROWN, Justice of the Peace.



There is no official register of school district officers or school teachers in the area prior to 1888. There was a subscription school at Mr. Silva's place two miles southeast of the old Fort Sumner military post site.<sup>2</sup> There was also one at the old Fort Sumner military post site. These schools presumably started after the abandonment of the Fort. Hines' description of the first and only school during the Maxwell period reads as though there was only one school.<sup>3</sup> There is reason to believe that there was a school at the Bosque Redondo but the present writer was unable to ascertain its exact location.

In 1888 Manuel Abreu, Pablo Beaubien, and J. E. Wilcox were appointed school officers for District 37, Fort Sumner, by the county school superintendent of San Miguel County.<sup>4</sup>

On February 17, 1889, Pablo Beaubien was certified to teach and opened school the same day. He taught until May 15, 1889. There is no record of how many children

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<sup>2</sup> Mrs. J. V. Stearns, Interview, telling what other old-timers told her, January 28, 1952.

<sup>3</sup> Fred Philip Hines, "A History of the Development of Education in De Baca County, New Mexico," (unpublished Master's thesis, University of Texas, Austin, Texas, 1940), p. 88.

<sup>4</sup> School Superintendents' Record, San Miguel County, New Mexico, p. 239.







attended or what salary he was paid, but he taught District 37, Fort Sumner.<sup>5</sup> Pablo Beaubien was again certified on November 4, 1889, to teach the same school. At this period a teacher took an examination to become certified, and his certificate had to be renewed each year.<sup>6</sup>

A study of the years 1896 to 1903 shows that the district numbers changed several times. In 1896 Fort Sumner was District 12, and had 150 pupils. The next year it was known as District 16, with 222 enrolled.<sup>7</sup> In 1900 it was again known as District 12, and had 250 pupils. By 1903 the enrollment had dropped to 222. During all this period the school was located at the old Fort Sumner military post site.

In 1903 District 20, Sunnyside, with sixty pupils, appeared in school apportionment records for the first time. It is assumed that this school had been a subscription school down to this time. Sunnyside was at the present town site of Fort Sumner, but the old Fort Sumner was considered in the Fort Sumner district. By 1907 Fort

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<sup>5</sup> Ibid., p. 238.

<sup>6</sup> Loc. cit.

<sup>7</sup> School Superintendents' Record, Guadalupe County, New Mexico, p. 245.







Sumner was still called District 12 and Sunnyside District 20. In 1909 they were both called Sunnyside District 20. One year later the official designation of Fort Sumner was District 20, as it is today.<sup>8</sup> Fort Sumner has been the largest school in the area since about 1890.

The Sunnyside school, as mentioned above, started in 1903 as a public school and continued on through 1909, when the name of the town was changed to Fort Sumner. The building was an adobe with a flat roof.<sup>9</sup> The next school was in the old Gill building, which was a frame structure painted green. The location of the schools was unsatisfactory, and though the Gill building was moved over to new town and placed in the middle of town, making a new town and an old town school,<sup>10</sup> the need for schools still grew faster than they could be built. Some of the citizens of the area considered building a new school plant. Finally the old furniture building belonging to Mr. John Melton was bought in 1910 and used as a school

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<sup>8</sup> Ibid., p. 174.

<sup>9</sup> Mrs. R. E. Edwards, Interview in Fort Sumner, February 23, 1952.

<sup>10</sup> H. R. Parsons, Interview in De Baca County Court House, January 28, 1952.







in the center of town.<sup>11</sup> Together with the moving of the Gill building this purchase cost \$3,691.

In 1912 a \$15,000 bond issue provided the funds to construct two two-room adobe school buildings, as shown in Figure 9, Page 59. One was constructed farther east in the new town, or about where the present high school building is located; the other was constructed in old town and was located toward the south end of the railroad spur. This last school was about halfway between the old and the new town. In early days this fast movement was made possible by subscription.<sup>12</sup>

Some of the teachers of this era were: Emma Harris, Mrs. Fanny Highsmith, Florence Finley, Mr. T. T. Marbit, Miss Bessie Wisdom, Mr. R. B. Larru, Mr. John Kelso, Miss Jannie Davis, and Miss Lula Williams.

As the schools in Fort Sumner were very good, the idea of consolidation became popular. It was felt that a merger of the schools would be more economical and would provide a broader curriculum. The people of the irrigation valley within the same district wanted to move their

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<sup>11</sup> Loc. cit.

<sup>12</sup> Mrs. J. V. Stearns, De Baca County School Superintendent, Interview, January 28, 1952.







three one-room schools in to Fort Sumner, but this was not accomplished until a few years later, when transportation was available.<sup>13</sup>

In 1916 Fort Sumner had its first high school in an old adobe building called the Salazar building, which was located one-fourth of a mile east of town.<sup>14</sup>

A bond issue of \$28,000 was issued in 1917 to build a new high school. This new high school building, as is illustrated in Figure 11, Page 54, was located some three hundred feet west of the two-room adobe school that was built in 1912 in the new town. The new building was of red brick, with approximately ten rooms, not including a basement gymnasium and an auditorium built above it. This building furnished space for the high school and the lower grades until 1930.<sup>15</sup> The two-room adobe school had to be removed from the new high school site, and one wing of the present high school was built, which consisted of the high school gymnasium, superintendent's office, and several high school classrooms.<sup>16</sup>

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<sup>13</sup> Loc. cit.

<sup>14</sup> Parsons, op. cit.

<sup>15</sup> Loc. cit.

<sup>16</sup> C. L. Rose, Former Superintendent at Fort Sumner, Interview, February 15, 1952.







During the period between 1936 to 1945 there were a number of improvements made. First, there was a two-classroom addition built east of the west wing of the new high school. Next two classrooms were built west of the west wing of the high school. A new grade school gymnasium was constructed, with eight classrooms around it. This new grade school addition was attached to the south side of the old grade school building, which was reinforced and plastered to match it.<sup>17</sup>

During the period between 1945 to 1952 more necessary additions were added to the school plant; two classrooms were added to the east wing of the high school and two to the west wing. The band room was built on to the south end of the high school gymnasium.<sup>18</sup> The homemaking department is in a separate building, as shown in "d" of Figure 17, Page 93, located some one hundred feet south of the high school gymnasium. A modern agricultural building and industrial arts shop, as illustrated by "c" of Figure 17, Page 93, was constructed southeast of the high school gymnasium. South of the shop and the industrial arts building are the barns, as are illustrated by "e" of

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<sup>17</sup> C. B. Redick, Former Superintendent at Fort Sumner, Interview, March 12, 1952.

<sup>18</sup> B. T. Williams, Present Superintendent of Schools at Fort Sumner, Interview, March 12, 1952.



During the period between 1930 to 1935 there were a number of improvements made. First, there was a two-classroom addition built east of the west wing of the new high school. Next the classroom wing built west of the west wing of the high school. A new grade school gymnasium was constructed, with eight classrooms around it. This new grade school addition was attached to the south side of the old grade school building, which was reinforced and plastered to match it.<sup>17</sup>

During the period between 1935 to 1938 more necessary additions were added to the school plant; two classrooms were added to the east wing of the high school and two to the west wing. The band room was built on to the south end of the high school gymnasium.<sup>18</sup> The homecoming department is in a separate building, as shown in "e" of Figure IV. Page 25, located some one hundred feet south of the high school gymnasium. A modern agricultural building and industrial arts shop, as illustrated by "e" of Figure IV, Page 26, was constructed southeast of the high school gymnasium. South of the shop and the industrial arts building are the barge, as are illustrated by "e" of

17 D. E. Heston, former Superintendent at Fort Sumner, Interview, March 12, 1952.  
 18 H. E. Williams, former Superintendent of Schools at Fort Sumner, Interview, March 12, 1952.



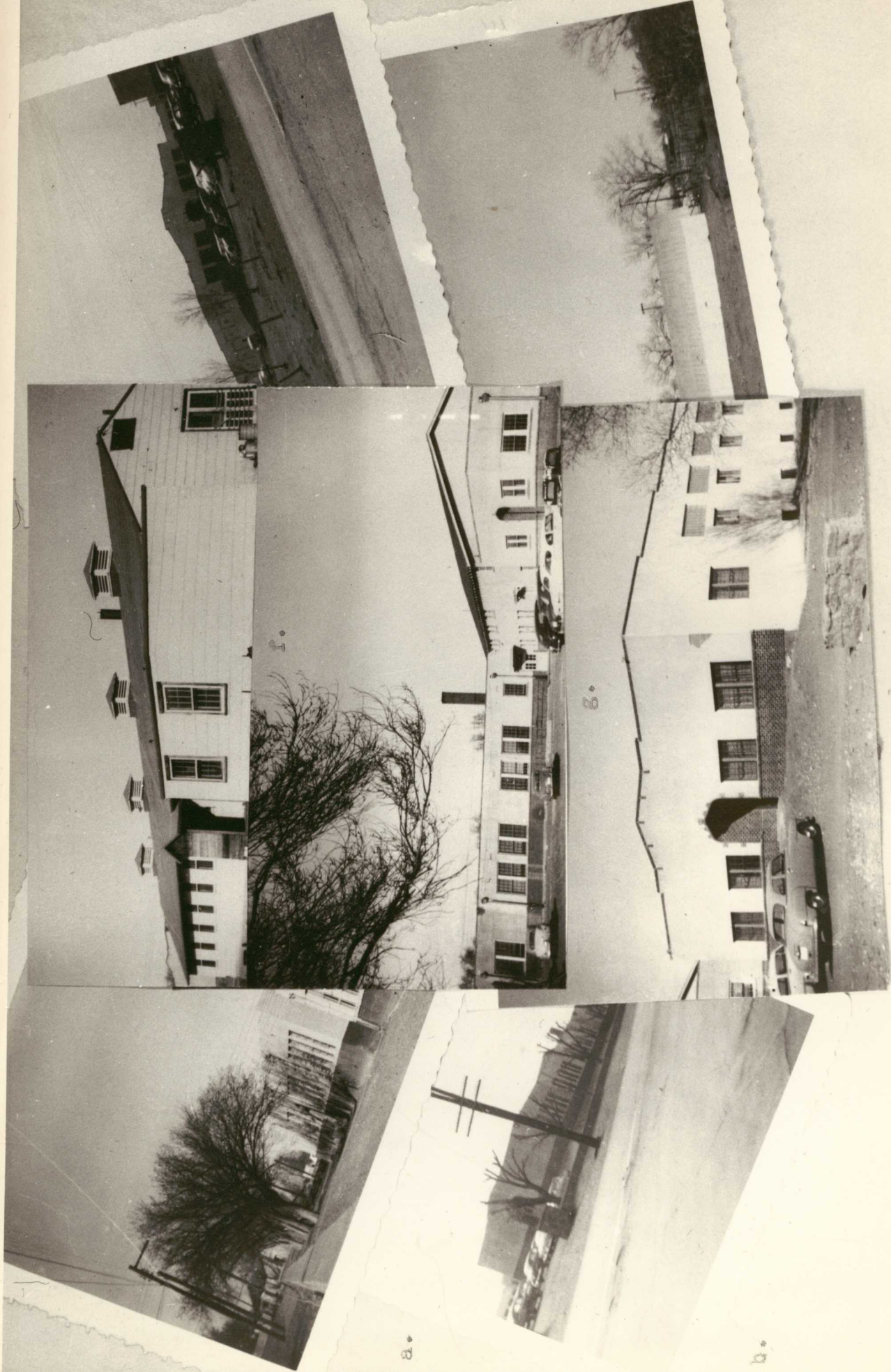


FIGURE No. 17. A series of pictures of the municipal school at Fort Sumner: a. The Grade school, b. The E. entrance of Highschool, c. The Shop, d. Home making, e. Barns, f. Cafeteria, g.H.S Gym & Band.







Figure 17, Page 93, and livestock corrals. The school also includes a cafeteria which is illustrated in "f" of Figure 17, Page 93.<sup>19</sup>

Bonds were issued from time to time to meet this expansion program. The Bonded Indebtedness and the Free Bonding Capacity of the Port Susner Municipal Schools are indicated in Table VII, Page 85.

Other tables give the following information: Table III, Page 68, and Table IV, Page 70, indicate the census enumeration; Table V, Page 76, records certification for the years 1932 to 1950 inclusive; Table II, Page 63, gives the number of instructional personnel in each of the schools from 1916 to 1952.

Table VI, Page 83, contains a charted record of the available information on transportation.<sup>20</sup> This table is incomplete.

In the beginning everyone took care of his own transportation. As the consolidation of school increased, greater travel distances naturally followed. Ten dollars per month per pupil was allowed to parents to transport their children to school. This amount of money per child

Figure 18, Page 94, indicates some of the more modern

<sup>19</sup> Loc. cit.

<sup>20</sup> All Tables compiled from Biennial Reports 1920--1950.

and are to one-quarter ton vehicles. They are selected



Figure 17, page 27, and livestock corral. The school also includes a cafeteria which is illustrated in "F" of Figure 17, page 27.

Bonds were issued from time to time to meet this expansion program. The Bonded Indebtedness and the Bonding Capacity of the Port of San Francisco are indicated in Table VII, page 27. Other tables give the following information: Table III, page 68, and Table IV, page 70, indicate the census enumeration; Table V, page 76, records certification for the years 1932 to 1950 inclusive; Table II, page 67, gives the number of instructional personnel in each of the schools from 1916 to 1952.

Table VI, page 85, contains a detailed record of the available information on transportation. This table is incomplete.

In the beginning everyone took care of his own transportation. As the consolidation of school increased, greater travel distances naturally followed. Ten dollars per month per pupil was allowed to parents to transport their children to school. This amount of money per child



would not fully compensate for the expense of a motor vehicle for just one child or a few children. It was soon learned that if several families pooled their transportation money they could afford to hire one man to take his truck and transport all the children much more cheaply and efficiently. Moreover, this arrangement made it unnecessary for parents to leave their work to do the transporting.

After a period of approximately two years the school boards began to let contracts for established routes. This was accomplished by an advertisement in the local newspaper telling of the proposed route for the ensuing year. Bids from the general public were solicited. The amount of the bid and the type of equipment to be used had to be stated. The lowest competent bidder would be chosen and the Board of Education reserved the right to reject any or all bids submitted.

In the beginning of mass transportation, trucks were converted by building home-made school-bus bodies on them. After a few years the home-made school-bus bodies were replaced by commercial steel bodies with emergency doors. Figure 18, Page 96, indicates some of the more modern equipment now in use at Fort Sumner. These school buses are privately owned and operated. They range in size from two ton to one-quarter ton vehicles. They are selected



would not fairly compensate for the expense of a motor vehicle for just one child or a few children. It was soon learned that if several families pooled their transportation money they could afford to hire one man to take his truck and transport all the children much more cheaply and efficiently. Moreover, this arrangement made it unnecessary for parents to leave their work to do the transporting.

After a period of approximately two years the school boards began to let contracts for established routes. This was accomplished by an advertisement in the local newspaper telling of the proposed route for the ensuing year. Bids from the general public were solicited. The amount of the bid and the type of equipment to be used had to be stated. The lowest competent bidder would be chosen and the board of education reserved the right to reject any or all bids submitted.

In the beginning of mass transportation, trucks were converted by building home-made school-bus bodies on them. After a few years the home-made school-bus bodies were replaced by commercial steel bodies with emergency doors.

Figure 18, Page 28, indicates some of the more modern equipment now in use at Fort Sumner. These school buses are privately owned and operated. They range in size from two ton to one-quarter ton vehicles. They are selected





a. A School Bus



b. A Group of School Buses



c. Children boarding the above buses

FIGURE NO. 18. Fort Sumner Municipal School Buses.

a. A School Bus. b. A Group of School Buses. c. Children boarding







according to the size of the load and the condition of the roads. The number of buses used in De Baca County is shown in Table VI, Page 83. This table is incomplete, due to the lack of further information. Figure 13, Page 96, shows transportation used at the Fort Sumner schools at the present time.

A study of the development of education reveals that many interesting and hard-working people have given abundantly of their time and energies to make educational progress possible in the De Baca County area. In the following chapter at least one personality from each successive period of growth will be chosen and described. The growth of education in the De Baca County area through the years, and therefore it is the intention to select at least one personality from each period of educational development. This personality study will start with Mr. Rudolph, who taught in the early eighties.

## I. EARLY-DAY TEACHERS

Mr. Melvin Charles Rudolph. Mr. Rudolph must have taught at Sunnyside in the early eighties. Mrs. William Hunter, who is eighty-three years of age and a daughter of Mr. John Gerhardt, told the writer she attended the subscription school which Mr. Rudolph organized and taught. There were thirty pupils, all Spanish-







## CHAPTER VI

### INTERESTING AND OUTSTANDING PERSONALITIES OF THE AREA

It is not the writer's intention to present a life history of the personalities but to give an interesting and factual account of events during the period these persons influenced education in the De Baca County area. Many people have contributed generously of their knowledge and have availed themselves of every opportunity to help build an educational system comparable to any in the state. The writer finds it impossible to mention all of the outstanding personalities who have participated in the growth of education in the De Baca County area through the years, and therefore it is the intention to select at least one personality from each period of educational development. This personality study will start with Mr. Rudolph, who taught in the early eighties.

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Mr. Adolphus Charles Rudolph. Mr. Rudolph must have taught at Sunnyside in the early eighties. Mrs. William Hunter, who is eighty-three years of age and a daughter of Mr. John Gerhardt, told the writer she attended the subscription school which Mr. Rudolph organized and taught. There were thirty pupils, all Spanish-



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American except the two Gerhardt children. Mr. Rudolph was noted for being very strict. He must have taught school at Sunnyside for several years, because Mrs. Hunter attended his school for at least three years.

Mr. Rudolph was a leading citizen in other respects. He was the postmaster at Sunnyside around 1882. From interviews and available records, the writer is convinced that Mr. Rudolph was the first school teacher in the area of De Baca County.<sup>1</sup>

Manuel Abreu. Mr. Abreu was a school officer in some capacity from the late eighties until the turn of the century. In the early days, the title "school officer" applied to a person taking care of the affairs of a school. Later such persons were known as "school directors," and still later they were known as "school board members." Mr. Abreu was named as a school officer along with others for District 37, Fort Sumner. He was a member of the education board from 1888 to 1901, a total of thirteen years. Reports make it evident that he was a progressive, interested, and active citizen of his day.<sup>2</sup>

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<sup>1</sup> Mrs. William Hunter, Interview, March 12, 1952.

<sup>2</sup> School Superintendents' Record, San Miguel County, New Mexico, p. 104.







Pablo Beaubien. Mr. Beaubien was named school officer with Manuel Abreu in 1888 for District 37, at Fort Sumner.<sup>3</sup> On February 17, 1889, Mr. Beaubien opened school at Fort Sumner and taught until the middle of May. He taught the following year also.<sup>4</sup> Hines gives an interesting report of Mr. Beaubien's eighth-grade Commencement Exercise. There was one graduate for the occasion. The whole school was marched up in front of the graduate's home, where the commencement exercises were held. The usual speeches, music and presentation were rendered, with excitement and enthusiasm.<sup>5</sup>

Mrs. Adelina R. Jaramillo Wilburn. Mrs. Wilburn taught in the De Baca County area before 1900. She taught her first school in the Guadalupe community before the turn of the century,<sup>6</sup> and was teaching the Salado school in the year 1900. Her salary was thirty dollars per month for the three months of school. The School Superintendents' Record of San Miguel County indicates that Mrs.

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<sup>3</sup> Loc. cit.

<sup>4</sup> Ibid., p. 208.

<sup>5</sup> Hines, op. cit., p. 89.

<sup>6</sup> Mrs. Adelina Wilburn, Interviews, February 23, 1952, and March 12, 1952.







Wilburn also taught at Fort Sumner from 1901 to 1908.<sup>7</sup> She displayed definite interest and enthusiasm in the continued growth of the public schools.

Miss Clara Gerhardt. Miss Gerhardt started teaching in the early part of the century. Her first two years in the teaching field were spent at Sunnyside.<sup>8</sup> For several years following this she taught in numerous one-room schools over the area. During the thirties and early forties she gave good service in the Taiban schools. Her untiring efforts and long term of service are a record of which De Baca County can well be proud.

## II. THE FIRST THREE DE BACA COUNTY SCHOOL SUPERINTENDENTS

Miss Rachel V. Smith. Miss Smith had the honor of being appointed the first county school superintendent of De Baca County by Governor Washington E. Lindsey on June 9, 1917.<sup>9</sup> At the expiration of her appointed term she was elected to serve the following term. Miss Rachel married

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<sup>7</sup> School Superintendents' Record, Guadalupe County, New Mexico, pp. 134-54.

<sup>8</sup> Loc. cit.

<sup>9</sup> Associated Press dispatch, Fort Sumner (New Mexico) Leader, June 9, 1917.



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Dr. Smith of Clovis, which necessitated her brother's serving as deputy county school superintendent for her unexpired term.<sup>10</sup>

Mr. Douglas A. Smith. Mr. Smith was an old resident of the area. He taught school in Taiban, Fort Sumner, and La Lande, and served the unexpired elected term of Miss Rachel as deputy county school superintendent. After an interim of four years he became the De Baca County school superintendent for a term of four years.<sup>11</sup>

Mr. H. B. Kirk. Mr. Kirk taught in the Fort Sumner schools for several years and then was elected De Baca County school superintendent for two terms, beginning in 1921. Following Mr. Kirk's term, Mr. A. D. Smith was elected and served two terms.<sup>12</sup>

An interesting incident in the later lives of Mr. Kirk and Mr. Smith is that they attended law school together at Lebanon, Tennessee, after 1928. They are now practicing lawyers in Texas.<sup>13</sup>

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<sup>10</sup> A. D. Smith, Letter to J. E. Owens, April 23, 1952.

<sup>11</sup> Loc. cit.

<sup>12</sup> Loc. cit.

<sup>13</sup> J. E. Owens, Interview, April 19, 1952.







## III. OTHER OUTSTANDING EDUCATORS

Mr. J. E. Owens. Mr. Owens taught in the Dereno school in 1915 and was next a teacher in the Taiban school. Mr. Owens had the honor of being appointed De Baca County Clerk by Governor W. E. Lindsey on June 9, 1917.<sup>14</sup> After serving his appointed and elected terms as county clerk, he became the State Educational Budget Auditor,<sup>15</sup> in which capacity he served for several years. He became the chairman of the State Tax Commission and later the tax agent of the Santa Fe Railway Company, a position he still holds. Residents of De Baca County agree that Mr. J. E. Owens has always shown interest, loyalty, and cooperation to the fullest extent with the school authorities in handling the finances of the schools in a sound and businesslike manner.<sup>16</sup>

Mrs. Rebecca Jasper Pittman and Mrs. Rose Jasper Nickell. The Jasper family lived in the Gramma Valley in the southwest part of the De Baca County area around 1908. There were four schools built by subscription in the

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<sup>14</sup> Loc. cit.

<sup>15</sup> J. E. Owens, Interview, April 19, 1952.

<sup>16</sup> A. D. Smith, Letter to J. E. Owens, April 23, 1952.







Valley, Dunlap, Ingleville, White Flat, and La Monte. Miss Rebecca Jasper taught the La Monte school. There was also a Spanish school previously built by Chaves County. Miss Rebecca said it was not necessary to build these schools by subscription, had the citizens known it. She writes as follows:

. . . I must add that all four of the last school districts were really organized within the area of this immense Mexican District without any knowing it or knowing that County funds were available, had they inquired about it, but the citizens were willing to put up the buildings, proud to, rather, if the county would pay the teachers, which it did--\$35.00 per month.  
. . .<sup>17</sup>

When the homesteaders began to move away, it was necessary to consolidate White Flat and the La Monte schools. A half-way site was chosen and the Curtis Hill school was built. Miss Rebecca and Miss Rose Jasper taught at Curtis Hill, a two-teacher school. There were from twenty-five to fifty children enrolled at different times and under different conditions. In these early days it was necessary for the children to bring their lunches, drinking water, and books. Sometimes they brought firewood, and also homemade desks or boxes to be used as school furniture.

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<sup>17</sup> Mrs. Rebecca Pittman, Letter, March 27, 1952.







Miss Rebecca tells of exciting and interesting incidents that happened while she was teaching at Curtis Hill, such as:

. . . One morning as a younger sister and I were hurrying to school four miles on foot, we topped the last hill and should have seen the new school house below us. Instead there were some women standing around a heap of ashes, and some men were putting up a wall tent.

Tears of course, but soon we moved the little that was saved into the tent, and "business as usual" until about 2:00 P.M. when a whirlwind struck the tent. Then a mad scramble and for the second time that day we moved, this time to a neighbor's house about one-half mile across a plowed field. When we dismissed that afternoon, a man had offered us the use of his 10' x 14' dugout until a school house could be built. Twenty-three children, a large teacher and a small stove can be crowded into 10' x 14' space. We could teach the sardine industry something about packing.

Here we stayed for nearly six weeks. Now the children not only carried lunch and water but wood as well, mesquite roots picked up on the way to school. It did not take much in that over-crowded dugout.

At the end of this period we moved back into a better and bigger house, a bigger and better people for having met this crisis.

I was that first teacher and after thirty-one and one-half years of teaching I retired because of my husband's ill health. Now a widow since last June but still glad that I was a pioneer teacher. . . .<sup>18</sup>

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<sup>18</sup> Loc. cit.







Mrs. Fanny Highsmith. Mrs. Highsmith came to De Baca County in territorial days. She was certificated to teach school by Guadalupe County in 1907. Her first school was at "Old Fort," at Abreu's place. The school was held in a room of a residence, which was a flat-roof structure. She was paid twenty-five dollars per month. Mrs. Highsmith taught in numerous schools of the area, some of which were New Fort Sumner, Old Fort Sumner, Taiban, Bar V, Taft, and Mountain View. Mrs. Highsmith has been retired, but she has not received a pension, although she has taught a sufficient number of years to be eligible. She is looking forward to her ninety-sixth birthday in September of 1952, with high anticipation of living to be one hundred.<sup>19</sup>

Mrs. J. V. Stearns. Mrs. Stearns came to the area with her family in territorial days. Her maiden name was Miss Jannie Davis. She completed her high school education at Clovis and returned to Fort Sumner to teach school. She taught at Aguda, Ricardo, and New Fort Sumner. Mr. Floyd Bowlin, a resident of the area, said he went to school to Mrs. Stearns when she taught at Aguda. Later she married Mr. J. V. Stearns, publisher

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<sup>19</sup> Mrs. Fanny Highsmith, Interview, February 23, 1952.







of the Fort Sumner Leader, a weekly newspaper at Fort Sumner. They reared and educated a small family. Mr. Stearns passed away in the forties and Mrs. Stearns soon returned to her profession. She was elected as De Baca County school superintendent and served two terms. She has been a public figure through most of her life, always interested in the growth and development of her community and education.<sup>20</sup>

Mrs. Dora Dunlap Feltham. Mrs. Feltham came to the area with her family in 1913. Her maiden name was Miss Dora Dunlap. She finished high school at Roswell and then attended the New Mexico Normal University at Las Vegas. She said she taught her first school at Ingleville and later taught for two years at Dunlap. Mrs. Feltham was elected De Baca County school superintendent and served two terms from 1937 to 1941. Mrs. Feltham now teaches in the Albuquerque public schools.<sup>21</sup>

Mrs. Ellen White Vaughn. Mrs. Vaughn says her family moved to De Baca County in 1917. She attended high school at Roswell and later went to the Teachers'

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<sup>20</sup> Mrs. J. V. Stearns, Interview, January 28, 1952.

<sup>21</sup> Mrs. Dora Feltham, Interview, April 23, 1952.







College at Silver City. Mrs. Vaughn taught her first school at Dunlap in 1921. She also taught in numerous schools over the county, including Fort Sumner. The writer's younger half-brother, Leonard Braddock, and half-sister, Catherine Braddock, went to school to Mrs. Vaughn in Fort Sumner while they were in grade school. In the early nineteen forties Mrs. Vaughn was elected and served two terms as the De Baca County school superintendent from 1941 to 1945. During her administration as superintendent of the De Baca County Schools, the greater part of the actual consolidation of schools and school districts occurred.

At the expiration of her last term as De Baca County school superintendent she was appointed as Director of Certification in the New Mexico State Department of Public Instruction.<sup>22</sup> Mrs. Ellen Vaughn has become known statewide for her efficiency and cordial cooperation in directing the department of certification at Santa Fe, New Mexico.

Mrs. Mary E. Furbee. Mrs. Furbee has been in the area since statehood. She has taught in several schools, especially in Fort Sumner. Mrs. Furbee taught the

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<sup>22</sup> Mrs. Ellen White Vaughn, Interview, January 30, 1952.



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School of Music  
School of Fine Arts  
School of Architecture  
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School of Planning  
School of Urban and Environmental Design  
School of Civil Engineering  
School of Mechanical Engineering  
School of Electrical Engineering  
School of Industrial Engineering  
School of Chemical Engineering  
School of Environmental Engineering  
School of Food Science and Technology  
School of Textile Engineering  
School of Fashion Design  
School of Interior Design  
School of Hospitality Management  
School of Tourism Management  
School of Event Management  
School of Sports Management  
School of Leisure Management  
School of Youth and Human Services  
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School of Health Services  
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School of Geography  
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primary grades. Later she was elected and served as the De Baca County school superintendent from 1929 to 1933. It was the writer's pleasure to teach his first two years under Mrs. Furbee's direct supervision in the De Baca County Schools. Mrs. Furbee retired from public life and is now living at Truth or Consequences, New Mexico.

Mrs. Mary B. Lucero. Mrs. Lucero was born in the De Baca County area and attended the public schools. She attended school at the Old Fort. Mrs. Lucero attended high school at Santa Fe and the Teachers' College at Silver City. Mrs. Lucero taught in the Fort Summer school at Old Fort. She was elected and served two terms as the De Baca County school superintendent from 1933 to 1937. She then moved to Santa Rosa and taught in the public schools. Mrs. Lucero was appointed as member of the Board of Regents for the Junior College at Portales, New Mexico, and served four years. She was also appointed as a member of the Board of Regents for Highlands University at Las Vegas and served three years. In 1951 Mrs. Lucero was elected and served two terms as Guadalupe County school superintendent.<sup>23</sup>

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<sup>23</sup> Mrs. Mary B. Lucero, Interview, March 13, 1952.



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Mr. Charles L. Rose. Mr. Rose came to De Baca County in the spring of 1927. He was employed as superintendent of schools at Fort Sumner to complete the unexpired term of a Mr. Dowell. The Fort Sumner schools progressed and expanded rapidly during Mr. Rose's administration. The present high school gymnasium and the west wing of the present high school were constructed shortly after he came. A generally improved school was witnessed by the public while Mr. Rose was the superintendent. It was the pleasure and honor of the writer, and his sister, Miss Helen Bridges, to be the first brother and sister combination to graduate from the Fort Sumner high school.

In the spring of 1936 Mr. Rose was employed as superintendent of the Carlsbad Municipal Schools, where he remained for several years. Then around 1944 he was employed as school superintendent at the Gallup Municipal Schools and was there from 1944 to 1948. In 1949 he was elected and served two terms as the New Mexico State Superintendent of Public Instruction. Mr. Rose is retired from service with the public schools of New Mexico. He is presently working with the Office of Price Stabilization as an economic advisor.<sup>24</sup>

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<sup>24</sup> Charles L. Rose, Interview, February 24, 1952.







Mr. Charles E. Redick. Mr. Redick was employed in October, 1936, after the death of the superintendent, Mr. Gladsen. He served until the spring of 1945 as the superintendent of schools at Fort Sumner. During his administration the Fort Sumner schools expanded. Two classrooms were built east of the west wing of the present high school and two classrooms west of the west wing of the high school. A new grade school gymnasium was constructed, with eight classrooms around it. The grade school building was reinforced and plastered to match the new addition.<sup>25</sup>

Mr. Burton T. Williams. Mr. Williams first came to Fort Sumner around 1930 as grade school principal. After a time he moved to Capitan, and was employed as superintendent of schools. By 1944 Mr. Williams was back at Fort Sumner as high school principal. In the spring of 1945 he was employed as superintendent of schools at Fort Sumner and is still serving in that capacity. Mr. Williams is well liked and is a good school man. Under his administration more additions were made to the school, until today there is a modern school plant with the following buildings: a bandroom added to the south of the high school gymnasium; a new vocational shop and industrial arts department; a new

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<sup>25</sup> Charles E. Redick, Interview, March 12, 1952.







homemaking department; and new barns and livestock pens. There is also a new athletic field. A converted army barracks serves as a cafeteria. There have been other new classrooms added to the high school.<sup>26</sup>

Each superintendent of schools has left his mark or influence on the growth and development of education.

The tremendous expansion in educational facilities, which has taken place during the terms of office of the last four superintendents, is most significant. Before this time a change in superintendent was made almost yearly. Mr. Charles Rose stayed nine years. His was the longest tenure of any superintendent down to the present time. Mr. Charles B. Redick was in office eight years and eight months. Mr. Burton T. Williams has been in the Fort Sumner school system as an administrator so long that it is almost a monument to his foresight and planning. The Fort Sumner school well reflects Mr. Williams' strong, dependable fiber and his ability to cooperate with his efficient Municipal School Board. Fort Sumner can well be proud of its public schools.

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<sup>26</sup> Burton T. Williams, Interview, March 12, 1952.



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35 Burton T. Williams, Interview, March 12, 1952.



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EMORY

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INCORPORATED

NEW YORK

1900



## BIBLIOGRAPHY

### I. PRIMARY SOURCES

#### A. Interviews

Butts, Herman, retired stockman. March 8, 1952.

Downs, Mr. and Mrs. Eddie, residents. March 12, 1952.

Edwards, Mrs. R. M., store proprietor. February 23, 1952.

Feltham, Mrs. Dora, former Superintendent of De Baca County, now teacher in the Albuquerque Public School System. April 23, 1952.

Ford, Mrs. Alfred, retired school teacher. February 23, 1952.

Hunter, Mrs. William, retired and lives with her daughter and son-in-law, Mr. and Mrs. R. M. Edwards. March 12, 1952.

James, Mrs. Ida D., subscription day-school teacher. March 13, 1952.

Lucero, Mrs. Mary B., Guadalupe County School Superintendent. March 13, 1952.

Owens, J. E., Tax Agent for the Atchison, Topeka, and Santa Fe Railroad, office at Amarillo, Texas; home, Albuquerque, New Mexico. April 19, 1952.

Parsons, H. R., attorney-at-law. January 29, 1952.

Phillips, Mrs. Annie, resident of Taiban. March 12, 1952.

Redick, Charles B., former Superintendent at Fort Sumner. March 12, 1952.

Rose, Charles L., former Superintendent at Fort Sumner, and of the State of New Mexico. February 15, 1952.



1. The first of these is the fact that the  
2. Government has been unable to secure  
3. the necessary funds to carry out its  
4. policy of non-interference in the  
5. internal affairs of the country.  
6. This is due to the fact that the  
7. Government has been unable to secure  
8. the necessary funds to carry out its  
9. policy of non-interference in the  
10. internal affairs of the country.  
11. This is due to the fact that the  
12. Government has been unable to secure  
13. the necessary funds to carry out its  
14. policy of non-interference in the  
15. internal affairs of the country.  
16. This is due to the fact that the  
17. Government has been unable to secure  
18. the necessary funds to carry out its  
19. policy of non-interference in the  
20. internal affairs of the country.





Stearns, Mrs. J. V., De Baca County School Superintendent, February 28, 1952.

Vaughn, Mrs. Ellen White, present Director of Certification in the New Mexico State Department of Public Education. January 30, 1952.

Weaver, Fred C., stockman. March 12, 1952.

Wilburn, Mrs. Adelina J., hotel proprietor. March 12, 1952.

Williams, Burton T., present Superintendent of Schools at Fort Sumner. March 12, 1952.

Wilmoth, W. E., retired ranchman. January 30, 1952.

Withers, B. C., business man, Electrical Appliances. January 30, 1952.

#### B. United States Government Publications

##### United States Census Report:

United States Census Office, "Compendium," Tenth Census of the United States, August, 1880. . . . Revised Edition, Part I. 1:363; 521, Washington, Government Printing Office, 1885.

United States Census Office, "Report on Population," Eleventh Census of the United States, October, 1890. . . . Part I. 1:241-3, Washington, Government Printing Office, October, 1894.

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#### C. Official State Documents

All Tables are compiled from the Biennial Reports of the State Superintendent of Public Instruction, 1920-1950.







Corrigan, Mrs. Grace J., "Minutes of the State Board of Education," Santa Fe, New Mexico: Secretary of the State Board of Education, 1941.. 300 pp.

Rich, W. C., The Legislative Blue Book of The Territory of New Mexico. Santa Fe, New Mexico: The Santa Fe Press, 1890. 142 pp.

The Third New Mexico Legislature, "Creation of De Baca County," New Mexico Sessions of Laws, Santa Fe, New Mexico: New Mexican Press, 1917. 11:41-5.

#### D. Official County Records

School Superintendents' Record, De Baca County, New Mexico. 200 pp.

School Superintendents' Record, Guadalupe County, New Mexico. 317 pp.

School Superintendents' Record, San Miguel County, New Mexico. 304 pp.

#### E. Unpublished Materials

Espinosa, Liandro, and Buenaventura Silva, "Depositions in Litigation," Selected Spanish Archives Translations. Translated by Rosario O. Hinojos and edited by Claribel Fischer Walker. Manuscript in the University of New Mexico Library. 3:84-5.

Hines, Fred Philip, "A History of The Development of Education in De Baca County New Mexico." Unpublished Master's thesis, The University of Texas, Austin, Texas, 1940. 134 pp.

Moyers, Robert Arthur, "A History of Education in New Mexico." Unpublished Doctor's dissertation, George Peabody College for Teachers, Nashville, Tennessee, 1940. 819 pp.

Owens, J. E., Correspondence, April 17, 1952. Tax Agent.



THE STATE OF TEXAS,  
COUNTY OF DALLAS.

I, the undersigned, Clerk of the County of Dallas, Texas, 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.

IN WITNESS WHEREOF, I have hereunto set my hand and the seal of the County of Dallas, Texas, at Dallas, Texas, this 11th day of May, 1904.

D. C. [Signature]

CLERK OF THE COUNTY OF DALLAS, TEXAS.

My Commission Expires [Date]

NOTARY PUBLIC FOR THE STATE OF TEXAS.

My Commission Expires [Date]

IN WITNESS WHEREOF, I have hereunto set my hand and the seal of the County of Dallas, Texas, at Dallas, Texas, this 11th day of May, 1904.

D. C. [Signature]

CLERK OF THE COUNTY OF DALLAS, TEXAS.

My Commission Expires [Date]

NOTARY PUBLIC FOR THE STATE OF TEXAS.

My Commission Expires [Date]



11. Parsons, H. R., "A Historical Sketch of De Baca County Area." Unpublished paper read in the district court of the Ninth Judicial District; Fort Sumner, New Mexico: Court House dedication, November 24, 1930. 8 pp.

Pittman, Mrs. Rebecca E., Correspondence, March 27, 1952. Retired after thirty-one and one-half years as a teacher.

Smith, A. D., Correspondence to J. E. Owens, April 23, 1952.

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#### F. Newspapers

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#### G. Periodicals

Cheshire, Mrs. J. W., "Roosevelt County Teachers Meeting," New Mexico Journal of Education, 11:24, April, 1915.

Higginbotham, Mrs. Fanny, "Report on Parent Teachers Association," New Mexico Journal of Education, 11:22-3, April, 1915.

Smith, Mrs. Rachel V., "Visitation of Schools," New Mexico Journal of Education, 16:24-5, July, 1920.

Stone, Miss Emily Wallace, "High School Athletics," New Mexico Journal of Education, 11:30-1, June, 1915.



1. The first part of the report deals with the general situation of the country and the progress of the work during the year. It is divided into two main sections: the first section deals with the general situation and the second section deals with the progress of the work.

2. The second part of the report deals with the results of the work during the year. It is divided into two main sections: the first section deals with the results of the work in the field and the second section deals with the results of the work in the laboratory.

3. The third part of the report deals with the conclusions of the work during the year. It is divided into two main sections: the first section deals with the conclusions of the work in the field and the second section deals with the conclusions of the work in the laboratory.

4. The fourth part of the report deals with the recommendations of the work during the year. It is divided into two main sections: the first section deals with the recommendations of the work in the field and the second section deals with the recommendations of the work in the laboratory.

5. The fifth part of the report deals with the summary of the work during the year. It is divided into two main sections: the first section deals with the summary of the work in the field and the second section deals with the summary of the work in the laboratory.



## II. SECONDARY SOURCES

## A. Books

Coan, Charles F., A History of New Mexico. Vol. I.  
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Keleher, William A., Turmoil in New Mexico, 1846-68.  
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1912. 272 pp.

Read, B. M., New Mexico. Santa Fe, New Mexico:  
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Twitchel, Ralph E., The Leading Facts of New Mex-  
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Press, 1912. 631 pp.



II. PROCEEDINGS

A. 1901

At a meeting of the Board of Directors held at the City of New York, on the 1st day of January, 1901, the following resolutions were adopted:

Resolved, That the Board of Directors do hereby authorize the President of the Corporation to execute and deliver to the City of New York, a certificate of incorporation, in and to the effect following, to wit:

That the Corporation of the City of New York, do hereby certify that the following is a true and correct copy of the original of the same, as the same appears from the records of the Corporation:

That the Corporation of the City of New York, do hereby certify that the following is a true and correct copy of the original of the same, as the same appears from the records of the Corporation:

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That the Corporation of the City of New York, do hereby certify that the following is a true and correct copy of the original of the same, as the same appears from the records of the Corporation:



Thomas Arthur (Tommy) ...  
Bridges ...  
born, April 17, 1907. His father ...  
mother married Dr. ...  
common ...  
1923 and then ...  
his graduation in 1924, after ...  
Mexico Agricultural and Mechanical ...  
Cruz, New Mexico. For the ...  
summer sessions of the ...  
Las Vegas from 1931 to 1934. **VITA** ...  
eight years in the ...  
the Curry County ...  
1945, he served in the United States ...  
1948 he entered the University of ...  
with a Bachelor of Science degree in 1950. He is now a ...  
graduate student in the College of ...  
city of New Mexico. For the ...  
dent of ...  
time in Albuquerque, New Mexico.







VITA

Thomas Arthur Bridges, son of John W. and Margaret Bridges Braddock, was born at Altus, Jackson County, Oklahoma, April 21, 1908. His father died in 1911, and his mother married Mr. Len Braddock in 1913. He completed his common school education in the De Baca County schools in 1923 and then attended the Fort Sumner high school until his graduation in 1928, after which he attended the New Mexico Agricultural and Mechanical Arts College, near Las Cruces, New Mexico, for one year. He was enrolled in the summer sessions of the New Mexico Normal University at Las Vegas from 1931 to 1938. During this period he taught eight years in the De Baca County schools and one year in the Curry County schools. From July, 1940, to January, 1946, he served in the United States Army. In the fall of 1948 he entered the University of New Mexico and graduated with a Bachelor of Science degree in 1950. He is now a graduate student in the College of Education at the University of New Mexico. For twenty-three years he was a resident of De Baca County, but makes his home at the present time in Albuquerque, New Mexico.



VITA

Thomas Arthur Bridges, son of John W. and Margaret Bridges Bradbrook, was born at Altus, Jackson County, Oklahoma, April 21, 1903. His father died in 1911, and his mother married Mr. Len Bradbrook in 1913. He completed his common school education in the De Baca County schools in 1923 and then attended the Fort Sumner high school until his graduation in 1928, after which he attended the New Mexico Agricultural and Mechanical Arts College, near Las Graces, New Mexico, for one year. He was enrolled in the summer sessions of the New Mexico Normal University at Las Vegas from 1931 to 1938. During this period he taught eight years in the De Baca County schools and one year in the Curry County schools, from July, 1940, to January, 1946, he served in the United States Army. In the fall of 1948 he entered the University of New Mexico and graduated with a Bachelor of Science degree in 1950. He is now a graduate student in the College of Education at the University of New Mexico. For twenty-three years he was a resident of De Baca County, but makes his home at the present time in Albuquerque, New Mexico.







## IMPORTANT!

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

