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The Development of the Public Schools in New Mexico Between 1848 and 1900

Thomas J. Mayfield Jr.

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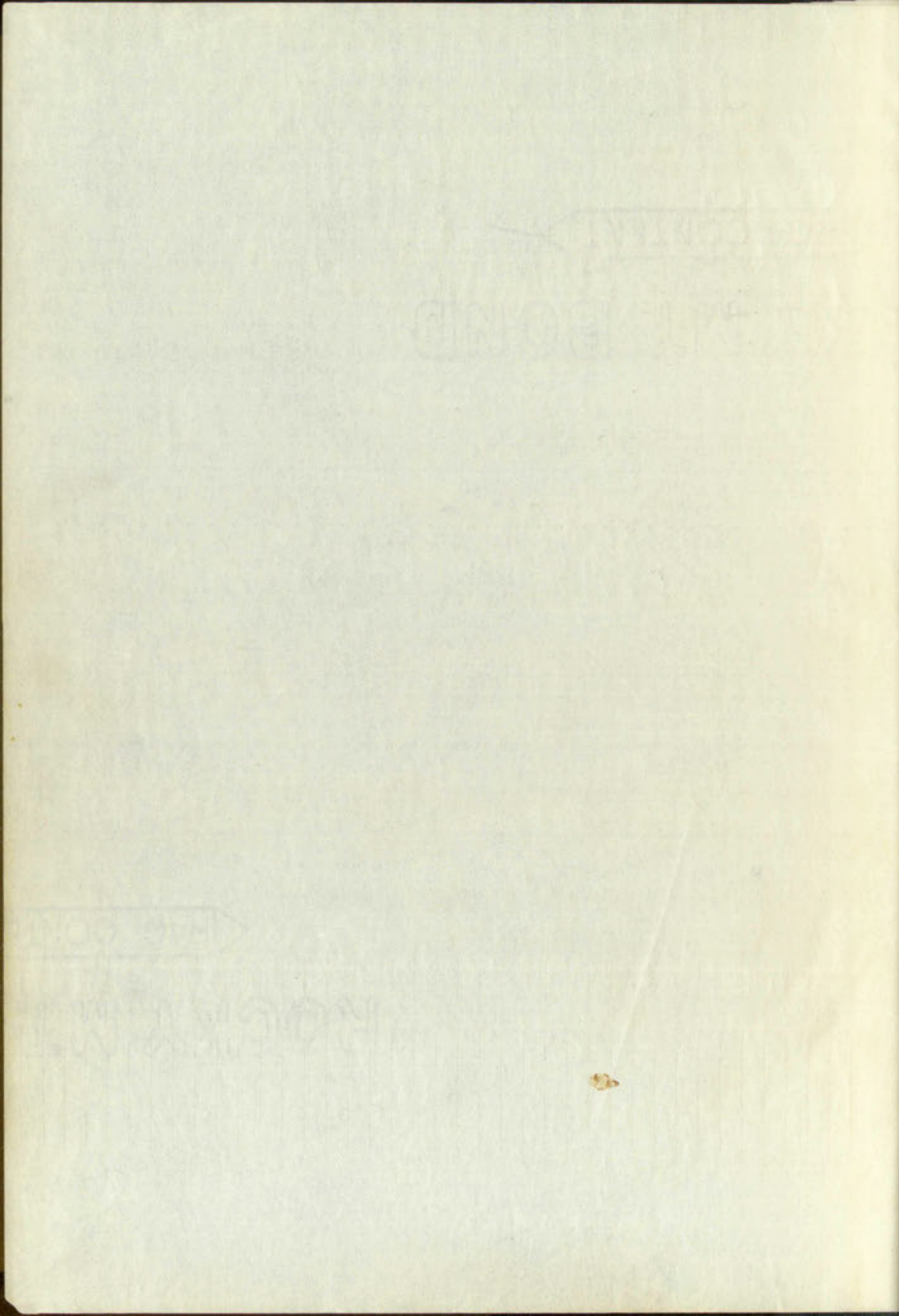
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BOOK 512
THE DEVELOPMENT OF THE PUBLIC SCHOOLS IN
NEW MEXICO BETWEEN 1848 AND 1900

5986

By

Thomas J. Mayfield, Jr.

A Thesis

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

University of New Mexico

1938

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MASTER OF ARTS

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CHAPTER I

INTRODUCTION

During the first fifty years of American control in New Mexico, the foundations were laid for the development of the social, economic, and political institutions of today. The educational system that is now making rapid progress is the outgrowth of a system that had to overcome many obstacles that opposed intellectual progress.

Many articles have been written on the subject of education during this early period, but there has been no comprehensive study made of the legal procedures, or of social, economic, and religious influences on the development of the public schools of the territory.

I. THE PROBLEM

The conditions in New Mexico at the time of its annexation to the United States were different from most other territories that had been added. The population was composed almost entirely of Spanish descent and Indians. Their customs and ideas of church and state differed completely from those of the American subjects. The climatic and geographic conditions of the territory caused the living conditions to be entirely different. The problem in this study is to show how these conditions affected the

During the first 15 years of the century
in New York, the Commission on the Status of Women
found in the social, economic, and political conditions
of today. The educational system of the United States
progress in the development of a more efficient and
more productive and more intelligent population.

Very often the Commission has been criticized for
education during this early period, but it has been
consequently with one of the most important
social, economic, and political conditions of the
ment of the public schools of the country.

The conditions in the period of the late 19th
education to the extent that it was not
other conditions that are important. The Commission
was concerned with the status of women, and
Their purpose was to bring about a more
ability from the time of the American people. It is
and economic conditions of the country, and
These conditions were very important in the
in this it is important to the Commission.

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educational development and how many obstacles were overcome in establishing a system of public schools. The legal status of the public schools and the progress made in them are included in the problem.

II. PURPOSE OF THE STUDY

The purpose of the study was to collect and arrange the most authentic information available on the subject, from both primary and secondary sources. Particular effort was made to arrange this material in such a way that the average reader will find it interesting and valuable.

III. LIMITATION OF THE SUBJECT

The study includes only the development of public schools in New Mexico between 1848 and 1900. This study begins in 1848 because this is the beginning of the American period in New Mexico history. A former study has been made of "New Mexico Schools from 1581 to 1846" by Rufus Atwood Palm. John Francis Cummins has made a study of "Educational Trend in New Mexico Public Schools from 1890-1900 to 1929-1930 Inclusive, as Measured by Pupil Attendance and Length of School Term." The public school system was in reality established under the school law of 1891 and the trend of its progress could be determined by the close of the century. Therefore the date 1900 was chosen as the

educational development and the role of the state in
education. It is a study of the educational system
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and the role of the state in education.

end of the study. Mention of church schools, Indian schools, private schools, and institutions of higher learning was made only as they have had some influence upon the development of public schools.

IV. SOURCES

Information from primary sources was used largely for this study. Most of the material was taken from such authoritative primary sources as: reports of the governors of New Mexico to the secretaries of the interior, reports of the commissioners of education, laws of New Mexico, reports of the superintendents of public instruction, newspapers and periodicals published during the period, and others.

The material derived from secondary sources was taken from the works of recognized earlier authors as: Prince, Twitchell, Hodgin, and others. A complete list of all articles from which information was secured appears in the bibliography.

V. METHOD AND PROCEDURE

All available sources that contain information concerning the development of public schools in New Mexico during the period of the study were carefully read and analyzed. All material that has a direct bearing upon

CONTENTS

end of the study. ... private schools, ... made only as they were ... next of public schools.

2. STUDIES

Information from ... for this study. ... authoritative ... of the ... of the ... reports of the ... newspapers and ... and others.

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the subject was cataloged in such a way that it could be used at the proper place.

The entire article, so far as possible, was written in chronological order. Tables that are included show the growth of public schools, and help to simplify comparisons that are made of the different periods of the study.

VI. ORGANIZATION

This study is divided into six chapters. The first chapter is the introduction. The second chapter is the historical background to the subject. The other chapters include the body of the discussion. The division between chapters three and four was chosen as 1872 because of the passage of a general school law during this year that caused many changes to take place in the development of public schools. This law continued in effect until 1884. Because of another important law in 1884 and renewed progress in the schools, this date was chosen as the beginning of chapter five. Chapter six includes a summary of the study.

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CHAPTER II

EDUCATIONAL BACKGROUND IN NEW MEXICO BEFORE 1848

The first attempts for education in New Mexico were made by the Catholic Church. During the Spanish and Mexican periods only a very few attempts were made for public schools. The withdrawal of the Franciscan friars at the beginning of the Mexican period left New Mexico almost entirely without means for education until late in the American period.

The Spanish period. When Coronado and his followers arrived in New Mexico in 1540, they found the area occupied by Indians living in two and three story houses built of adobe and sandstone materials. Some of the explorers estimated that there were as many as two hundred and fifty thousand of these people. However, later information proved that there were only thirty to sixty thousand.¹ These people were living in the area between San Marcial on the south and Taos on the north, and from the Pecos River on the east to the Grand Canyon on the west. They had developed toward civilization to the extent that they

¹ Herbert Eugene Bolton and Thomas Maitland Marshall, The Colonization of North America (New York: The Macmillan Company, 1932), p. 46.

THE EARLY PERIOD

The first part of the history of the United States is the history of the early period. This period is divided into two parts, the first being the period of the discovery and the second being the period of the settlement.

The discovery of the continent was made by Christopher Columbus in 1492. He was sailing for Spain and discovered the island of San Salvador in the West Indies. This was the first of many islands that he discovered, and he returned to Spain with news of his discovery.

The settlement of the continent began in 1493 when Columbus returned to Spain and reported his discovery. He was given permission to return to the West Indies and to establish a colony. He returned in 1493 and established the colony of San Salvador.

The second part of the early period is the period of the settlement. This period is divided into two parts, the first being the period of the discovery and the second being the period of the settlement.

The settlement of the continent began in 1493 when Columbus returned to Spain and reported his discovery. He was given permission to return to the West Indies and to establish a colony. He returned in 1493 and established the colony of San Salvador.

The settlement of the continent was not limited to the West Indies. It spread to other parts of the world, including North America. The first settlement in North America was established by John Cabot in 1497. He was sailing for England and discovered the coast of North America. This was the first of many settlements that were established in North America.

The settlement of the continent was also influenced by the discovery of the Americas. The discovery of the Americas led to the discovery of new crops and animals, which were brought back to Europe. This led to the development of new industries and the growth of the European economy.

The following is a list of the sources used in the preparation of this report.

1. The History of the United States, by James Osgood Easton.

2. The Discovery of America, by Samuel Eliot Morison.

3. The Settlement of America, by Francis Pickens.

grew their own corn, melons, cotton, and did some weaving, basket and pottery making.

As one of the primary objects of the Spaniards in making settlements in the New World was to Christianize the Indians, New Mexico presented a fertile field. After Coronado had completed his explorations and was ready to return to the South, he left three missionaries to preach the gospel. These three "soon achieved the crown of martyrdom."²

Another attempt to establish mission work among the Indians of the territory was made in 1581 by Friar Agustin Rodriguez and two other members of the order of St. Francis, Francisco Lopez and Juan de Santa Maria. They were accompanied by nine soldiers who, after a dispute, returned to Mexico. The missionaries continued their journey among several of the Pueblos trying to learn the Indian language and to teach Christianity to the Indians. Santa Maria, against the advice of the soldiers, started back to Mexico but was killed on the way. Rodriguez and Lopez remained in New Mexico for a short time where they both became martyrs to the great cause.³

² Bolton and Marshall, loc. cit.

³ George P. Hammond and Agapito Rey, "The Gallegos Relation of the Rodriguez Expedition to New Mexico," Historical Society of New Mexico Publications in History.

grow their own wheat, corn, and other crops, and they
bought and sold them in the market. The government
in one of the earliest attempts to regulate the
market, the government, for the first time, passed an act
concerning the regulation of the market. The government
passed an act in 1812, and later in 1819, to regulate
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the market. These acts were passed to regulate the
market.

In 1598, as Oñate and his settlers moved northward to make the first settlement, there were nine missionaries among them.⁴ Upon arriving at San Juan a great ceremony was held during which the obligations to the Cross and Crown were explained to the Indians. The territory was then divided into seven mission districts and missionaries were sent into each. (Nine schools were established on the Rio Grande and its tributaries during the year of 1598.⁵ This was the beginning of formal education in New Mexico.

In 1621, the missions of New Mexico were established as a new province of the Franciscan order with the title of "Custodia of the Conversion of St. Paul." Fray Alonso de Benavides was elected Father Custodian on October 13, 1623. He reached his new field of work with twenty-six friars in December, 1625.⁶ He visited the mission fields of the territory, built churches and established a number of new missions. He remained in New Mexico until 1629 when Fray Esteven de Perea, with twenty-nine more missionaries,

⁴ George P. Hammond, "Don Juan de Oñate and the founding of New Mexico," Historical Society of New Mexico Publications in History, Vol. 11, 1927. p. 79.

⁵ Rufus Atwood Palm, Jr., "New Mexico Schools from 1581 to 1846" (Unpublished Master's Thesis, University of New Mexico, 1930), pp. 12-13.

⁶ France Scholes, "Problems in the Early Ecclesiastical History of New Mexico," New Mexico Historical Review, Vol. VII, 1932. p. 54.

It is a very common error to suppose that the
the first part of the sentence is the subject
and the second part is the predicate. This is
not true. The subject is the part of the
sentence which is the thing or person
about which something is said. The predicate
is the part of the sentence which says
something about the subject. In the sentence
"The cat sat on the mat," "The cat" is
the subject and "sat on the mat" is the
predicate.

Another common error is to suppose that
the object of a verb is the thing or person
which does the action. This is not true.
The object of a verb is the thing or person
which is acted upon. In the sentence
"The boy hit the ball," "The boy" is
the subject and "hit the ball" is the
predicate. "The ball" is the object of
the verb "hit".

The subject of a sentence is the part
which is the thing or person about which
something is said. The predicate is the
part which says something about the
subject. The object of a verb is the
thing or person which is acted upon.

arrived to take over the work.⁷

By 1626 Benavides said that forty-three churches had been built and thirty-four thousand Indians had been baptized.⁸ In addition to teaching the doctrines of Christianity to the Indians the missionaries taught singing, reading, writing, and the playing of instruments.⁹ This would help to prepare the new converts to take part in the church festivals and services. They were also taught some carpentry, shoemaking, metal-working, weaving, and similar trades.¹⁰

In the face of this seeming progress the missionaries encountered many obstacles, such as: the desire of the Indians to continue their pagan worship, enslavement of the Indians by the civil officials, distance between pueblos, difficulties in learning the Indian languages, destructive raids by the wild tribes of Indians, and the failure of supplies to reach them from Spain and Mexico--the latter causing them to have to depend upon the Indians for their sustenance.¹¹

⁷ Fray Alonso de Benavides, The Memorial 1630; Translated by Mrs. E. Ayer (Chicago: Privately printed, 1916), p. 188.

⁸ L. Bradford Prince, A Concise History of New Mexico (Cedar Rapids, Iowa: The Torch Press, 1914), p. 245.

⁹ Fray Alonso de Benavides, op. cit., p. 19.

¹⁰ Ibid., pp. 16-24.

¹¹ John H. Vaughan, History and Government of New Mexico (State College, New Mexico, 1921), pp. 56-60.

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The mission work continued in New Mexico until the Pueblo Revolt in 1680. Forty-six pueblos had accepted Christianity up to this time, but seven of these were destroyed by the Apaches. When the revolt occurred, all the Spaniards had to flee from New Mexico and with them went the missionaries that had not been killed in the slaughter. The Indians destroyed almost all that had been accomplished during the occupancy of the Spaniards.

New Mexico was resettled by Diego de Vargas with eight hundred soldiers and settlers in 1693.¹² To make his expedition seem more a mission of forgiveness de Vargas urged that several missionaries be included among his followers.¹³ Because of continued Indian troubles for many years and a declining monarchy in Spain the mission work made slow progress. ✕

In 1777 a royal charter was issued, supplemented by a papal brief in 1779, for the establishment of a college or seminary in Santa Fe. This school was to be used for the education of churchmen. Buildings were erected and lands were set aside for its maintenance, but no funds were ever accumulated for the college and it failed to open.

¹² Bolton and Marshall, op. cit., p. 246.

¹³ Irving Albert Leonard, The Mercurio Volante of Don Carlos De Sigüenza Y Gongora (Los Angeles: The Quivira Society, 1932), p. 37.

The border savages became so hostile just at that time that all local taxation was used for the purpose of repelling them instead of supporting the schools.¹⁴

A few private schools were opened in New Mexico about the close of the eighteenth and the beginning of the nineteenth centuries. One was established in Abiquiu by Don Geronimo Bacerra. It was in this school that Father Antonio José Martínez, who later became a leader in New Mexico, received his education.¹⁵ Ignacio and Juan Bazan were sent into this territory in 1805 to teach the art of weaving. They taught for four years and, because they could not collect all their salary, they returned to Mexico but their work has continued to live to the present time.¹⁶

In 1811, eight hundred dollars was expended by the government of New Mexico to conduct two so-called public schools. One was at Santa Fe and the other was at San Miguel.¹⁷ On November 11, 1812, an exposition by Don

¹⁴ Manuel C. de Baca, Report of the Superintendent of Public Instruction, 1899 (Santa Fe, New Mexico: New Mexican Printing Company, 1900), pp. 6-7.

¹⁵ Benjamin M. Read, Illustrated History of New Mexico (Santa Fe, New Mexico: New Mexican Printing Company, 1912), pp. 533-539.

¹⁶ Palm, op. cit., pp. 31-32.

¹⁷ Ralph Emerson Twitchell, The History of the Military Occupation of the Territory of New Mexico from 1846 to 1851 (Denver, Colorado: The Smith Brooks Company, 1909), p. 207.

ROCKY MOUNTAIN

The present history of the Rocky Mountain region is a story of discovery and exploration. It is a story of the men who first saw the great peaks and valleys of this region, and of the hardships they endured in their quest for knowledge and wealth. The early explorers, such as Lewis and Clark, and the fur traders, such as the members of the Rocky Mountain Fur Company, were the first to bring the world's attention to this magnificent region. Their discoveries and adventures have become a part of our national heritage, and their names are still remembered with respect and admiration.

It is a story of the men who first saw the great peaks and valleys of this region, and of the hardships they endured in their quest for knowledge and wealth. The early explorers, such as Lewis and Clark, and the fur traders, such as the members of the Rocky Mountain Fur Company, were the first to bring the world's attention to this magnificent region. Their discoveries and adventures have become a part of our national heritage, and their names are still remembered with respect and admiration.

Pedro Bautista Pino stated:

The province has not nor has it been able to have like the other provinces of Spain, any public institutions. It is so backward in this regard that it is even ignorant of their names. That respecting primary schools it is reduced to the condition, that only those who have the means to contribute for the payment of a teacher can have their children taught. In the capital itself they have been unable to endow a teacher in order to make teaching common.

Of course there is not one college for higher studies there; hence the affliction manifested by many persons who perceive that notwithstanding the good disposition of the sons of the province towards leaving after more than two hundred years from its conquest, there is not found a single one following any literary pursuit, not even that of the priesthood--so common in the other provinces of America.¹⁸

The Spanish Cortes decreed the establishment of a collegiate seminary and the erection of a separate bishopric at Santa Fe in 1813. No bishop had been to New Mexico for over sixty years and this decree was not treated seriously by the regulars, who were accustomed to setting aside the decrees from Spain.¹⁹

Education under the Spanish rule was under a strict censorship and was very much restricted in curriculum. The government was careful to prevent its subjects from securing any knowledge of science or geography that would bring to view a comparison of their local situations with

¹⁸ Don Pedro Bautista Pino, "An Exposition" Cadiz: November 11, 1812. (Unpublished. In the Library of the Historical Association, Santa Fe. Uncataloged.)

¹⁹ Ralph Emerson Twitchell, Old Santa Fe (Santa Fe: The Old Santa Fe Press, 1913-1914), Vol. 1, pp. 247-249.

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that of other countries.²⁰

After Spain was taken by Napoleon, the Spanish colonies established republican forms of government. New Mexico was too far away to take an active part in the wars but the neglect in industrial and educational affairs was felt. The Franciscan friars were withdrawn and the task of education devolved upon lay teachers.²¹ No more royal funds were forthcoming for the church or schools. New Mexico was forced to look to Mexico for some means to change the deplorable existing conditions.

The Mexican period. Shortly after the Mexican Revolution many regular priests were withdrawn from New Mexico and secular priests were substituted. The latter were largely drawn from the leading families of the territory. The total number of the clergy was greatly reduced, there being but five Franciscans and six secular priests in the province in 1823.²²

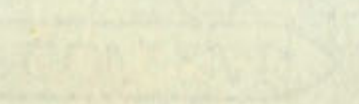
On April 27, 1822, the provincial deputation passed the following resolution, "Resolved, that the town councils [ayuntamientos] be officially notified to complete the

²⁰ Twitchell, The History of Military Occupation of the Territory of New Mexico from 1846 to 1851, p. 207.

²¹ Manuel C. de Baca, Report of the Superintendent of Public Instruction, 1899, pp. 6-7.

²² Prince, A Concise History of New Mexico, p. 247.

Faint, illegible text, possibly bleed-through from the reverse side of the page. The text is arranged in several paragraphs and includes some lines that appear to be underlined or separated by horizontal lines.



formation of primary public schools as soon as possible according to the circumstances of each community."²³

This resolution had little practical value because the towns failed to raise the necessary funds. The well-to-do continued to send their children outside of New Mexico for their education and the children of the poor continued to be without any schooling.

Two Catholic priests established two colleges in the territory at their own expense in 1826. One was located at Santa Fe under the direction of a Reverend Alvarez, and the other at Taos under Padre Martinez. The youths that attended these schools were preparing for priesthood.²⁴ Governor Narbonna continued a subscription plan that had started in 1825 by notifying the alcaldes to aid those that had been appointed by the deputation to collect voluntary contributions. These contributions were to be used to establish schools.²⁵ By 1827, seventeen schools had been started with seventeen teachers.²⁶ Two years later the population of New Mexico was 43,433, and there were only eighteen teachers.²⁷

²³ Ibid., p. 252.

²⁴ Twitchell, Old Santa Fe, Vol. 1, pp. 247-249.

²⁵ Loc. cit.

²⁶ Read, Illustrated History of New Mexico, pp. 533-539.

²⁷ Baca, Report of the Superintendent of Public Instruction, 1899, pp. 6-7.

Introduction 1

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A Lancastrian school was opened in Santa Fe in 1829 under the direction of Don Marcelino Abreu. There were fifteen pupils in attendance.²⁸ In 1832, eight towns were reported to have primary schools in operation, and between 1836 and 1844, seven private schools were being taught in different parts of the territory.²⁹

By 1844, schools had been established in the more important points of New Mexico. Governor Don Mariano Martinez used his influence and money for the establishment of public schools in Santa Fe. He brought in two teachers from Europe, whose names were Francisco Gonzales and Eduardo Taty. Literary and military instruction was given in the schools.³⁰

At the close of the Mexican period there were only a few schools scattered throughout the territory and they were without any kind of organization. They were almost entirely under church influence and there was a great need for text books and trained teachers. Not until another period had changed conditions in New Mexico was education to become firmly established.

Summary. Formal education was first started in

²⁸ Twitchell, Old Santa Fe, Vol. 1, p. 192.

²⁹ Palm, op. cit., pp. 41-44.

³⁰ Read, Illustrated History of New Mexico, pp. 533-539.

CONFIDENTIAL

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New Mexico when the missionaries that came with Oñate began teaching the Indians simple church forms and crafts. Progress was made until the Pueblo Revolt drove the Spanish people out of the territory. The declining monarchy in Spain and the obstacles to mission work in the New World caused education to be almost abandoned by the end of the Spanish period.

During the Mexican period only meager attempts were made for public schools. Private schools were established in some of the more populous regions but these failed to reach but a few of the boys of the province, while the girls had no opportunities for education. At the close of the period the educational problems of New Mexico were still unsolved.

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CHAPTER III

ATTEMPTS AT TERRITORIAL EDUCATION BETWEEN 1848 AND 1872

Because of the poor educational conditions in New Mexico at the beginning of the American period, the first generation of children grew up almost entirely without the opportunity of schools. Many church and private schools were founded before the territorial laws made provisions for public schools.

Educational conditions at the beginning of the American period. When the Treaty of Guadalupe Hidalgo was signed in 1848, transferring the Territory of New Mexico from Mexico to the United States, the educational conditions were at low ebb. Because of the lack of royal funds to support missions during the latter part of the Spanish period and the whole of the Mexican period, the missionaries withdrew, leaving the province without mission schools. According to Governor Vigil's message to the Territorial Legislative Assembly in 1847, there was only one public school, and that was located in Santa Fe. This school was supported by funds from the county and was free to all the children but there were only funds enough to pay one teacher.¹ Only the sons of a few

¹ C. E. Hodgin, The Early School Laws of New Mexico (University of New Mexico Bulletins, Educational Series, Vol. I, Albuquerque: University of New Mexico Press, 1908), p. 3.

ATTENTION IS DRAWN TO THE FACT THAT THE
 RESULTS OF THE TESTS CONDUCTED AT THE
 LABORATORY OF THE BUREAU OF CHEMISTRY
 SHOW THAT THE SAMPLES OF THE
 SUBSTANCE IN QUESTION ARE IDENTICAL
 TO THE SAMPLES OF THE
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ANALYSIS OF THE SAMPLES OF THE
 SUBSTANCE IN QUESTION
 WAS MADE AT THE LABORATORY OF THE
 BUREAU OF CHEMISTRY, U. S. DEPARTMENT OF JUSTICE,
 WASHINGTON, D. C., ON THE 15TH DAY OF
 APRIL, 1934. THE RESULTS OF THE
 ANALYSIS ARE AS FOLLOWS:
 PERCENTAGE OF CARBON, 68.84
 PERCENTAGE OF HYDROGEN, 11.21
 PERCENTAGE OF NITROGEN, 19.95
 PERCENTAGE OF OXYGEN, 1.00
 PERCENTAGE OF SULFUR, 0.00
 PERCENTAGE OF CHLORINE, 0.00
 PERCENTAGE OF BROMINE, 0.00
 PERCENTAGE OF IODINE, 0.00
 PERCENTAGE OF PHOSPHORUS, 0.00
 PERCENTAGE OF POTASSIUM, 0.00
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W. J. H. ...
 Director of the Laboratory of the Bureau of Chemistry, U. S. Department of Justice, Washington, D. C.

wealthy families were educated, and these favored individuals were compelled to make the long overland journey to the United States or Mexico.

According to the census of 1850, the population of New Mexico was 61,547. Of this number, 25,089 could not read or write. Only 460 pupils were attending school, which was one pupil to every 125 inhabitants. Attorney Davis said:

It was always the policy of Spain and Mexico to keep her people in ignorance, and, so far as New Mexico was concerned, they seem to have carried out the system with singular faithfulness; and in no country in the world, that lays the least claim to civilization, has general education and cultivation of the arts been so entirely neglected.²

During the first five years of American control, New Mexico was under a semi-military form of government which spent most of its efforts in putting down revolts and protecting the citizens from Indian raids. Population was sparse, distances were great, and means of communication and travel were poor. These influences delayed efforts for the establishment of means of education.

The early private and church schools. Had the churches and individuals failed to come forward and establish schools New Mexico would have been almost com-

² W. W. H. Davis, New Mexico and Her People (New York: Harper and Brothers, 1857), pp. 193-194.

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pletely without educational facilities during the first generation under American control. The first English school in the territory was opened in Santa Fe on August 28, 1848, by J. W. Dunn. He advertised his school as being "Classical and High School."³ Reverend Henry W. Reed, a Baptist missionary, with the help of his wife started a school in Santa Fe in 1849. This school, for both boys and girls, continued under his charge for about five years, when it was sold to the Presbyterian denomination. A Mrs. Howe, the wife of an army officer, established the first English school exclusively for girls in 1852. Girls from the most prominent families of New Mexico, including Spanish families, attended this school.⁴

Archbishop Lamy, of the Catholic Church, arrived in Santa Fe in 1851, and established a free English school that same year under a teacher named E. Noel.⁵ The next year he went East and secured the services of six Sisters of Loretta to open a school for girls. Four of the sisters arrived in Santa Fe in September, 1852, and opened the Convent of Our Lady of Light on January first, 1853. The enrollment at the beginning was ten boarding and

³ Prince, A Concise History of New Mexico, p. 254. *Cedar Rapids, Iowa: The Torch Press, 1914*

⁴ Loc. cit.

⁵ Benjamin M. Reed, A History of Education in New Mexico (Santa Fe: The New Mexican Printing Company, 1911), p. 16.

REPORT

During the past year, the Commission has been engaged in a study of the various factors which influence the economic development of the country. This study has been carried out in a series of public hearings, and the results of these hearings are set forth in this report. The Commission has found that the most important factors influencing economic development are the availability of capital, the quality of the labor force, and the efficiency of the government. It is the Commission's belief that these factors can be improved by the adoption of certain measures, which are suggested in this report.

The Commission believes that the most important of these measures is the establishment of a central bank. This bank should be authorized to issue currency, and to regulate the money market. It should also be authorized to act as a lender of last resort, and to provide a safe and sound place for the deposits of the public. The Commission also believes that it is important to improve the quality of the labor force, and to increase the efficiency of the government. These measures are suggested in this report, and it is the Commission's belief that their adoption will result in a more rapid and sustained economic growth.

Very truly yours,
Chairman
Commission on Economic Development

three day scholars. Ten years later three sisters founded a school for girls in Taos, and in 1864 in Mora. In 1869, the sisters started a school in Las Vegas; 1870, in Las Cruces; and in Bernalillo in 1875.⁶

In order to secure equal opportunities for the boys, Archbishop Lamy influenced the Christian Brothers to come to the territory, where they opened Saint Michael's College in Santa Fe, 1859. This school gave to the poor as well as the rich the opportunity to secure the fundamentals of learning. These Christian Brothers extended their sphere of usefulness to Mora, Bernalillo, Las Cruces, Socorro, and other points. The Jesuits opened a college at Las Vegas in 1875 that continued to operate for a few years, then was removed to Denver.⁷

Among the schools founded by other religious organizations during this period was a free school founded in Santa Fe by the Presbyterian Mission. This school was conducted on American principles and no religious forms were to be taught. There was free use of text books to all scholars. D. M. M'Farland was the principal.⁸ Another Presbyterian school was founded in Las Vegas by Reverend

⁶ Prince, A Concise History of New Mexico, p. 255.

⁷ Loc. cit.

⁸ News item in The New Mexican (Santa Fe) October 6, 1868.

These are schools. For years after these schools founded
a school for girls in 1884, and in 1884 in 1884.
The sisters started a school in Las Vegas, 1884, in 1884
Greece; and in Berkeley in 1884.⁶

In order to secure equal opportunities for the
boys, eventually they transferred the children from
to some of the territory, where they opened Saint Elizabeth's
College in 1884. This school gave to the boys
as well as the girls the opportunity to receive the same
quality of education. These children were not excluded
their sphere of education to boys, territory, San Diego,
Colorado, and other places. The faculty opened a college
at Las Vegas in 1884 that continued to operate for a few
years, then was removed to Denver.⁷

Among the schools founded by other religious orders
national during this period was a boys school founded in
Santa Fe by the Presbyterian Mission. This school was
conducted on American principles and no religious forms
were to be taught. There was free use of both books in
all subjects. F. W. Kirkland was the principal. Another
Presbyterian school was founded in Las Vegas by Sisters

⁶ Ibid., A Century of Sisters at Las Vegas, p. 102.
⁷ Ibid., p. 102.
⁸ How long in the New Mexico (Santa Fe) College
8, 1883.

J. A. Annin, 1870. This was the beginning of an extensive program of education by the Presbyterian Church in New Mexico. In 1871, Reverend Thomas Harwood founded the first Methodist Mission at La Junta, which was the beginning of Methodist education in the territory.⁹

EARLY ATTEMPTS FOR PUBLIC SCHOOLS

Governor Vigil and education. There were practically no schools in New Mexico while Donanciano Vigil was of school age, but he was one of the few fortunate boys in that his father had received a good education in Mexico before coming to this territory and was therefore able to instruct his boys in the fundamentals of learning. When Vigil became Governor of the Territory of New Mexico, he realized that a large part of the population was illiterate and almost all spoke only the Spanish language. In order to understand the customs and form of government that the people were now under it would be necessary to advocate such legislation as would secure free schools for the masses. A large portion of Vigil's message to the Territorial Legislature in 1847 was devoted to education. That part which refers to education follows:

In the contemplation of the institutions of a free people by those who do not enjoy the same

⁹ Prince, loc. cit.

In 1954, this was the beginning of an extensive program of education of the population through the radio. In 1957, several thousand families were provided with radio sets in order to reach the population in the interior.

EARLY INTEREST IN RADIO EDUCATION

Government officials and educators have been aware of the possibilities of radio education since the early 1930s. At that time, the radio was used for entertainment and news, but it was not until the late 1940s that it was used for educational purposes. In 1948, the first radio school was established in the interior of the country. This school was a part of the national radio network and was directed by a government official. The school provided a course in basic education for students in the interior. The success of this school led to the establishment of other radio schools in the interior. In 1954, the first radio school for adults was established. This school was also a part of the national radio network and was directed by a government official. The school provided a course in basic education for adults in the interior. The success of this school led to the establishment of other radio schools for adults in the interior. In 1957, the first radio school for children was established. This school was also a part of the national radio network and was directed by a government official. The school provided a course in basic education for children in the interior. The success of this school led to the establishment of other radio schools for children in the interior. In 1960, the first radio school for the blind was established. This school was also a part of the national radio network and was directed by a government official. The school provided a course in basic education for the blind in the interior. The success of this school led to the establishment of other radio schools for the blind in the interior.

W. L. ...

benefits they perceive, as by instinct, that they, too, have rights and they meditate over it until they assert them, value and enjoy them. It is only through the diffusion of knowledge that a people are enabled to follow the example of those nations whose wise policy shows itself in the higher intelligence and happiness of its people. The world generally is progressive, and how can we avail ourselves of advancement unless the people are educated?¹⁰

There was no action taken for education during this session of the Legislative Assembly.

Memorials to the United States Congress. In 1849 a memorial was passed by the New Mexico Legislative Assembly and sent to the United States Congress asking for protection against the Indians and for a donation of public lands. They also said, "We respectfully ask a donation of all public school buildings acquired in the Conquest of New Mexico, for the state."¹¹

Since the people of New Mexico were forced to accept the English language and the United States Government had made no provisions to help in the education of them, the Territorial Legislative Assembly again memorialized the Congress of the United States. On

¹⁰ Twitchell, The History of the Military Occupations of the Territory of New Mexico from 1846-1851, p. 220.

¹¹ J. H. Quinn, "Memorial First New Mexican Legislative Convention of 1849." (Unpublished. The above article is in the Library of the Historical Association in Santa Fe, written in pencil and signed, J. H. Quinn, Chairman. Uncataloged.)

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January 10, 1853, the following memorial was adopted:

To the Honorable Senate and House of Representatives in Congress assembled . . . Your memorialist beg leave to call attention of Congress to the subject of education of the rising generation in this Territory, but as it would be supererogation to argue to the Congress of the United States upon the necessity of enlightening the minds of all the children of the Republic, they will merely bring the subject before Congress and state the undeniable fact, that in no part of the United States, are the means of education so deficient, as in New Mexico; and the additional fact that the liberal grant of lands, which has already been made to the Territory for this object, is now and will continue to be unavailing for many years to come. They therefore pray that provisions may be made for the creation and support of Public Schools throughout the Territory for a limited time, by a yearly appropriation of money, for that object, but your memorialist leave the sum which you may be pleased to appropriate to the enlightened generosity of Congress.¹²

Again in 1854 the legislative assembly memorialized Congress, stating that there were only one or two private schools in New Mexico, and that they were supported by private subscription and located in the capital. There was no place in the United States as deficient in education as in New Mexico. They asked that some provision be made to create and support public schools by an annual appropriation instead of public lands.¹³

The first territorial school law, 1856. The law .

¹² Hodgin, "The Early School Laws of New Mexico," p. 5.

¹³ Ibid., p. 7.

January 10, 1855, the following letter was addressed:

To the Honorable James and John of Texas -
entitled in Texas ascribed . . . Your
exists has have to call attention of Congress
to the subject of education of the rising genera-
tion in this territory, and as it would be
expedient to refer to the Congress of the United
States upon the necessity of establishing the
of all the children of the territory, they will
bring the subject before Congress and shall be
desirable fact, that in the case of the United States
are the means of education as detailed, as in law
Mexico; and the additional fact that the
years of funds, which has already been made to the
territory for this object, is now and will continue
to be available for many years to come. They
therefore pray that your honorable
creation and support of public schools throughout
the territory for a limited time, by a grant of
pecuniary aid, for that object, but your
honorable leave has been asked for the purpose
to appropriate to the education of the
Congress.

Again in 1855 the legislative assembly recommended
Congress, stating that there were only one or two
schools in New Mexico, and that they were supported by
private subscription and located in the capital. There
was no class in the United States as detailed in the
action as in New Mexico. They asked that some provision
be made to create and support public schools by an
annual appropriation instead of public lands.

The first territorial school law, 1855. See law

is herein, "The early school laws of New Mexico."
1855, p. 7.

of 1856 provided that all male citizens of New Mexico over twenty-one years of age, except Indians, should pay a tax for public education. Section two states:

Every male, whose property does not exceed two hundred and fifty dollars in value, shall pay an annual tax of one dollar, it being understood, that by the word 'property' in this section, as also wherever it may occur in any other part of this act, it shall embrace all real estate, personal and movable property, all debts receivable and recoverable, and the proceeds of the profession of each individual. Provided, that the resident inhabitants of the Counties of Rio Arriba, Taos, Santa Ana, Valencia and Socorro, the value of whose property does not amount to fifty dollars, are exempt from taxation as required in this section.¹⁴

If the value exceeded \$250, the tax was one dollar for the first \$250 and one dollar per thousand above, up to \$50,000. Above this there was to be no tax. The entire proceeds from this tax should go to education.

The above tax was to be collected by a group of collectors, one appointed from each precinct by the probate judge of each county. Each individual was required to submit the value of his property, under oath, to the collector. The collector in turn, reported the value of each individual's property to the probate judge. He then deposited the money collected with the treasurer for educational money. The collector received five per cent of the amount that he collected for his services.

¹⁴ Ibid., p. 8.

of 1930 provided that all such amounts shall be paid over twenty-two years or less, except that, if the tax for the whole amount is not paid...

Every sale, lease, mortgage, deed, or other instrument in which the value of the property is stated, shall be subject to the tax of one dollar for every \$500, or fraction thereof, of the value of the property, in the event, as aforesaid, it shall embrace all real estate, personal property, and the proceeds of the sale or lease of such property, and the proceeds of the sale or lease of such property, and the proceeds of the sale or lease of such property, and the proceeds of the sale or lease of such property...

If the value exceeds \$200, the tax is one dollar for the first \$200 and one dollar for every \$200, up to \$50,000. Above this limit the tax is to be as follows: The tax on the proceeds from this tax shall be as follows:

The above tax is to be collected by a group of collectors, one appointed from each precinct of the date of each county. Each individual was required to submit the value of his property, and on the collector in turn, reported the value of each individual's property to the collector, who then deposited the money collected with the treasurer for educational uses. The collector reported the amount of the amount that he collected for his precinct.

Also provision was made in the law of 1856 for the first county board of education; thus:

Section 16. There shall be a board established in each county of this Territory, denominated "Board of Education", which shall be composed of one person of the greatest ability, learning and integrity of each precinct, and the probate judge, who shall preside over said board.¹⁵

The probate judge was given the authority to appoint this board, and it should serve for two years without pay. If any member appointed to the board should refuse to serve he could be fined not more than ten dollars. The probate judge had the authority to set the time and place for board meetings, and any member that absented himself without being sick or some other good excuse, could be fined not more than ten dollars.

Among the more important duties of the board of education were: to designate methods of spending the school money; fix penalties to punish parents who failed to send their children between seven and fourteen years of age to school; excuse from school pupils who had proper excuses; make an annual report to the legislative assembly; appoint teachers and fix their salaries; and each member was required to supervise the teachers in his respective precinct.

The teachers were required to take an oath before

¹⁵ Ibid., p. 11.

Also provided was made in the law of 1902
the first county board of education.
Section 16. There shall be a board established
in each county of this Territory, hereinafter known
as "boards of education," which shall be composed of one person
of the greatest ability, learning and integrity of
each precinct, and the precinct judges, who shall be
elected over said board.

The precinct judge was given the authority to
appoint this board, and it should serve for two years
without pay. If any member appointed to the board of this
precinct should be found to be incompetent or unable to
serve, the precinct judge had the authority to set him
aside and place for board members, and any member that
absented himself without being sick or some other good
excuse, could be fined not more than ten dollars.
Among the more important duties of the board of
education were: to designate methods of spending the
school money; fix penalties to punish parents who failed
to send their children between seven and fourteen years
of age to school; excuse from school pupils who had
proper excuse; make an annual report to the legislature
annually; regulate teachers and the school system; and
each member was required to supervise the school in
his respective precinct.

The teachers were required to work in each school
in the territory.
18 Feb. 7. 19.

a justice of the peace that they would "Truly discharge all their duties as teachers or proctors to the best of their ability."¹⁶ The penalty for failure to live up to the oath was to be fined not more than twenty-five dollars. The teacher's salary was to be from eight to forty dollars per month, in proportion to the amount of work to be done and the number of pupils that he had under his charge.

The law was to take effect immediately after its publication except in the counties of Taos, Rio Arriba, Santa Ana, and Socorro. In each of these counties the governor was required to call an election. In any county where the law was defeated it should not go into effect, but in any county where it passed, it should become effective immediately.

The election for the school law was held in the four counties mentioned above in the fall of 1856. Brigadier General, W. W. H. Davis, of Pennsylvania, who was alluded to as the United States Attorney for the Territory of New Mexico, stated:

The returns show that in a popular vote of 5,053 there are only 37 men to be found in favor of public schools--a fact which exhibits an opposition to the cause truly wonderful. This great enmity to schools and intelligence can only be accounted for as follows: that the people are so far sunk in ignorance that they are not really capable of judging of the advantages of education. From this result the cause

¹⁶ Ibid., p. 13.

a justice of the peace that they would...
all their duties as teachers...
their ability...
The duty was to be kind and...
The teacher's salary was to be from...
per month, in proportion to the amount of work...
and the number of pupils that he had...
The law was to take effect...
provision except in the counties of...
Santa Ana, and...
governor was required to call an...
where the law was...
but in any county where it passed...
effective immediately.

The election for the school law was held...
four counties mentioned above in the fall of 1852...
Brigadier General, N. B. Taylor, of...
was elected to sit the United States...
Territory of New Mexico, stated:

The reports show that in a...
there are only 25 men to be...
schools - a fact which...
cause early...
and intelligence can only be...
that the people are so...
they are not really capable of...
methods of education.

1852, p. 12.

of education has but little to hope for from the popular will, and the verdict shows that the people love darkness better than light. . . .¹⁷

In December of 1856, the law that had been approved the previous February fourth for the purpose of establishing means for the educating the youth of New Mexico was repealed. The money that had been collected for schools while the law was in force was returned to the individuals who had paid it to the proper collector. All the expenses that had been incurred under the law were paid out of the respective county treasuries. All suits that had been instigated against the law were dismissed at the expense of the respective counties where the suits had occurred.

Memorial of 1857. The legislative body knew that the lands that had been set aside for public schools would be of no value for many years; because all of the lands that were owned and cultivated at the time of the American occupation had been given, and not sold, to the occupants by the former governments. The United States Government then donated 160 acres to each individual who was of age who did not possess any land. Therefore, enough land was in the possession of the people to produce all the agricultural products necessary for the territory for many

¹⁷ W. W. H. Davis, "Report to the Commissioner of Education," Report of the Commissioner of Education (Washington: Government Printing Office, 1870), pp. 326-328.

of education has not been able to solve the problem of the
poorly paid, and the very low wages that the people
love business better than labor.

In December of 1914, the law that had been approved
the previous February found in the course of its
operation that the education of the youth of the nation was
neglected. The money that had been collected for schools
and for the law was in large part referred to the salaries
of the teachers. All the expenses who had paid it to the
proper collector. All the expenses that had been incurred
under the law were paid out of the respective county
treasurers. All this had been indicated against the law
was classified as the expense of the respective counties
when the bill had passed.

Section 10. The legislative body now had
the facts that had been set aside but public schools would
be of no value for any purpose because all of the funds
that were used and collected at the time of the enactment
of the law had been given, and not paid, to the respective
county treasurers. The United States Government
then decided its duty to aid individual who are of age
who did not possess any land, therefore, money had been
in the possession of the people to produce all the
material products necessary for the support of the

TABLE I

RESULTS OF THE ELECTION HELD ON THE SCHOOL
LAW OF 1855 AND 1856

Counties	For the law	Against the law
Taos	8	2,150
Rio Arriba	19	1,928
Santa Ana	8	456
Socorro	2	482
Totals	37	5,016

Report of the Commissioner of Education (Washington:
Government Printing Office, 1870), pp. 326-328.

UNITED STATES DEPARTMENT OF AGRICULTURE
BUREAU OF PLANT INDUSTRY

Country	Area	Value
France		1,000,000
Great Britain		2,000,000
Germany		1,500,000
Italy		1,000,000
Japan		500,000
U.S.S.R.		1,000,000
Canada		500,000
Other		500,000
Total		8,000,000

Report of the Commissioner of Plant Industry
Department of Agriculture, 1911, p. 10.

OXLEY BOND

years to come. This would eliminate any demand for the school lands for a long time after they had been surveyed.

A memorial was therefore adopted by the territorial assembly, December 17, 1857, asking the United States Congress for \$500,000 to be invested in stocks of government, state, or corporation. This loan was to be secured by a mortgage placed on the public school lands. Only the interest from the investment was to be used for school purposes. But again, the pleadings of the people of New Mexico for aid from the United States Government to help educate their children were unheeded.¹⁸

School law of 1860 and amendments. By an act of the Territorial Legislature, approved January 27, 1861, the authority was given to the justice of the peace in each precinct to appoint a person capable of teaching the children the rudiments of learning. This person was entitled to fifty cents per month for each child taught as compensation for his services. Each teacher was required to take an oath to perform the duties as teacher to the best of his ability.

The justices of the peace were to require all persons, except those exempt, to send their children to school and to furnish them with the necessary books and

¹⁸ Hodgin, The Early School Laws of New Mexico, pp. 16-17.

years to come. This was the first time that the
school board had ever held a public hearing.

A resolution was passed at the meeting of the
board, December 1, 1911, and the board then
ordered for \$200,000 to be invested in
bonds, and a committee was appointed to
investigate the proposed investment.
The committee reported to the board
on January 15, 1912, and the board
then passed a resolution authorizing
the investment of the money in
bonds of the United States Government.

School Law of 1912 and Amendments
The territorial legislature, a general law,
the same as was given to the territory of the United States
each member to appoint a person capable of
the children the residence of the territory.
entitled to fifty cents for each child under
an agreement as for his services. The law provided
that he was to receive the same as a teacher
to the end of his term.

The provision of the law was to provide for
the same, except that amount, of each year.
school and to provide for the same, as provided

wood, as was the custom. The custom in furnishing wood was that each child starting from his home each morning to school would carry one stick of wood and deposit it at the door of the school house. In this way the fuel was furnished without expense to the district.¹⁹ Parents could be exempt from sending their children to the school that was provided if they would teach their own children; have them under another capable teacher; necessity compelled the children to work; or if they were bound out to another under the law of masters and servants.

The probate judges were to act as the county superintendents, and the justices of the peace were responsible to them. The justices of the peace were to visit the schools at least once each month to determine the progress being made. If the teacher was found to be negligent he was to be dismissed and another employed.

Another legislative act was approved January 28, 1863, amending the school law of 1860. This act created the first Territorial Board of Education. The board was to be composed of the Governor, Secretary of the Territory, Judges of the Supreme Court, and the Bishop of New Mexico. It was to hold one regular meeting each year on the first Monday in November and all other meetings that

¹⁹ Ibid., p. 18.

wood, as was the case in the case of the
and that each child should have his own
to each would carry one child or more and depend
at the door of the school house. In this way the
was furnished without expense to the State. It
could be arranged that each child should be
that was provided if they would teach their own children
have their own books and their own materials
called the children to work on it they were bound
to another under the law of making the
The judges were to act as the
experiment, and the teachers of the
responsible to them. The teachers of the
visit the schools at least once each month to
the progress being made. If the teacher was found
to be negligent he was to be dismissed and another
Another legislative act was removed January 2,
1855, amending the school law of 1853. This act created
the first Territorial Board of Education. The board was
to be composed of the Governor, Secretary of the Territory,
Judges of the Supreme Court, and the Chief of Police.
It was to hold one regular meeting each year on
the first Monday in November and all other meetings
at such times as the board should determine.

were necessary. The board should have the power to make all laws and rules necessary for the establishment of schools in each county, so far as the funds would permit. It had the authority to appoint teachers, determine salaries, issue orders for payment of school funds by the Territorial Treasurer, and remove the Territorial Superintendent of Schools when it was deemed necessary.²⁰

Also during this same session of the legislature the office of Territorial Superintendent of Schools was created. He was to be appointed by the governor with the consent of the legislative council and the length of his term was to be two years. The superintendent's salary would be one thousand dollars per year, to be paid out of any money in the territorial treasury that was appropriated for school purposes. His duties required him to visit the schools of each county at least once each year, to furnish the board with a report of the conditions of the schools each November, and to perform other duties required by the school board.²¹

The school laws of the Territory of New Mexico were again amended in January, 1867.²² According to this

²⁰ Ibid., p. 20.

²¹ Loc. cit.

²² Ibid., p. 23.

act the probate judge of each county was to be recognized as the county superintendent of schools. His duties were the general superintendence over the common schools of his respective county and to visit each school during the year. Upon receiving the lists of all children between the ages of seven and eighteen from the justices of peace, he made rules for the establishment of schools in the most populous precincts, so far as the school funds would go.

The parents were required to send their children between the ages of seven and eighteen to the public school if they were not enrolled in some other school. They were required to furnish books, paper, ink, wood, and to pay fifty cents per month for each child in school to help pay the salary of the teacher.

Again in 1867 and 1868 the Territorial Legislative Assembly memorialized Congress for aid in education. They emphasized the fact that the lands that had been set aside for school purposes would not help in establishing educational institutions for many years. They suggested that Congress appropriate money for New Mexico equal to the value of the school lands of other states, or that public lands in one or more states or territories be set aside for the benefits of education in this territory.

In spite of the many laws passed and the memorials

not the people, but of each county and to be...
as the county government of...
the general establishment...
his respective county and to visit...
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the case of cases and...
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The parents were...
between the...
school...
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and to pay...
to help pay the salary of the teacher.

Again in 1867 and 1868...
assembly...
expressed the fact...
for school purposes...
national...
Congress...
value of the school...
lands...
for the benefit of...
In spite of the...

W. K. BONG

to the United States Congress between 1848 and 1870, New Mexico remained without a system of schools. Some of the newspapers of the territory began to use their influence for the cause of education. In 1868 the Daily New Mexican ran an editorial in which it said:

The manifest necessity of New Mexico, is cheap schools--cheap schools for the masses. . . . If the territorial treasury under the existing executive mismanagement were not bankrupt, some progress might be made toward public education. There are many thousand dollars due to the treasury of the Territory from delinquent and defaulting sheriffs, with good bonds, which could be collected, if those whose duty to prosecute would perform their duties. Result, defaulters run loose with school money in pockets and peoples children run about the streets in ignorance and idleness, ²³prey to future vice and future misfortune. . . .

The attorney general's attention was called to the existing conditions twice during the year but he paid no heed.

Governor William H. Pile wrote an article on October 20, 1870, in which he said there was not a public school house in the territory. There were about five Catholic schools and four Protestant schools at that time. In Governor Pile's message to the legislature he emphasized the public duty of that body to make provision for the establishment of at least one public school in each county. He said, "Let these schools be free from

²³ Editorial in the Daily New Mexican (Santa Fe), October 3, 1868.

to the United States Government between 1848 and 1854
Mexico remained without a system of schools. . . .
the managers of the territory began to use a little
finance for the cause of education. In 1853 the Latin
New Mexican was an editorial in which it said:

The earliest necessity of New Mexico, in every
school-organ schools for the masses. . . . It is
essential to know what the existing conditions
management were not neglected, but progress will
be made toward public education. There are very
promising efforts due to the liberality of the Territorial
Government and religious societies, with
good results. While some are collecting, it does seem
only to promote with greater vigor. . . .
The liberality of school money is needed and
people cherish the cause in proportion
and interest. A great to better view and future
fortune. . . .

The attorney general's attention was called to the
existing conditions during the year but he said no
need.

Governor William L. Rice wrote an article on
October 20, 1850, in which he said there was not a public
school house in the territory. There were about five
Catholic schools and four Protestant schools at that
time. In Governor Rice's message to the Legislature he
expressed the public duty of that body to make provision
for the establishment of at least one public school in
each county. He said, "Let these schools be free from

any religious or denominational control, or under the control of any church your honorable bodies may think proper."²⁴ He was not willing to permit religious prejudice deprive the children of some means of learning. The legislature failed to improve the educational conditions during this session and the people had to wait until 1872 before another law was passed in order to improve the deplorable conditions under which the youth of New Mexico were forced to live.

Summary. There was little progress made between 1848 and 1872 toward establishing a public school system. The schools established by the church organization and private individuals could reach only a few of the children in the territory, so illiteracy continued to remain extremely high during this period. During four sessions of the legislature laws were passed for the establishment of public schools but failed to be put into effect because of opposition of the people of the territory, or negligence on the part of the officials responsible for their enforcement.

Provisions were made by the law of 1856 for a county board of education but were repealed during the same year.

²⁴ Report of the Commissioner of Education, 1870,
pp. 326-328.

any religious or denominational control, nor under the
control of any church or religious organization, which
property shall be used solely for the purpose of
providing for the education of children of such parents as herein
provided. The legislature failed to improve the educational
conditions during this session and the people had to wait
until 1975 before another law was passed in order to
improve the educational conditions which the people
of New Mexico were forced to live.

Summary. There was little progress in the
1968 and 1972 toward establishing a public school system.
The schools established by the church were maintained and
private individuals could receive only a part of the education
in the territory, as the territory contained no public schools
truly high during this period. During this session
of the legislature laws were passed but the establishment
of public schools was failed to be passed which shows
of opposition of the people of the territory. The legislature
on the part of the officials responsible for their actions
must.

Provisions were made in the law relating to the
board of education but were repealed during this session.

Probate judges were required to serve as county school superintendents by all the laws. A territorial board of education was established by the law of 1863, but there is no record of its functioning.

According to the law of 1856, a tax of one dollar per thousand up to fifty thousand dollars valuation was levied for school purposes, but this was repealed the same year. The only provisions made for school funds by the laws from 1860 to 1867 were from fines of school officials who failed to perform their duties, or by a tuition of fifty cents per month for each child that attended school.

The Territorial Assembly memorialized the United States Congress several times during the period, asking for aid for education, but Congress failed to make any provisions for helping to establish public schools in the territory.

At the opening of this period in 1848 there was not a public school in the territory. According to the census of 1870, there were five public schools with five teachers and 188 pupils. They had an approximate income of one thousand dollars derived from tuition and other sources. New Mexico still was in great need of a system of public education.

increase during the year and to the fact that the
superintendent of the school district is
of education and to the fact that the
is in regard of the school.

According to the law of 1907, the
per thousand of pupils, the school district
levied for school purposes, and the tax levied
this year. The school district levied for
the year ending on July 1, 1907, the amount of
officials was called to order by the
action of the board of directors of the
attached school.

The school district levied for the year
ended on July 1, 1907, the amount of
for all purposes, and the amount levied
provision for the year ending on July 1, 1907,
officials.

STATE OF ILLINOIS

As the Board of Directors of the
a profit in the year ending on July 1, 1907,
of 1907, there was a profit of \$100,000
and the year ending on July 1, 1907,
proposed for the year ending on July 1, 1907,
how far the same would be a profit in the
education.

CHAPTER IV

EDUCATIONAL DEVELOPMENT BETWEEN 1872 AND 1884

Under the laws of 1872 and 1874, temporary progress was made in establishing public schools. The contest between those who were for and those against sectarian public schools helped to defeat the school bill in 1876. Interest in education then decreased until after 1884.

The school law of 1872. Almost every governor's message to the territorial legislature between 1848 and 1891 included a serious discussion of the need of schools in New Mexico and implored the assembly to make provisions to educate the children of the territory. In Governor Pile's message to the Territorial Assembly late in 1870 he said that it was necessary to use economy in the expenditures of the territory but that it was false economy to economize at the expense of intelligence and morality. He said, "Let us make a beginning, if it is ever so small and inexpensive. Increase and improvement will come from experience."¹ In spite of his pleadings, the legislature failed to enact any school laws during that session.

¹ William H. Pile, "A Part of the Governor's Message to the Territorial Assembly of New Mexico," Report of the Commissioner of Education (Washington: Government Printing Office, 1870), pp. 326-328.

NO. 10

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... in order to ...

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On February first, 1872, the Territorial Assembly passed a school law that had many defects, but under its administration more public schools were established than under any other act since the period of American control in New Mexico. It provided that the people at the general election should elect a board of supervisors and directors of public schools for each county. This board was to be composed of "four persons most fit and competent and of good repute."² In order to qualify for the position, each member must have been a resident of the county for not less than five years, the head of a family, a citizen of the United States, and an owner of real estate. The probate judge was to be one of the members. Each member of the board was to receive one dollar per day for his services but not more than five dollars during the year.

The board had the sole management, supervision and control of the public schools. It had control of the school funds and the county treasurer, who kept these funds, was not permitted to pay any account out of these funds without the consent of the board. Meetings of the board were held once each three months to act on school matters. It was required to publish in the nearest newspaper a state-

² C. E. Hodgin, The Early School Laws of New Mexico, pp. 28-30.

On February 19th, 1902, the Legislative Assembly
passed a bill which was signed by the Governor
and which provided for the establishment of
a board of public schools for each county. This board
was to be composed of four persons, two of whom
were to be appointed by the Governor and two
by the people. The board was to have the
charge of the public schools in the county
and to report to the Governor. The bill
was passed by a large majority and the
Governor signed it on February 19th, 1902.

ment of the school finances and enrollment of the schools each year.³

Provision was made in this law to finance education by appropriating twenty-five per cent of the entire tax on property to the schools.⁴ A poll tax of one dollar was levied on every able-bodied man over twenty-one years of age and any surplus left in any county treasury above five hundred dollars, after paying all the current expenses, was to go to the school fund. This is the first time in the history of the territory that a general property tax was used for the support of schools.

Progress in education. Governor Giddings, in 1873, expressed his gratification that a system of common schools had been established as a result of the acts of 1872. He stated that people could then come to New Mexico to make their homes and expect their children to receive an education. The law needed to be amended to require a report to the governor by October first each year and to give the office of territorial superintendent more definite duties and authority. Governor Giddings also suggested:

³ Ibid., pp. 28-30.

⁴ W. G. Ritch, Secretary of the Territory, "Report to the Commissioner of Education," Report of the secretary of the Interior, "Education," 1873-1874. pp. 457-459.

and of the school trustees and members of the board
 each year.³
 Provision was made in this law for the school trustees
 by appropriating twenty-five per cent of the entire tax on
 property to the schools. A poll tax of one dollar was
 levied on every able-bodied man over twenty-one years of
 age and any woman left in any county twenty years
 five hundred dollars, after paying all the taxes on
 houses, was to go to the school fund. This was the first
 time in the history of the territory that a general
 property tax was used for the support of schools.

Progress in education. Governor Bicknell, in 1857,
 expressed his gratification that a system of common schools
 had been established as a result of the acts of 1854. He
 stated that people could then come to New Mexico to raise
 their homes and expect their children to receive an edu-
 cation. The law seemed to be amended to require a report
 to the governor by October first each year and to give
 the office of territorial superintendent was defined
 better and authority. Governor Bicknell also suggested

³ Id., pp. 22-23.

⁴ V. W. Hildreth, Secretary of the Territory, "Report
 to the Government of Education," Report of the Secretary
 of the Interior, "Education," 1857-58, pp. 22-23.

That it is possible that an arrangement might be made by which Congress would permit the Territory to anticipate to the extent of \$100,000 on the lands bestowed for school purposes, and furnish a small amount to aid in the erection of at least 100⁵ school houses in the most populous districts. . . .

The Secretary of the Territory, W. G. Ritch, sent circular letters to the presidents of school boards, teachers, and educational leaders, during the fall months of 1873, asking for statistics on the schools of the territory. Most of the letters were answered. After compiling the statistics received, he found that there were 133 public schools with an enrollment of 5625 pupils, and employing 136 teachers. The average length of the school term was six and one-fourth months, and the average salary of the teachers was \$28.69. The total funds for public schools was \$29,721.57. Spanish was used as the language in 111 of the schools, English in ten and English and Spanish in twelve. Private and Indian schools had also made progress in the territory.⁶

The studies taught in all the schools were reading, writing, and arithmetic. Grammar was taught in forty-one, geography in thirty-four, and history in seventeen. "A few also taught other of the higher branches." School books were difficult to secure and ranged from, "Sectarian

⁵ Report of the Secretary of the Interior, "Education," 1873-1874. pp. 455-456.

⁶ Loc. cit.

TABLE II
 COMPARATIVE STATISTICS OF THE SCHOOLS OF
 NEW MEXICO 1873 AND 1870*

Schools 1873	Number of Schools	Number of Pupils	Number of Teachers	Average Number Months Taught	Languages in which Taught	Amount School Funds
Public schools supported by taxation	133	5625	136	6 1/4	10 Eng. 111 Sp. 12 Eng. & Sp.	\$29,721
Private schools	26	1370	53	9	7 Eng. 19 Eng. & Sp.	27,100
Pueblo schools	5	107	7	6	Eng.	4,000
Totals	164	7102	196			60,821
Census, 1870, public and private schools	44	1798	72			29,886
Increase	120	5307	124			30,835

*Report of the Secretary of the Interior, "Education,"
 1873-1874. pp. 455-459.

1878
Schools
Number of schools
Number of pupils

Public
Private
Total

1879
Schools
Number of schools
Number of pupils

Public
Private
Total

1880
Schools
Number of schools
Number of pupils

Public
Private
Total

1881
Schools
Number of schools
Number of pupils

Public
Private
Total

REPORT OF THE BOARD OF SUPERVISORS
OF THE SCHOOLS OF THE CITY OF CHICAGO
FOR THE YEAR 1881

catechism to Ollendorf's method."⁷ Many pupils had access to only loose leaves that had been torn from books or newspapers.

In many districts buildings were donated for the use of schools; in others they were rented. San Miguel county reported that it had two public school houses worth \$1824.43. The ladies of Silver City formed an educational society and raised \$1400 as a part of the amount required to build a brick school house.

The above statistics were not complete, but were accurate enough to show that some progress was being made toward the establishment of a school system. Secretary Ritch, published a statement criticizing outside newspapers for misrepresenting the facts concerning education in New Mexico and suggested that they recognize the progress between 1870 and 1873 as proof that New Mexico did have a system of schools.

Law of 1874. The school law of 1874 slightly modified the law of 1872. It required the county board of supervisors and directors of public schools to make a report to the territorial superintendent. The territorial superintendent was to make an annual report to the governor, including the number of pupils of school age in each county

⁷ Ibid., pp. 455-456.

...to only those leaves that had been first tested by
newspapers.
In many districts buildings were donated for the use
of schools; in others they were rented. San Diego county
reported that it had the public school houses worth \$1,000,000.
The ladies of Silver City formed an educational society and
raised \$1500 as a part of the amount required to build a
public school house.
The above statistics were not complete, but were
sufficient enough to show that some progress was being made
toward the establishment of a school system. Secretary
Hitch, published a statement of the facts concerning education
papers for representing the facts concerning education
in New Mexico and suggested that they recognize the progress
between 1870 and 1875 as good that New Mexico can have a
system of schools.

Law of 1874. The school law of 1874
modified the law of 1872. It required the county boards
of supervisors and directors of public schools to submit
reports to the territorial superintendent. The superintendent
was to make an annual report to the governor,
including the number of pupils of school age in each county.

and precinct, and the number enrolled in school, the number of teachers employed, and the branches taught. In addition to the school duties, the territorial superintendent was made ex-officio territorial librarian and was to receive for his entire services only the salary that was set aside for the librarian.⁸ This allowed him only three hundred dollars per year to perform the duties of both offices.⁹

In the case of sickness or inability of any of the members of the county board to perform their duties the probate judge was given the power of the board. Each member of the county board was to receive three dollars per day for his services, payable out of the county treasury. The members of this board were elected at the general election.¹⁰

Educational progress after 1874. Even though the law made provision for a territorial superintendent the governor failed to appoint anyone to the position. The

⁸ New Mexico. Laws, Statutes, etc. "Acts of the legislative assembly of the Territory of New Mexico." Twenty first session, Chap. III, sec. 1-7. (Santa Fe, Manderfield and Tucker, 1874).

⁹ Report of the Commissioner of Education, 1874. pp. 491-495.

¹⁰ New Mexico. Laws, Statutes, etc. Session Laws, 1874, Chap. III, sections 3 and 6.

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salary was so low and the schools were so unorganized that no one desired to take over the duties of the position. The Secretary of the Territory, W. G. Ritch, was acting as territorial superintendent and made the school report for 1874.

The report of 1874 included all the counties of the territory except Lincoln and Santa Ana. According to the report, there were 128 public schools with an enrollment of 5420 pupils and employing 143 teachers. The average salary of the teachers was \$26.25 and the average school term was five and one-tenth months. Eighty-eight of the schools were taught in the Spanish language, fifteen in English and twenty-five in English and Spanish.¹¹

There were thirty-one private schools with an enrollment of 988 and employing sixty-eight teachers. The Pueblo Indian schools had increased to eight in number with 170 pupils and ten teachers who drew an average salary of fifty dollars per month.

In the Territory of New Mexico during the year 1874, with the exception of the two counties mentioned, there was a total of 167 schools, with 6,578 children in attendance, and employing 221 teachers. There was an average of thirty-seven pupils enrolled for each teacher. The

¹¹ W. G. Ritch, "Report to the Commissioner of Education," Report of the Commissioner of Education, 1874. pp. 491-499.

FEDERAL BOND

IN WITNESS WHEREOF, I have hereunto set my hand and seal of the said Office of the Secretary of the Treasury, at Washington, D. C., this _____ day of _____, 19____.

Secretary of the Treasury

Approved: _____
Special Agent in Charge

number of English schools and English and Spanish schools had increased while the number of entirely Spanish schools had decreased. Four counties furnished books for the poor children. There were four public school houses owned and, for the first time, school funds were used for the purchase of furniture and apparatus for use in the schools.¹²

There were six parochial schools that could be classified as doing secondary school work in 1874. They were located at Santa Fe, Las Vegas, Mora, Taos, and Las Cruces. They had an enrollment of 504 pupils and employed forty-four teachers. The length of their school term was ten months. They included in their curriculum the higher English branches, Spanish, French, German, Latin, and Greek.

The public schools were financed by a tax of one-fourth of one per cent on the property of the territory, and a poll tax of one dollar for each male citizen over twenty-one years of age. The assessment roll for 1874 was \$7,603,772. The amount collected from all sources for schools in 1874 was \$28,523.34. Of this, \$18,639.35 was spent for teachers' salaries and \$2,405.72 for books, furniture, and incidentals.¹³

Girls were not generally admitted to the public ✕

¹² Ibid., pp. 491-499.

¹³ Loc. cit.

number of English children and in the year 1900
had increased to 150 in the year of 1901. In 1902
had increased to 200 in the year of 1903. In 1904
children. There were 250 in the year of 1905.
for the first time, school for a new building
of language and literature in the year of 1906.
There were 300 in the year of 1907.

classified and in the year of 1908. In 1909
were located in the year of 1910. In 1911, the
General. They had an increase of 400 in the year of 1912.
twenty-five hundred. The number of children in the
has been 500. In the year of 1913. In 1914, the
English language, French, German, Italian, and
The English children were 600 in the year of 1915.

number of the year of 1916. In 1917, the
and a total of 700 in the year of 1918. In 1919,
twenty-five hundred. The number of children in the
was 800. In the year of 1920. In 1921, the
was 900. In the year of 1922. In 1923, the
and for the year of 1924. In 1925, the
number of children in the year of 1926. In 1927,
number of children in the year of 1928. In 1929,
number of children in the year of 1930.

schools. This was because of a belief that had developed in the territory that boys and girls should be educated separately and not because they were opposed to the education of the girls. Mora county established separate schools for girls and Colfax and Grant counties established mixed schools.¹⁴

Attempts were being made to establish more English speaking schools in the territory. An article in a journal referred to the supreme court decision in Texas that ruled that Mexicans who were unacquainted with the English language were incompetent to serve as jurors. Also, an act had passed one house of the United States Congress to disqualify anyone from jury service who could not read or write English. Since only about one-fourth of the schools in New Mexico taught English, this would place a hardship upon the territory. The great need was to have competent teachers to teach English in all the schools.¹⁵

Public school house in Santa Fe. In an editorial of a newspaper this article was run:

It is a disgrace, a burning shame, an outrage upon the progress of the age, that here in Santa Fe, the oldest town in this freest, most progressive and enlightened republic that ever existed since the creation

¹⁴ Loc. cit.

¹⁵ News item in the Weekly New Mexican (Santa Fe), August 11, 1874.

SECRET

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of the world, there is not a single public school house nor the semblance of one.¹⁶

If Santa Fe was to remain the capital of New Mexico and expect to grow, it was necessary to make progress in education. Two weeks after this article came out in the journal, a committee had purchased a site for a public school house. Many other papers began campaigns for better school conditions. Among them was the Mesilla News, in which it said, "We intend to fight until a school is located in every precinct in Dona Ana County."¹⁷

Public schools fail to make the desired progress.

The school laws that were in effect in 1875 failed to provide any organization of the schools for the territory as a whole. The county unit under the board of supervisors and directors of public schools, elected by the people of the county, had the entire management of the schools. These boards were largely composed of persons inexperienced in school work and were without advice from a central authority. The school authorities employed relatives and political or personal friends as teachers, with no regard for fitness or qualifications.¹⁸ There was a limited

¹⁶ Editorial in the Weekly New Mexican, September 1, 1874.

¹⁷ Ibid., September 29, 1874.

¹⁸ W. G. Ritch, "Report to the Commissioner of Education," Report of the Commissioner of Education, 1875. pp. 500-509.

1. COUNTY WIT FOUND

of the world, there is no a single...
basis for a single...
It seems to me...
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1. THE SCHOOL...

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12. The...
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amount of school funds, and a part of that was used illegally. The attempt to establish schools in every community caused the school term to be short and the pay of teachers small. The result was inefficient teachers. In other states of the United States people carefully guarded their public school funds and gave their services to worthy causes, but in New Mexico the school board members and secretaries expected to be paid for their services.¹⁹

The report made by Secretary of the Territory, W. G. Ritch, in 1875, was not complete, but it was believed to be reliable and, with few exceptions, authoritative. The counties of Lincoln and Socorro made no reports and Dona Ana and Santa Ana made only partial reports. In the remaining part of the territory, there were 138 public schools with 5151 pupils enrolled, and employed 147 teachers. The average length of the school term was six and six-tenths months. The total amount paid to teachers' salaries was \$15,432, or an average of \$16.58 per month for each teacher. In comparison with the 1874 report, there was a slight increase in all the items except in teachers' salaries, which were much lower. Considering the increase in population of the territory the small increase in schools was negligible.²⁰

¹⁹ Loc. cit.

²⁰ Ibid., pp. 500-501.

amount of school funds, and a part of that was used illegally. The attempt to establish schools in every community caused the school term to be short and the pay of teachers small. The result was inefficient teachers. In other states of the United States people earnestly furnished their public school funds and gave their services to worthy causes, but in New Mexico the school board members and secretaries expected to be paid for their services.¹⁹

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¹⁹ Id., cit.

²⁰ Id., pp. 500-501.

TABLE III

PUBLIC SCHOOL STATISTICS 1875

	Number of Public Schools	Number of Children in Attendance	Number of Teachers	Average Wages per Month for Teachers	Number of Months School Taught	Language taught—Spanish or English	Male Teachers	Female Teachers	Schools for Boys	Schools for Girls	Mixed Schools	Religious Schools Receiving Public Funds	School House owned or Rented	Value of School House if Owned	School Fund from all Sources	Disbursed for Teachers Wages	For Rent and School Books	For Other Purposes
Bernalillo	16	765	18	22.22	5.6	1 E & Span 15 Span	18	0	16			3			5,654.03	1,513.00		214.85
Colfax	7	147	7	40.00	4	7 Eng.	5	2			7				1,410.93	541.36		
Doña Ana	7		7				7				7	1	1	500	1,598.29	1,500.00		81.00
Grant	3	95	3	40.00	3.7	2 E & Sp 1 Sp	2	1			3				1,163.68	460.15	123	
Lincoln																		
Mora	16	651	17	19.18	6	15 E & Sp 1 Sp	13	4	10	4	2	2			1,623.71	1,445.00	81.00	
Rio Arriba	17	270	17	16.30	3	4 E & Sp 13 Sp	17		15		2				1,176.00	825.00	76.00	132.70
Santa Ana	3		3			3 Sp	3		3									
Santa Fe	12	678	14	26.18	10	3 E & Sp 9 Sp	10	4	5	1	6	2	1	2,500	4,500.00	3,665.95	833.98	502.29
San Miguel	24	1100	27	25.00	10	6 E & Sp 18 Sp	24	3	16	2	6		3	1,975	5,099.62	3,255.75	601.96	98.26
Socorro																		
Taos	16	688	17	20.00	4	7 E & Sp 9 Sp	17		16			2			1,366.10	1,094.00	85.00	140.10
Valencia	17	757	17	16.93	4	17 Sp	16	1	16	1					1,881.10	1,131.79		488.69
Totals						7 E; 38 E & Sp; 86 Sp	132	15	97	8	33	10	5	4,975	25,473.46	15,432.00	1,800.94	1,657.89
1875	138	5151	147		6.6													
1874	116	4694	129		5.8	14 E; 30 E & Sp; 69 Sp							4	4,300	27,110.99			

The above statistics were taken from the Report of the Commissioner of Education, 1875.

STATISTICAL STATEMENT

Year	1901	1902	1903	1904	1905	1906	1907	1908	1909	1910	1911	1912	1913	1914	1915	1916	1917	1918	1919	1920	1921	1922	1923	1924	1925	1926	1927	1928	1929	1930	Total
Population	1000	1100	1200	1300	1400	1500	1600	1700	1800	1900	2000	2100	2200	2300	2400	2500	2600	2700	2800	2900	3000	3100	3200	3300	3400	3500	3600	3700	3800	3900	4000
...																															

The above statistics were prepared by the Registrar General, India.



REGISTRAR GENERAL, INDIA

Secular or sectarian schools. Speaking of the public schools and the authorities over them, Secretary Ritch stated:

. . . Not unfrequently they leave them under the control of boards composed in part or in whole of priests, altho under the requirements of law these are ineligible. The tendency of this priestly influence has been to gradually bring the public schools and the school fund, paid by persons of every shade of religious belief and of no religious belief, beneath the direction of a particular church. Thus in a majority of the counties today, the school books and the church catechism published by the Jesuits, and generally in Spanish, constitute the text books in use in the public schools; and, as announced by a newspaper friendly to the order, if not of it, "these are now being used in almost all the schools of New Mexico. . ." ²¹

In at least five of the counties of New Mexico, the public schools had been placed in direct charge of some religious order. Ten schools were known to be under religious control and paid for out of public funds in 1875. ²²

The tendency toward the control of education by the churches caused a number of newspapers to become engaged in a controversy as to whether the public schools of New Mexico should be secular or sectarian. The Weekly New Mexican in Santa Fe favored a system of secular education free from all sectarian and ecclesiastical control. The Albuquerque Review favored a system of public schools that would be under sectarian control, permitting each

²¹ Loc. cit.

²² Ibid., pp. 500-509.

Results of the Survey of Public Schools

The following table shows the results of the survey of public schools in the State of Ohio for the year 1907-8. The table is arranged in columns showing the number of schools, the number of pupils, and the number of teachers in each of the following categories: (1) Total, (2) Male, (3) Female, (4) Total, (5) Male, (6) Female, (7) Total, (8) Male, (9) Female, (10) Total, (11) Male, (12) Female.

The following table shows the results of the survey of public schools in the State of Ohio for the year 1907-8. The table is arranged in columns showing the number of schools, the number of pupils, and the number of teachers in each of the following categories: (1) Total, (2) Male, (3) Female, (4) Total, (5) Male, (6) Female, (7) Total, (8) Male, (9) Female, (10) Total, (11) Male, (12) Female.

The following table shows the results of the survey of public schools in the State of Ohio for the year 1907-8. The table is arranged in columns showing the number of schools, the number of pupils, and the number of teachers in each of the following categories: (1) Total, (2) Male, (3) Female, (4) Total, (5) Male, (6) Female, (7) Total, (8) Male, (9) Female, (10) Total, (11) Male, (12) Female.

1907-8
Ohio State Department of Education
Columbus, Ohio

1907-8

denomination to have charge of a number of schools in proportion to its numerical strength. It favored the adoption of the Jesuit school books as text books for the public schools. The other newspapers of the state were divided on the question.²³ The New Mexican suggested that New Mexico take the advice of Colorado and establish a system of schools free from any church control. It issued the following warning:

Allow no narrow minded, bigoted or sectarian influence from whatever source or in whatever form it may offer; to come into your public school system. If allowed to gain a foothold it will only be to embarrass, retard, or throttle, free and liberal education, free people and free government, and to put off the day of upward and onward material prosperity.²⁴

The subject of secular or sectarian schools had become such an important issue among the people of New Mexico that the speakers of both the Protestant and Catholic churches in Santa Fe used this as their subjects for talks on Thanksgiving Day. One prominent speaker contended that:

The schools should be so constituted that all men of all creeds should send their children without any fear of propagandism. They must not be called religious in the just sense of that word. After the manner and speech of men the common school must not be regarded as a religious institution. It

²³ A news article in the St. Louis Republican reprinted in the Weekly New Mexican, January 12, 1875.

²⁴ Editorial in the Weekly New Mexican, March 2, 1875.

demanded to have more of a say in the
provision of the health service. The
adoption of the health council form in 1974 was
politically. The other members of the
divided on the question. The health council
that had been set up in 1974 of 1974 was
a system of regional health authorities
based on the following principles:

1. All health services should be provided
through a single authority for each region
and should be financed by a single authority
it should be able to raise its own funds
through rates, taxes, and other means
and should be able to raise its own funds
and should be able to raise its own funds
and should be able to raise its own funds

The number of health authorities should be
based on a number of factors and should be
based on the number of health authorities
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The council should be able to raise its own funds
and should be able to raise its own funds
and should be able to raise its own funds
and should be able to raise its own funds
and should be able to raise its own funds
and should be able to raise its own funds
and should be able to raise its own funds

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is secular; it must be kept secular and defended against anything that will make it other than secular. Only on that ground can you have national schools. . . . It is not fair that our substantial Catholic fellow-citizens should be compelled to send their children to schools where the Bible is read, when they do not believe that the Protestant version is the faithful version of God's will. (applause). It is not right that they should read their Douai Bible in the common schools and to compel us to hear them. . . . The spirit of the common schools is not to circulate religious culture and the school is not godless on that account. The common school system does not take away from the young citizen the religious elements. It merely says that that must be performed elsewhere. . . .²⁵

The following is a part of a speech made by a Catholic:

The good sense of the founders of the American Republic established religious freedom equally as a source of strength in national affairs and every succeeding year confirms the wisdom of their action. . . . If this is a free country it must be equally so to Catholic and Protestant, Jew and Gentile. We will have no prescription on account of religious belief. Every man before the law must be judged by his conduct; not by his creed.

The Catholic Church is most in favor of public and free schools where every parent will direct the freedom of religion for his child and yet the cry goes around that Catholicity denounces free education. These are errors of prejudice which the moment they are investigated, are dissipated into mist.²⁶

Secretary of the Territory, W. G. Ritch, failed to make a report of the educational conditions in New Mexico for the year 1876, but he wrote a letter to the Commissioner

²⁵ A part of a Thanksgiving Day speech printed in the Weekly New Mexican, December 14, 1875.

²⁶ Loc. cit.

The Secretary of the Board of Directors
of the [Company Name] has the honor
to acknowledge the receipt of your
letter of the [Date] and to inform
you that the same has been forwarded
to the [Department Name] for their
consideration. The results of their
action will be communicated to you
as soon as possible.

Very respectfully,
[Signature]

The Board of Directors of the [Company Name]
has the honor to inform you that
the [Department Name] has advised
that the [Request] has been approved
and that the [Action] will be taken
as soon as possible.

Very respectfully,
[Signature]

The [Department Name] has the honor
to inform you that the [Request]
has been approved and that the
[Action] will be taken as soon
as possible.

Very respectfully,
[Signature]

The [Department Name] has the honor
to inform you that the [Request]
has been approved and that the
[Action] will be taken as soon
as possible.

of Education, stating:

In San Miguel County, as reported to me by a former member of the school board, in consequence of the interference of priests, the public schools generally have been discontinued. The absence of books, especially uniform books, and competent teachers are among the greatest obstacles to anything like satisfactory schools. . . .²⁷

This criticism of the churches taking control of the public schools was answered in the following way by Reverend A. J. Semmes, Pio Nono College, Macon, Georgia:

Notwithstanding the statement of Mr. Ritch in the Report of the Commissioner of Education for 1876, in reference to what he styles "the interference of the priests" in the county of San Miguel, in consequence of which the "public" schools were discontinued, from his own report and from the facts I have submitted as to private education, the educational status of the Territory of New Mexico is as advanced as could be reasonably expected. . . . We are living under the Constitution and laws of the United States, which protect all professions in their right to a use of free speech, press, and pulpit in the expression of their opinions; . . . that Roman Catholic clergymen have the same right as any other citizens to advertise and popularize the pulpit, press, or speak, their ideas of what constitutes education; . . . the officers of free educational institutions may use all legitimate means to increase the number of their scholars: and should this free competition result in the discontinuance of any public school, then it cannot be remedied.²⁸

This fight over secular education became a big problem for the Territorial Assembly to contend with when

²⁷ W. G. Ritch, "A letter to the Commissioner of Education," Report of the Secretary of the Interior, 1876-1877. p. 456.

²⁸ Reverend J. A. Semmes, "Letter to the Commissioner of Education," Report of the Commissioner of Education, 1877. pp. 289-290.

In the light of the above, it is suggested that the following provisions should be included in the Bill to give effect to the recommendations of the Committee in this regard:

This objective should be achieved by the following provisions:

The first provision should be that the Government shall have the right to require any person who holds a post in the public service to disclose to the Government any interest which he has in any company or business which is engaged in the production, supply, distribution, or export of goods or services which are essential to the public health, safety, or interest. This provision should be subject to such exceptions as may be specified in the regulations made by the Government under this power.

This Bill will be a useful contribution to the progress of the Government.

1957
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138
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a school law was introduced in December, 1875.

The school bill of 1875-76. Many questions concerning school conditions were before the twenty-second Legislative Assembly as they assembled in December, 1875. The limited public school fund had been used for paying school officers and for local incidentals as fuel, rent, apparatus, and for furniture. Some of the journals of the territory were demanding a repeal of the laws that permitted expenditure of the school funds for these items and to use it only to pay teachers' salaries. There was a need of authority to organize school districts where the people of these districts could assess themselves and collect taxes sufficient to build school houses and operate a school a reasonable period during the year. There was a need of a central school board made up of men of "Character, of liberal ideas and experience," to govern the schools. Most of all, a good liberal public school law needed to be passed.²⁹

In making recommendations to the Territorial Assembly, Governor Axtell said that it should be a misdemeanor, punishable by fine or imprisonment, for any man to divert one dollar of the public school fund to denominational or

²⁹ Editorial in the Weekly New Mexican, December 14, 1875.

a subject that has been a matter of debate for some time.

The General

During the past few years, there has been a general feeling of dissatisfaction with the way in which the Government has been conducted. This feeling has been expressed in many ways, and has led to a number of important changes in the Government.

The first of these changes has been the introduction of a new system of taxation. This system has been designed to be more equitable and to provide a more stable source of revenue for the Government.

The second change has been the reorganization of the Executive Department. This reorganization has been designed to make the Government more efficient and to ensure that the various departments are working in a more harmonious and coordinated manner.

The third change has been the introduction of a new system of public administration. This system has been designed to be more responsive to the needs of the people and to provide a more effective means of carrying out the Government's policies.

The fourth change has been the introduction of a new system of public education. This system has been designed to provide a more comprehensive and more equitable education for all the people.

The fifth change has been the introduction of a new system of public health and safety. This system has been designed to provide a more effective means of protecting the health and safety of the people.

The sixth change has been the introduction of a new system of public housing. This system has been designed to provide a more adequate and more affordable housing for all the people.

The seventh change has been the introduction of a new system of public transportation. This system has been designed to provide a more efficient and more convenient means of transportation for all the people.

The eighth change has been the introduction of a new system of public utilities. This system has been designed to provide a more efficient and more reliable means of providing public utilities for all the people.

The ninth change has been the introduction of a new system of public works. This system has been designed to provide a more effective means of carrying out public works projects for all the people.

The tenth change has been the introduction of a new system of public defense. This system has been designed to provide a more effective means of protecting the country from external threats.

sectarian schools. If the territorial legislature would not protect this fund the United States Congress would be called upon to protect it. He suggested that the fund be used only to pay teachers' salaries, in order to be able to secure more competent teachers.

Since the school report of 1875 showed that there were ninety-seven public schools for boys, eight for girls, and thirty-three for both; Governor Axtell recommended that the girls be given an equal opportunity with their brothers, because, "Intelligence is the strongest safeguard to virtue. If only one sex can have the advantage of the common school, let it be the females." He said also that women were best qualified to teach young children and, wherever it was possible to do so, they should be employed with pay equal with that of men for the same work.³⁰

"A bill for the better organization and promotion of the Public Schools," was carefully drawn and approved by the best educators of the territory. It also received the approval of the governor, secretary, and attorney general. Senator Armijo, from Dona Ana county, introduced it into the council about December 21, 1875.

The bill provided for the organization of independent school districts with power to raise money for schools

³⁰ Report of the Commissioner of Education, 1875,
pp. 500-509.

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where the population would warrant. It abolished pay to school officials, and school funds could be spent only for salaries for qualified teachers. The bill also required that teachers be examined and that they hold certificates before they could draw their wages. It provided for a board of commissioners of education to be composed of the governor, the attorney-general, and the president of the council.³¹

Section ten of the bill included the following:

The public schools of the territory shall not be under the influence of any sect, religion, society, nor denomination whatever, nor the Bible nor any other religious book shall be used in the public schools; they shall be open to boys as well as girls.³²

Almost immediately the journals of the state that were favorable to sectarian schools, opened an attack upon the proponents of the bill. The Albuquerque Review said:

"If Mr. Armijo or who ever framed the bill, wanted to eradicate all Christian [Christian] principles from the minds of the rising generation and to thoroughly corrupt their morals, he could not take a better plan to gain his object. . . ." "If he had done this through sycophantic motives, or what is still worse, because he was paid, in such case his conduct is inexcusable."³³

The Weekly New Mexican came to the support of the

³¹ Loc. cit.

³² Editorial in the Weekly New Mexican, December 21, 1875.

³³ Quotations from the Albuquerque Review, Weekly New Mexican, January 4, 1876.

where the population was estimated, and the school officials, and the school officials, for salaries for qualified teachers. It is also to be noted that the school officials, for a board of school directors, and the officials of the board, and the board of directors, of the school.

The school officials of the school, and the school officials, and the school officials, for salaries for qualified teachers. It is also to be noted that the school officials, for a board of school directors, and the officials of the board, and the board of directors, of the school.

The school officials, and the school officials, for salaries for qualified teachers. It is also to be noted that the school officials, for a board of school directors, and the officials of the board, and the board of directors, of the school.

bill with many other smaller journals. It quoted the Review as saying that ninety-nine out of a hundred of the children in the territory were Roman Catholics. The New Mexican then contradicted the statement by saying that in some communities nine out of every ten children were Protestant. It pleaded for the rights of the minority that paid tax, that their rights as citizens be protected.³⁴

The educational bill passed the Council by a vote of nine to four, but when it reached the House it met strong opposition. The Committee on Education recommended that section ten, which concerned non-sectarian schools, be struck out. This was accepted, but when the bill came up for the final vote, the House defeated it by a vote of fourteen against and ten for.³⁵ Again, New Mexico had to wait for more favorable conditions to establish common schools for all.

Legislative acts for education between 1876 and 1884. After the defeat of the educational bill in January, 1876, very little interest was shown toward the establishment of public schools again before 1884. The school

³⁴ Editorial in the Weekly New Mexican, January 4, 1876.

³⁵ News item in the Weekly New Mexican, January 18, 1876.

will with my other work, I shall be glad to
bring an account of the progress of the
the objects of the Society's operations, and
has noticed that several of the members of the
that in some instances the same has been
was intended to be used as a means of
every day, and that the same has been
consequently, the objects of the Society
of this kind, and that the same has been
around operations, and that the same has been
that each of them, which however, has been
be done, and that the same has been
for the purpose, and that the same has been
of persons engaged in the same, and that
and to will however, however, however, however
common sense, of all.

It is the duty of every man to
and to be a good citizen, and to
and to be a good citizen, and to
and to be a good citizen, and to

THE UNIVERSITY OF CHICAGO
CHICAGO, ILL. U.S.A.

reports by the secretaries or governors of the territory were completely discontinued or gave only a meager amount of information. The school laws that were passed during this period were only for special functions and not a general school law was passed.

Fines for the violation of several laws were set aside for schools in 1876. Fines from ten to one hundred dollars for selling or giving fermented liquors to minors or Indians, were credited to the school funds. Any one violating the Sunday law by engaging in horse racing, cock fighting, dancing, selling merchandise, or working unless it was necessary, could be fined from ten to one hundred dollars and one half of this went to the support of schools. Marriages celebrated between relatives, such as a parent and a child, a grandparent and a grandchild, a half brother and a half sister, a brother and a sister, an uncle and a niece, an aunt and a nephew, and between first cousins, were forbidden. Violators of this act could be fined not less than fifty dollars, and the proceeds of the fines collected would go to the school fund. To bury the dead in a church used for worship or to hinder the use of a stream or spring of water to travelers, was a violation of the law and fines collected for this violation were given to the school fund.³⁶

³⁶ C. E. Hodgin, The Early School Laws of New Mexico, pp. 30-34.

reports by the authorities of the Department of Education. The school laws that were passed during this period were only for special conditions and not a general school law was passed.

Reason for the violation of several laws were set aside for schools in 1975. From that time to the present, the school laws were violated in the following manner: or instance, were violated to the school laws. Any one violating the school law by engaging in these acts, such as fighting, drinking, selling merchandise, or smoking, unless it was necessary, could be fined from ten to one hundred dollars and one half of this sum to the school of schools. Penalties collected between relatives, such as a parent and a child, a grandparent and a grandchild, a half brother and a half sister, a brother and a sister, an uncle and a niece, an aunt and a nephew, and between first cousins, were prohibited. Violations of this act could be fined not less than fifty dollars, and the proceeds of the fines collected would go to the school fund. To bury the head in a coffin and for violation to hinder the use of a school or part of it may be done, was a violation of the law and fines collected for this violation were given to the school fund.

Another act was passed in 1878 incorporating the Jesuit Fathers of New Mexico into the "Association of the Jesuit Fathers." The purpose of the corporation was to establish institutions of learning for the education and development of the youth. They were permitted to establish these institutions at any place that they chose within the territory. They were permitted to possess all kinds of property, and were exempt from taxation.³⁷

The above act was extended by an act of the legislature in 1880 to permit any five or more persons, citizens of the United States and New Mexico, to form a corporation for the establishment of colleges, academies, seminaries, or other institutions for education, charity, or scientific purposes. They were allowed to acquire real estate and were exempt from taxation if within the amount permitted by law.³⁸

An act was passed in 1882 that permitted the citizens of one or more precincts to establish separate school districts in all the counties of the territory except Taos, San Miguel, Mora, Rio Arriba, and Bernalillo. If in the proposed district, one-fifth of the tax-paying citizens

³⁷ New Mexico. Laws, statutes, etc. Session laws, 1878, Chapter XXII, sections 1-7.

³⁸ New Mexico. Laws, statutes, etc. Session laws, twenty-fourth session, 1880. Chapter II, section 1.

petitioned, an election would be held, and if the majority voted in favor, the proposed district would become a separate and new school district. A board of three trustees had the control and management of the public schools within their respective districts. They had charge of the school taxes collected in their district and could spend it only for the purpose of education. The board was required to make an annual report of all school conditions and affairs to the county board of supervisors and directors.³⁹

Public schools in 1880 and 1882. A report published by the Commissioner of Education in 1881 of the conditions during the session 1879-80 indicated that between 1875 and 1880 there was little change in the general level of public education. There were 162 public schools with an enrollment of 4,755 pupils, employing 164 teachers. The average school term was five and six-tenths months and \$30.67 was the average monthly pay of teachers. The receipts for schools that year was \$32,171. The number of public school houses increased from five to forty-six over the five year period and the value of school property owned increased

³⁹ New Mexico. Laws, Statutes, etc. Session laws, twenty-fifth session, 1882. Chapter XXXIX, sections 1-8.

petition, an elected body of six, was to be
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within three months of the year. The
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is only for the purpose of showing
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Form 38

Public Schools in 1897 and 1898
by the Board of Education of the
district who were in 1897 and 1898
1898 this was the first time in the
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schools were 1,112 pupils, and in 1898
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by the Board of Education of the
district who were in 1897 and 1898

from \$4,975 to \$13,500.⁴⁰

Most of the church schools that had been established during the earlier part of the American period continued to operate in New Mexico. With the coming of the railroads, the New West Educational Commission founded the Santa Fe Academy on July 4, 1878. In 1881, the Educational Association of New Mexico was formed to continue and enlarge the academy. The same year the University of New Mexico, at Santa Fe, was incorporated.

The Commissioner of Education in 1882 reported that the people of the territory were still divided over the old sectarian question and the schools had made no progress. In 1883 Governor Sheldon said:

. . . In my judgement, under the present system and management the money paid by the people for schools is in large part practically thrown away. . . .⁴¹

The census of 1880 showed that the greatest percentage of illiteracy that existed within the United States was in New Mexico. At this, the darkest hour, there was beginning to arise a small hope that the general sentiment was beginning to change more favorably toward education.⁴²

⁴⁰ Report of the Commissioner of Education, 1881. pp. 299-300.

⁴¹ Lionel A. Sheldon, Report of the Governor of New Mexico to the Secretary of the Interior, 1883. p. 6.

⁴² Loc. cit.

Summary. The general school law of 1872 provided for the administration of the schools by a board of supervisors and directors of public schools for each county. The territorial superintendent's position was still legal and was continued with the territorial librarian in 1874. There is no record where any one occupied this position, except that the secretary of the territory acted in this capacity at times.

According to the law of 1872, the schools were to be financed by twenty-five per cent of the tax collected on general property and one dollar poll tax on all male citizens over twenty-one years of age. This was changed in 1874 to one-fourth of one per cent tax on general property. The poll tax was continued. Two years later fines collected for the violation of many laws were given to the school funds.

From 1870 to 1875 there was a noticeable increase in the number of public schools. Then a controversy arose between the people of the territory over secular and sectarian public schools which helped to defeat a more practicable school law in 1876 than had been before the legislature. After this, interest in education decreased and only minor attempts were made for the improvement of the school system before 1884, at the time when another general school law went into effect.

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CHAPTER V

THE ESTABLISHMENT OF THE COMMON SCHOOL SYSTEM 1884 TO 1900

When the railroads entered New Mexico, rapid progress was made in the development of the natural resources. This influenced large number of Americans who were accustomed to the use of common schools in educating their children to come to the territory. They helped to change public opinion more favorably to public schools. Under the school laws of 1884 and 1891 rapid progress was made in founding common schools. By 1900 public education was firmly established in New Mexico.

ECONOMIC AND SOCIAL CHANGES

The changing population. The Territory of New Mexico was different from most other territories that were added to the United States. There were three distinct civilizations trying to merge into one: the Spanish or Mexican, the Indian, and the American.

The greater part of the population at the beginning of the American period was of the Spanish or Mexican element. Under the Mexican Government, their social and intellectual development had been much neglected. Self-preservation was their first thought. They spent their

CHAPTER V

THE ESTABLISHMENT OF THE STATE OF TEXAS

1836-1845

When the territory was first settled, the main reason for its establishment was the desire of the people to have a government of their own. This led to the formation of the State of Texas in 1845. The territory was first settled by immigrants from the United States and Mexico. The people of the territory were dissatisfied with the Mexican government and desired to join the United States. The United States government agreed to annex the territory in 1845. The State of Texas was established on September 30, 1845.

THE TERRITORY OF TEXAS

The territory of Texas was first settled by immigrants from the United States and Mexico. The people of the territory were dissatisfied with the Mexican government and desired to join the United States. The United States government agreed to annex the territory in 1845. The State of Texas was established on September 30, 1845. The territory was first settled by immigrants from the United States and Mexico. The people of the territory were dissatisfied with the Mexican government and desired to join the United States. The United States government agreed to annex the territory in 1845. The State of Texas was established on September 30, 1845.

time trying to take from nature the bare necessities of life and protecting themselves from the hostile Indians. They spoke the Spanish language, and knew only the customs of their forefathers. "For centuries they have regarded obedience to the civil law as subordinate to the canonical law, administered by the priesthood."¹

They had settled in small villages along the streams of water, where they could grow their small crops of beans, melons and corn. From these villages, they would send their small flocks of sheep and goats to graze on the surrounding mesas and hills. Seldom would the inhabitants of many of these villages see an American or hear a word of English spoken. Living under these conditions, many generations would be required for a people to adopt the simplest customs and learn enough about the laws of a new government to make good citizens.)

The Indians could be referred to in the two groups; the Pueblos, and the wild tribes. The Pueblo Indians were peaceful and, almost from the beginning of the American period, were willing to accept the regulations of the Government. Two of the four tribes of nomad Indians, the Apaches and the Navajos, continued to give trouble until after the Civil War, when the United States Government

¹ W. G. Ritch, "Report to the Commissioner of Education," Report of the Commissioner of Education, 1875. pp. 500-509.

put them on reservations. Since then, their depredations have ceased and their educational program has been carried on by the Government.

The American element that first came to New Mexico consisted largely of people who were adventurers, trappers, traders or soldiers. People of this type were usually only temporary residents. They intended to come to New Mexico and accumulate some wealth, then return to the eastern states to make their homes and rear and educate their families. Among this early group of immigrants was a group of outlaws that kept the law forces of New Mexico busy trying to keep order. This situation was unfavorable to the establishment of better social conditions.

By 1870 there had been little change in the status of the population. In a total population of 91,874 there were 86,254 Spanish or Mexicans. Between 1870 and 1890 the population increased from 91,874 to 153,593, with only a small increase among the Spanish speaking people.² The larger part of the increase was due to the influx of Americans.

The principal cause of this increase in immigrants into New Mexico was the completion of the railroad into the territory in 1878. This new population came to make

² Report of the Commissioner of Education, 1870.
pp. 326-327.

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homes. They began the development of mining, agriculture, and cattle raising. The climate influenced health seekers to come, who remained after they had regained their health. The mining boom between 1879 and 1890 brought more capital and population from the outside. The high prices for cattle and a means to market them caused a cattle boom in New Mexico about 1885. These changing conditions caused many people to come to New Mexico to live, rear their families, and to educate their children.

Obstacles in the way of education. Many obstacles remained in the way of developing public schools. Poverty among the masses caused all members of the families to have to work in order to have the bare necessities on which to live. Long distances between sparsely settled areas and mountainous regions with dry plains between made communication and travel slow and hazardous. This made it difficult to place a school within reach of all the children. Religious differences helped to cause the establishment of a system of public schools to be delayed for several years.

Some of the greatest obstacles in the way of developing a public school system were pointed out by Mr. T. B. Mills in the following:

The introduction and establishment of a system of public education for the children of New Mexico has been rather a slow and difficult process. There have

been and still are yet many causes which have retarded free public schools. Among these may be mentioned the sparseness of population in grazing districts, where often the residence of one family is miles distant from any other, but the principal causes are, deep-rooted prejudice of an influential part of the population against the system of education and lack of training and understanding of its practical working by the people themselves and the district officers chosen to carry out the provisions of the laws. The best public school laws in the world (which we have not) would be found inefficient and unsatisfactory when applied to a population unaccustomed to such a system. The successful execution of school laws depends so largely upon the people themselves, upon minor precinct officers, that the latter are very liable to misapprehend their duties and the scope of their powers and privileges unless they have had previous training and experience. Their acts of commission and omission may all be well intended, but they often fail to put schools in practical operation. It takes time. The children are not the only ones to be taught; the voting and governing population outside of the school room have to learn the requirements of the law and the manner to enforce it to secure the best results. It takes a population educated under a public-school system to successfully enforce and administer public school laws.³

In spite of these obstacles, and in view of the fact that the United States Congress did not see fit to grant financial aid to the territory for public education, New Mexico was destined to have a system of public schools. Among her population were people that had a determination that their children should not grow up in ignorance, even though it meant a great sacrifice to them.

³ T. B. Mills, "United States Treasury Expert Report to the Bureau of Statistics," Report of the Commissioner of Education, 1888-1889. pp. 733-734.

Organizations founded to influence education. In 1859 the Historical Society of New Mexico was organized, but it suspended operations during the Civil War. On December 27, 1880, it was reorganized and incorporated. Among the more important early leaders of this organization were W. G. Ritch and L. B. Prince.⁴ The leaders in this society were also leaders for public schools.

The Educational Association of New Mexico was organized in Santa Fe in 1881. The primary object in establishing this organization was to provide an educational institution, especially for Santa Fe, wherein all classes could send their children without violence to their conscience. It was incorporated with forty-four members who were friends of education.⁵ Since the organization was only for Santa Fe, it failed to exert much influence over the whole of the territory and did not continue for a long period.

The New Mexico Educational Association was organized in 1886. There has been some doubt as to just how this association came to be organized, but C. E. Hodgin, in a letter to Dean John H. Vaughan, December 17, 1919, said:

⁴ L. Bradford Prince, A Concise History of New Mexico, p. 203.

⁵ News item in Santa Fe Daily New Mexican, June 17, 1881.

organization existing in the same district. In 1880 the Historical Society of New Jersey was organized, but its original operations were not very active. In 1885, it was reorganized and incorporated. Among the more prominent early leaders of this organization were A. O. Alden and J. P. Vincent. The leaders in this society were also leaders for public schools.

The Educational Association of New Jersey was organized in 1881. The primary object in establishing this organization was to provide an annual annual meeting, especially for the purpose of discussing their common interests. It was incorporated with forty-five members who were interested in education. Since the organization was only for public schools, it failed to exert much influence over the state of the territory and did not continue for a long period.

The New Jersey Historical Association was organized in 1885. There has been some doubt as to just how the association came to be organized, but it is believed in a letter to have been from H. Vincent, December 11, 1885.

1. Professor Vincent, A General History of New Jersey, p. 202.
 2. How far in time to date for historical, New Jersey, 1881.

Col. Berger now of Belen was a lawyer in Santa Fe that year and was very active in starting the association at the first meeting. He says that he had proposed such an association to Pro. Whipple before the original meeting of the three of us. However that may be, so far as I know, our little meeting was the first effort at organization.⁶

A news item dated December 8, 1886, referred to a meeting of several gentlemen and ladies that were connected with the educational interests in Santa Fe and held in W. M. Berger's office. Considering views and suggestions made by leaders in education in different parts of the territory, they thought that the time had arrived when an educational association should be formed. As a preliminary measure thereto, the following preamble and resolutions were adopted:

Whereas--We acknowledge in the foundations of all civil governments and associations one of the chief corner stones should be popular and free education to all mankind, and

Whereas--The advancement of educational interests in any state or community can best be accomplished through regularly organized efforts, whose only and sole aim shall be to advise, council and direct the best modes and methods whereby the advantages, privileges and opportunities which are attainable may be utilized and directed for the general good of all concerned, therefore, be it

Resolved--That a convention to be composed of all persons in the territory interested in educational

⁶ C. E. Hodgin, Letter to Dean John H. Vaughan, December 17, 1919. Unpublished. (Loaned to writer by Edward Vaughan, son of Dean Vaughan, and in writer's possession at the present time.)

matters be convened at the city of Santa Fe on Tuesday, December 28, and continue until the 30th inst., for the purpose of organizing as suggested a territorial association.⁷

A program was also arranged for the initial meeting of the association.

The first meeting of the association met in the Presbyterian church at Santa Fe, in the afternoon of December 28, 1886, as had been scheduled. More educators attended than had been expected. They effected an organization with Professor R. W. D. Bryan, of the Albuquerque Indian school, as president. Professor E. Whipple was chosen vice-president; E. L. Cole, secretary; and Miss Carothers, treasurer.⁸ After observing the interest shown and the successful program that was given, there was no doubt as to the success of the organization.

The Territorial Educational Association met at Las Vegas on December 28, 1887. Santa Fe county had the largest representation.⁹ The association met in Albuquerque on December 29, 1890,¹⁰ and in Santa Fe on

⁷ News item in the Santa Fe Daily New Mexican, December 8, 1886.

⁸ Ibid., December 29, 1886.

⁹ Ibid., December 29, 1887.

¹⁰ Ibid., December 30, 1890. Because of the lack of access to the New Mexican for the years 1888 and 1889, no record of the meetings of the association were found for those years.

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December 29, 1891.¹¹ Since that time the association has made great progress and has been a vital influence on the educational development in New Mexico.

EDUCATIONAL PROGRESS BETWEEN 1884 AND 1891

By 1884, the general attitude toward public education in New Mexico was changing for the better. The influence of those people that had come into New Mexico from the states where public schools had been established, was beginning to help mold favorable public opinion. The masses were becoming more acquainted with public school laws and the advantage of public schools.

The law of 1884. The school law of 1884 remained in effect with the exception of a few changes, until 1891. According to the law a county superintendent should be appointed by the county commissioners of each county to serve until the next general election when the people had the right to elect the superintendent. His salary was fixed at five dollars per day for each day that he was actually and necessarily employed at his duties; provided he did not receive pay for more than five days for each school in his respective county. His duties were to visit each school in the county at least once each year; apportion

¹¹ Ibid., December 30, 1891.

the county school funds the third Mondays in June and December to the districts in proportion to the number of children between five and twenty years of age, provided the districts had had school taught at least three months during the year; and to make an annual school report, consisting of the number of pupils enrolled, number of common schools in the county, branches taught, and the number of private and select schools in the county. The superintendent was required to maintain in his residence an office in which to keep all the school records.¹²

Each voting precinct constituted a school district in which one or more schools were to be taught. A new district could be formed by the county superintendent if petitioned by ten men who were heads of families, provided there were twenty children between five and twenty years of age in both the old and new districts. Each district constituted a body corporate and could sue or be sued.¹³

In each school district, on general election day, * the legal voters elected three directors to direct the schools. Their duties were to provide school houses, fuel, and to pay teachers. The assessor of each county was empowered to levy a tax not to exceed three mills on

¹² New Mexico. Laws, Statutes, etc. Session Laws, 1884, Chapter LIII, sections 1-7.

¹³ Ibid., sections 10-13.

The first thing I noticed when I stepped out of the car was the heat. It was a sticky, oppressive heat that seemed to wrap around me like a heavy blanket. I had never experienced anything like this before. The sun was high in the sky, and the air shimmered with heat. I took a deep breath, trying to get used to the environment. The ground beneath my feet was scorching hot, and I could feel the heat radiating up towards me. I looked around, trying to get my bearings. The landscape was flat and open, with a few scattered trees in the distance. The sky was a pale, hazy blue, and the overall atmosphere was one of intense heat and humidity. I had no idea where I was, but I knew I was in a very different world from the one I had just left behind. The heat was a constant presence, a reminder that I was in a new and unfamiliar place. I had to find a way to survive here, to find a way to make a life for myself in this harsh and unforgiving environment. The heat was a challenge, but it was also a test of my resilience. I had to push through it, to find a way to endure. I had to find a way to survive.

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each dollar of evaluated property. This tax when collected was used to pay the school expenses. The directors also had the authority to adopt text books in English, Spanish, or both, and when adopted, a text book could not be changed for a period of five years. They had the power to examine or cause to be examined each applicant to teach and if found qualified, to issue a certificate of qualification, a copy of which was to be sent to the county superintendent.¹⁴

In each school the authorities were required to have taught the subjects: "Orthography, reading, writing, arithmetic, geography, grammar, and history of the United States, in either English or Spanish or both as the directors may determine."¹⁵ The last section of the law provided:

All laws and parts of laws for levying and collecting taxes for school purposes and all laws and parts of laws relating to public schools in the Territory of New Mexico or the expenditure of moneys for schools are hereby repealed, and this act shall take effect and be in force from and after its passage.¹⁶

¹⁴ Report of the Commissioner of Education, 1885-1886. pp. 206-207.

¹⁵ New Mexico. Laws, Statutes, etc. Session Laws, 1884. Chapter LIII, section 10.

¹⁶ News item in the Santa Fe New Mexican, June 10, 1884.

ROCKY MOUNTAIN BORER

SYMPTOMS

When a colony of borer is established in a field, the first sign is a general wilting of the plants. This is due to the fact that the borer feeds on the roots of the plants, and the plants are unable to absorb water and nutrients. The wilting is usually first noticed in the center of the field, and then spreads to the edges. The plants are usually found to be dead or dying when the borer is first discovered. The borer is a small, white, grub-like insect, and is found in the soil around the roots of the plants. It is found in the soil in the center of the field, and is found in the soil around the roots of the plants. The borer is found in the soil in the center of the field, and is found in the soil around the roots of the plants. The borer is found in the soil in the center of the field, and is found in the soil around the roots of the plants.

All borer eggs hatch in the soil, and the young borer feeds on the roots of the plants. The borer is found in the soil in the center of the field, and is found in the soil around the roots of the plants. The borer is found in the soil in the center of the field, and is found in the soil around the roots of the plants. The borer is found in the soil in the center of the field, and is found in the soil around the roots of the plants.

Report of the Department of Agriculture, U.S. Department of Agriculture, Washington, D.C., 1900.

Improvement in public schools. The school law of 1884 proved to be the best of any that had been passed up to that time. It embodied many of the best features of the laws in force in some of the most progressive states of the Union. A growing interest in educational matters was being manifested by all the people. The Spanish speaking people especially showed a marked anxiety that their children be educated in the English language.¹⁷

The school law was imperfect in some of the essential features but it produced the best school report in 1884 that had been compiled since 1876. The report of 1884 gave the number of children of school age, five to twenty, in New Mexico as 28,138. There were 203 public schools with an enrollment of 13,125 pupils. Dona Ana county failed to report the number of public schools, and Grant and Rio Arriba counties failed to report the enrollment. San Miguel was the only county to give a complete report; all the others giving such a small amount of information that an accurate summary was impossible.¹⁸

There was still a lack of proper interpretation of the laws of the territory. In some of the counties the

¹⁷ Edmund G. Ross, Report of the Governor of New Mexico to the Secretary of the Interior, 1886. p. 11.

¹⁸ Trinidad Alarid, Territorial Auditor. "Consolidated Report of the Conditions of Schools in the Territory." Santa Fe New Mexican Review, April 1, 1885.

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salaries of the county superintendents of schools, commissioners, clerks, and county treasurers, were paid out of the school fund, while in others they were paid out of the county fund.¹⁹ Between 1884 and 1890 the school reports were very incomplete, but each year a larger number of counties made reports and each report indicated a favorable increase in all phases of public school activity. In 1887, the enrollment in nine of the fourteen counties of the territory was three times as great as the census report gave in 1880. In 1880, only four per cent of the population was enrolled in schools, while in the United States as a whole, twenty per cent was enrolled. By 1887, the enrollment in New Mexico had increased to twelve per cent.²⁰

Other attempts to get school legislation. In the Governor's message to the Council and House of Representatives in 1886, Governor Ross suggested the following methods of improvement:

1. To provide a territorial superintendent of public instruction.
2. Establish a normal school.

¹⁹ Loc. cit.

²⁰ Report of the Commissioner of Education, 1887.
p. 153.

3. Authorize the school districts to levy a proper amount of tax with restrictions.
4. That all fines of the justice of peace and a poll tax go to the school funds.
5. Change the apportionment of the county school money from June and December to August and February.
6. Apportion school moneys of county and district according to actual attendance.
7. Provide for woman suffrage in school affairs, on equal terms with manhood suffrage.²¹

The legislature failed to take the advice of the governor but did pass the following:

Section 1. The school supervisors of the various school districts in this territory are hereby empowered and required to compel the parents, guardians or other persons having the care, management, control direction or supervision of children to attend the public school, when such children do not attend some private school, or receive instruction at home at least three months in each year, and any parents or guardians who shall fail or refuse to comply with section one of this act, shall upon conviction thereof, be punished by a fine of not more than \$10 or by imprisonment in the county jail not more than ten days; that no teacher appointed by the school supervisor of each district shall enter upon the discharge of his duties as such teacher unless he is confirmed by the county superintendent of his respective county, and shall have previously obtained a certificate of said superintendent. The said school

²¹ Edmund G. Ross, "Governors Message to the Council and House of Representatives," The Council Journal, 1886-87. (Las Vegas, New Mexico: J. A. Carruth, 1887). pp. 12-13.

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The legislature failed to take the advice of the Governor but did pass the following

Section 1. The school supervisors of the various school districts in this territory are hereby authorized and required to employ the services, including or other persons having the care, management, control or supervision of children to attend the public school, when such children do not attend any private school, or receive instruction at home at least three months in each year, and any person who provides who shall fail or refuse to comply with the provisions of this act, shall upon conviction be punished by a fine of not more than \$100 or by imprisonment in the county jail not more than ten days; that no teacher employed by the school supervisor of each district shall employ any person in charge of his duties as such teacher unless he is certified by the county superintendent of the respective county, and shall have previously obtained a certificate of his qualifications. The said school

11 Edward G. Ross, "Governor's Message to the Legislature and House of Representatives," The Journal, 1907-1908, p. 12-13.

superintendent before issuing such certificate, shall examine such person who wishes to be a teacher of any district, touching his competency, as such teacher.²²

This act to compel the parents to send their children to school was in the right direction, but it failed in that it did not designate any definite age. Some interpreted it as meaning the school age, which at this time was from five to twenty years. The teachers' records, when sworn to by the teacher, were sufficient evidence to convict anyone for violation of this act. The nearest justice of the peace had jurisdiction over cases that arose under section one and any fines assessed for the violation of the act went into the school fund.²³

The Legislative Assembly of 1889 passed the following act:

That hereafter in this Territory, no person who cannot read and write sufficiently well to keep his own record in either the English or Spanish languages shall be eligible to be elected or appointed to or hold the office of justice of peace, constable, school teacher, school director, school treasurer or any other office or position of trust in which writing is required to be done or a record is required to be kept.²⁴

Mr. John H. Vaughan says that through carelessness the term "school teacher" appeared in the statute.²⁵ This

²² New Mexico. Laws, Statutes, etc. Session Laws, 1887. Chapter LXIX, section 1.

²³ Ibid., sections 2-4.

²⁴ Ibid., Session Laws, 1889. Chapter XII, section 1.

²⁵ John H. Vaughan, History and Government of New Mexico, p. 219.

term was withdrawn by the statutes of 1893. Also, according to this act, school directors were authorized to issue school bonds to pay off school debts previously incurred, but hereafter no indebtedness should be made in excess of the amount allowed by law.

The progress made in education according to the report made in 1889 was very encouraging and the people of the territory were taking a sincere interest in its development. One of the great needs was a law to provide a territorial superintendent to head the system. Another need was a method to raise more money. The public lands that had been reserved for schools were not accessible for use until statehood without a special act of Congress. Therefore, while the territory was most in need of school funds it was unable to receive any benefits whatsoever from its school lands.²⁶

Because of a misconception in the East as to the languages in which the public schools were taught, each county was asked to report the number of schools that were using English and Spanish or both. A partial report gave 143 schools teaching in the English language, 106 in the Spanish and English, and 93 in both. According to the 1873 report, there were 10 public schools teaching

²⁶ L. Bradford Prince, Report of the Governor of New Mexico to the Secretary of the Interior, 1889. pp. 16-17.

form was withdrawn by the Statute of 1885. Also, accord-
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The progress made in education according to the
 report made in 1880 was very encouraging and the people
 of the territory were taking a sincere interest in its
 development. One of the great needs was a law to provide
 a territorial superintendent to head the system. Another
 need was a method to raise more money. The public lands
 that had been reserved for schools were not sufficient
 for use until situated without a special act of Congress.
 Therefore, while the territory was in need of school
 funds it was unable to receive any benefits whatsoever
 from the school lands.²⁵

Because of a misconception in the West as to the
 languages in which the public schools were taught, each
 county was asked to report the number of schools that
 were using English and Spanish or both. A general report
 gave 143 schools teaching in the English language, 100
 in the Spanish and English, and 33 in both. According
 to the 1885 report, there were 13 public schools teaching

²⁵ L. Bradford Prince, Report of the Governor of
 New Mexico to the Secretary of the Interior, 1886, pp. 16-17.

in the English, 111 in the Spanish, and 12 in both. Even though these reports may not have been complete and absolutely accurate, they show that there was a rapid change toward the use of the English language.²⁷

The years 1884 to 1891 constitute the first period of continued progress in the development of public schools with an enrollment of 27,052 pupils and an average daily attendance of 17,018. These schools employed 354 male and 176 female teachers. From regular taxation, the schools received \$118,516, and \$8,215 from poll tax.²⁸

These rapidly changing conditions in the development of public schools was one of the influences that helped to cause the Territorial Assembly to pass the famous Common School Law of 1891.

THE ESTABLISHMENT OF THE COMMON SCHOOLS 1891-1900

The governor's message. Governor Prince went before the Legislative Assembly in 1891 with one supreme purpose. In his annual message he spoke primarily of the educational conditions and educational needs of New Mexico. He said that all good men of the territory were disappointed that the "Kistler bill" of 1889 did not pass. The lack

²⁷ Loc. cit.

²⁸ Ibid., 1890. pp. 35-38.

in the English, 111 in the Spanish, and 12 in both. Even though these reports may not have been complete and accurately accurate, they show that there was a rapid change toward the use of the English language.²⁷

The years 1884 to 1891 constitute the first period of continued progress in the development of public schools with an enrollment of 27,022 pupils and an average daily attendance of 14,018. These schools employed 324 male and 176 female teachers. From regular taxation, the schools received \$118,516, and \$8,218 from golf tax.²⁸

These rapidly changing conditions in the development of public schools was one of the influences that helped to cause the Territorial Assembly to pass the famous Common School Law of 1891.

THE ESTABLISHMENT OF THE COMMON SCHOOLS 1891-1900

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²⁷ Id., p. 23-24.

²⁸ Id., p. 23-24.

PUBLIC SCHOOL REPORT 1890

Counties	Number of Public Schools	Number of Schools Taught in English	Number of Schools Taught in Spanish	Number of Schools Taught in Both	Number of Public School Houses	Number of Male Teachers	Number of Female Teachers	Number of Pupils Enrolled	Average Daily Attendance	Income from Regular Taxation	Income from Poll Tax
Bernalillo	48	4	28	14		40	11	5,592	3,738	11,660	932
Colfax	35	17	10	8	23	13	17	1,510	979	12,898	
Doña Ana	29	21	3	5	5	15	14	627	409	5,030	350
Grant	30	29		1	14	9	31	900	450	14,672	500
Lincoln	35	24	1		27	17	11	760		13,523	1,757
Mora	57		2	55	5	35	22	3,250	1,500	4,711	191
Rio Arriba	21					18	3	1,000	650	2,940	
San Juan	17	13		4		18	9	337	231	2,223	
San Miguel	96	13	33	50	24	73	23	5,014	4,183	18,357	799
Santa Fe	26	7	4	15	5	20	9	1,071	794	7,682	733
Sierra	13	7	1	5	3	8	5	528	294	4,820	375
Socorro	50	6	26	8	15	36	17	1,741	1,115	11,499	1,333
Taos	23	3	6	14	1	32	1	1,700	1,125	2,001	480
Valencia	30		25	5	8	30	3	3,022	1,550	6,500	765
Total	508	164	139	184	130	354	176	27,052	17,018	118,516	8,215

The above report was taken from the Report of the Governor of New Mexico to the Secretary of the Interior, 1890, page 35-38.

Year	1950	1951	1952	1953	1954	1955	1956	1957	1958	1959	1960	Total
1950	10	15	20	25	30	35	40	45	50	55	60	400
1951	12	18	23	28	33	38	43	48	53	58	63	450
1952	14	20	25	30	35	40	45	50	55	60	65	500
1953	16	22	27	32	37	42	47	52	57	62	67	550
1954	18	24	29	34	39	44	49	54	59	64	69	600
1955	20	26	31	36	41	46	51	56	61	66	71	650
1956	22	28	33	38	43	48	53	58	63	68	73	700
1957	24	30	35	40	45	50	55	60	65	70	75	750
1958	26	32	37	42	47	52	57	62	67	72	77	800
1959	28	34	39	44	49	54	59	64	69	74	79	850
1960	30	36	41	46	51	56	61	66	71	76	81	900
Total	180	240	300	360	420	480	540	600	660	720	780	7200

The above figures are based on the data for the years 1950-1960.

of an educational system was doing a great injury to New Mexico. It was keeping a better class of immigration away from the territory. Also it was permitting the boys and girls to grow up without the opportunities to prepare themselves and "youth once passed never returns."²⁹ There had been several attempts to improve education but they had not been successful. "During the past year not a public school has been open for a single day in the capital county of Santa Fe."³⁰

Governor Prince suggested several points of improvement, a summary of which follows:

1. That an educational system be established so thorough that every boy and girl have a chance to secure the fundamental branches of education. That the school term be ten months in order that the child would not forget between regular sessions. Also ten months is desirable because boys must get their education while young so that they may go to work earlier. Also, good teachers could not afford to work for less than ten months in the year.

²⁹ L. Bradford Prince, "Governor's Message to the Legislative Assembly." The House Journal. 1891. Appendix, pp. ix-x.

³⁰ Loc. cit.

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...the territory...
...and this to grow up without the...
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...had not been successful...
...public school has been...
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2. That a general and a local tax be voted by the people.
3. Allow districts to raise money and levy bonds for buildings.
4. Establish an effective system of examination of teachers.
5. Better method of electing county superintendent and collecting poll taxes.
6. Choose a territorial superintendent to head the educational system.
7. Hold teachers' institutes at least one week in the year.³¹

The Law of 1891. The Governor's message, combined with a changed public sentiment toward education, had the proper effect. The Legislative Assembly of 1891 passed public school legislation that in reality put into effect a public school system in the territory. The Territorial Board of Education was created as follows:

Section 1. That the Governor, Superintendent of Public Instruction and the president of St. Michael's College of Santa Fe, the president of the University at Albuquerque and the president of the Agricultural College at Las Cruces shall be and constitute the Territorial Board of Education, and shall meet semi-annually at the office of said Superintendent on the first Mondays of June and December of each year:

³¹ Loc. cit.

- 1. That a general and a local tax be voted by the people.
- 2. Allow districts to raise money and levy taxes for buildings.
- 3. Establish an effective system of examination of teachers.
- 4. Better method of electing county superintendant and collecting mill taxes.
- 5. Choose a territorial superintendant to head the educational system.
- 6. Hold teachers' institutes at least one week in the year.

The law of 1901. The Governor's message, combined with a changed public sentiment toward education, had the proper effect. The legislative Assembly of 1901 passed public school legislation that in reality had also effected a public school system in the territory. The territorial Board of Education was created as follows:

Section 1. That the Governor, Superintendent of Public Instruction and the President of St. Michael's College of Santa Fe, the President of the University of Albuquerque and the President of the Agricultural College of Las Cruces shall be and constitute the Territorial Board of Education, and shall meet semi-annually at the city of Santa Fe on the first Monday of June and December of each year.

Provided, That the Governor may assemble the members of said board at his discretion.³²

The governor was designated as the president of the board and was required to sign each day's journal.

The office of the Territorial Superintendent was created in the following manner:

Section 3. The office of Superintendent of Public Instruction is hereby created, and the Governor shall appoint, by and with the advice and consent of the Council, a duly qualified person to fill said office, who shall hold his office for two years and until his successor is appointed and qualified. The Superintendent of Public Instruction shall receive for his salary the sum of two thousand dollars per annum [annum], payable quarterly on the warrant of the Auditor on the Territorial Treasurer, and also traveling expenses not to exceed five hundred dollars per annum; the said Superintendent of Public Instruction shall be secretary of said board and shall keep a faithful and correct record of its proceedings, and shall keep the said record open at all times for inspection; a copy of said record, certified by the secretary of the board, shall be in all cases received as evidence equal with the original.³³

Some of the more important duties of the superintendent were: to visit each county at least once each year in order to help to create a better interest for public education, to recommend text books, to prepare necessary report blanks and to send them to county superintendents, to prepare and distribute school laws, and

³² New Mexico. Laws, Statutes, etc. Session Laws, 1891. Chapter XXV, section 1.

³³ Ibid., section 3.

Provided, That the Governor may appoint the members of said board as his discretion.

The Governor was designated as the president of the

board and was required to sign each day's journal.

The office of the Territorial Superintendent was

created in the following manner:

Section 5. The office of Superintendent of Public Instruction is hereby created, and the Governor shall appoint, by and with the advice and consent of the Council, a duly qualified person to fill said office, who shall hold office for two years and until his successor is appointed and qualified. The duties of said Superintendent shall be to see that the laws relating to the common schools are faithfully executed and to report to the Governor and the Council on the 1st day of January of each year. He shall also keep a faithful and correct record of the proceedings and shall keep the said record open at all times for inspection; a copy of said record, verified by the Secretary of the board, shall be in all cases received as evidence equal with the original.

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to see that the laws are faithfully executed, and to report to the Governor and the Council on the 1st day of January of each year.

Section 6.

to prepare a report for publication by December first each year. This report was to include all the fundamental information connected with schools. His office was to be located at the seat of the government and all records and books pertaining to the schools of the territory were to be kept in this office.³⁴

In the following manner provision was made for local administration of the schools:

Section 11. That a superintendent of schools for each county shall be elected at each general election and hold his office for two years, or until his successor is elected and qualified. He shall receive from the county treasurer the sum of five dollars for every day actually and necessarily employed in his duties, not to exceed five days in each district each year; to be audited and allowed by the board of county commissioners upon statement of account verified by affidavit.³⁵

Section 19. That on the second Monday of May, 1891, the present county school superintendents of the respective counties shall cause to be posted notice in at least three public places in each school district, calling an election to be held for three school directors of said district, and the first Monday in June following; said election to be held by three property holders in said district, to be named in said notice, and after said election is held the three directors elected and qualified, and the judges of election shall certify the result to the county superintendent. On the second Monday of May of each succeeding year the directors serving at that time shall post notices of an election to be held by them on the first Monday in June by the qualified voters for three school directors, whose term shall be one year. Only legal voters, residing and paying taxes in said district, shall be qualified to vote at said election. . . .³⁶

³⁴ Ibid., sections 5-10.

³⁵ Ibid., section 11.

³⁶ Ibid., section 19.

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every day actually and necessarily engaged in the
duties, not to exceed five days in each district each
year to be settled and allowed by the board of county
commissioners upon statement of account verified by
attest.

Section 12. That on the second Monday of May, 1891,
the board of county commissioners of the ter-
ritory shall cause to be printed and distributed
at least three copies of each school district
within an election to be held for three school dis-
tricts of said territory, and the first Monday in June
following said election to be held by the board of
commissioners in said district, to be named in said notice,
and after said election is held the three directors
elected and qualified, and the board of election
shall certify the result to the county superintendent.
On the second Monday of May of each succeeding year
the directors serving in that year shall hold a meeting
of an election to be held by them on the first Monday
in June by the qualified voters for three annual
directors, whose term shall be one year, and local
voters residing and paying taxes in said district
shall be qualified to vote at said election.

24	1914 . . . sections 8-10.
32	1914 . . . section 11.
35	1914 . . . section 12.

The county superintendent was in charge of the common school interests of the county. He was required to apportion the school funds to the districts in proportion to the children in each district between the ages of five and twenty, if school had been taught in the district for three months during the year. With two other members appointed by the probate judge, the superintendent examined and granted certificates to applicants to teach. These certificates were of three grades, and the grade that was granted to an applicant was determined by a rating through an examination that was prepared by the territorial superintendent. In communities where only Spanish was spoken, the teacher was required to know both the Spanish and the English languages.³⁷

The school directors were responsible for providing school houses, fuel, and money for paying teachers' salaries; to estimate the money needed for the district and to levy a tax to cover same but not to exceed five mills for both sinking fund and current expense fund; and to take a school census.³⁸

Provisions were made for financing the public schools in the following manner:

³⁷ Ibid., sections 12-13.

³⁸ Ibid., sections 20-22.

Section 24. That the Territorial Auditor shall annually, on or before the first day of May of each year, levy a tax not exceeding three mills on the dollar upon the taxable property of the Territory, and certify to the tax collectors of the several counties, who shall collect the same as other taxes collected and pay the same to the Territorial Treasurer. The money thus received shall not be expended for any other purpose or purposes than for paying the expenses of collecting, which shall not exceed two and one-half per centum of the sum collected, for paying expenses of printing necessary forms and blank reports and school laws, the salary of the county superintendent of public instruction and the expenses of his office, and paying school teachers. Said school money when collected shall be apportioned to the several counties as provided in this act.

Section 30. That a special levy not to exceed five mills, may be levied by the district board as [is] provided for the general expense five mills levy of section 22, to be used as a sinking fund for the payment of outstanding bonds; . . .

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

- First. The proceeds of all sales of intestates' estates which escheat to the territory.
- Second. All forfeitures or recoveries on bonds of county, precinct or territorial school officers.
- Third. The proceeds of all fines collected for violations of penal laws.
- Fourth. The proceeds of the sales of lost goods or estrays.
- Fifth. All moneys arising from licenses imposed upon wholesale and retail liquor dealers, distilleries, breweries, wine presses, gambling tables or games of chance, which now pay license.³⁹

The maximum amount of property tax that could be levied on any district, including the three mill terri-

³⁹ Ibid., sections 24, 30, and 35.

ROCKY MOUNTAIN



BONE

ENTR

torial levy, was eight mills. Section thirty-five provided that all the funds collected under the act be paid to the county treasurer and accounted to the school district from which it was collected. This gave an undue advantage to the districts where towns and villages were located. It was changed by a legislative act in 1893, which provided that thirty-three and one-third per cent of all moneys arising from section thirty-five of the law of 1891 be paid into the county treasurer and accounted to the general county school fund of each county in which it was collected.⁴⁰ A poll tax of one dollar on each able bodied male citizen over twenty-one years of age was also continued by the law of 1891.

Provision was made for schools to be established in districts as follows:

Section 16. That each of the school districts of the different counties as now constituted is hereby declared to be a school district, until changed under the provisions of this act, and there shall be established in each district one or more schools in which shall be taught orthography, reading, writing, arithmetic, grammar, geography, the English language, and the history of the United States.

Section 18. That a new school district may be formed or the boundaries of any district changed by the county superintendent, on the petition of a majority of the electors residing within the proposed district: Provided, however, That after the boundaries of any district have been legally established and bonds

⁴⁰ New Mexico. Laws, Statutes, etc. Session Laws, 1893. Chapter 60, section 1.

total levy, was eight mills. Section thirty-five provided that all the funds collected under the act be paid to the county treasurer and accounted to the school district from which it was collected. This gave an undue advantage to the districts where towns and villages were located. It was changed by a legislative act in 1895, which provided that thirty-three and one-third per cent of all moneys raised from section thirty-five of the law of 1891 be paid into the county treasurer and accounted to the general county school fund of each county in which it was collected. A poll tax of one dollar on each able bodied male citizen over twenty-one years of age was also contained in the law of 1891. Provision was made for schools to be established

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Section 17. That a new school district may be formed or the boundaries of any district changed by the county superintendent, on the petition of a majority of the electors residing within the proposed district. However, that after the boundaries of any district have been legally established and bonds

voted, then and in that case there shall be an equitable division of the assets and liabilities of the original district.⁴¹

The school directors were required to compel the parents to send their children to school if the children were under sixteen years of age and within the school age, unless the children were in a private school or had a disability that was certified by a physician.⁴²

The law of 1891 clarified the school laws of New Mexico by repealing most of the former educational acts in the following:

Section 45. That all laws and parts of laws providing for the levy and collection of taxes for school purposes, and all laws and parts of laws relating to public schools in the Territory of New Mexico for the expenditure of money for the public schools, are hereby repealed, and this act shall take effect and be in force from and after its passage.⁴³

Only minor changes were made in the school laws during the remainder of the nineteenth century. According to the laws of 1897, the county superintendents were required to hold normal schools in their respective counties for not less than two weeks each year. Each one that attended these schools was required to pay not more than five dollars for expenses.⁴⁴

⁴¹ New Mexico. Laws, Statutes, etc. Session Laws, 1891. Chapter XXV, sections 16 and 18.

⁴² Ibid., sections 41 and 42.

⁴³ Ibid., section 45.

⁴⁴ Ibid., Session Laws, 1897. Chapter 61, Sections 1 and 2.

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The law of 1891 clarified the school laws of New Mexico by repealing most of the former educational acts in the following:

Section 48. That all laws and parts of laws providing for the levy and collection of taxes for school purposes, and all laws and parts of laws relating to public schools in the Territory of New Mexico for the expenditure of money for the public schools, are hereby repealed, and this act shall take effect and be in force from and after its passage.

Only minor changes were made in the act of June during the revision of the district code. Accordingly to the laws of 1891, the county superintendents were required to hold normal schools in their respective counties for not less than two weeks each year. Each one that attended these schools was required to pay not more than five dollars for expenses.

1891	Chapter XXV, sections 18 and 19.	41
	Section 48, repealing laws, sections, etc., relating to	42
	Section 48, repealing laws, sections, etc., relating to	43
	Section 48, repealing laws, sections, etc., relating to	44
	Section 48, repealing laws, sections, etc., relating to	45
	Section 48, repealing laws, sections, etc., relating to	46
	Section 48, repealing laws, sections, etc., relating to	47
	Section 48, repealing laws, sections, etc., relating to	48
	Section 48, repealing laws, sections, etc., relating to	49
	Section 48, repealing laws, sections, etc., relating to	50

In 1899 the county superintendents were given the power to remove any school directors who failed to issue bonds to build a school house in any district, if twenty heads of families that had children petitioned for a school building. If a bond issue had been defeated in any such district, the county superintendent could order the county treasurer to set aside not less than one-fifth of the income from said district for the purpose of building a school house. When the fund became large enough in the estimation of the county superintendent, he could order the school directors to build a building.⁴⁵

Progress in the public schools from 1891 to 1900.

The educational growth in New Mexico from 1891 to 1900 was gradual, but it was permanent. Mr. Amado P. Chaves was chosen as the first superintendent of public instruction of the territory and continued in the work until the end of the year 1896. Under his able administration, the school laws of 1891 were effectively put into operation. Each year new schools were organized and new buildings were built through bond issues. Better teachers were put into the schools because of the certification requirement. No opposition was encountered in any part of the

⁴⁵ New Mexico. Laws, Statutes, etc. Session Laws, 1899. Chapter sections 1 and 2.

in fact the most important... power to... bonds to... leads of... us... any... the... of the... try a... the... order...

... of the... and... was... not... and...

territory because of English speaking teachers being placed where formerly only Spanish speaking teachers had been employed. The greatest interest was being shown in the Spanish speaking counties.⁴⁶

From 1891 to 1901 the public schools in the territory increased from 452 to 621, and the enrollment increased from 22,599 to 35,227. The number of teachers increased from 487 to 713, and the average term of school increased from three and one-half months to four and one-third months. An increase from \$147,830 to \$343,707 was made in the public school receipts.⁴⁷ The school statistics showed an increase in every department of education that indicated a permanent growth.

At the close of the nineteenth century, interest in public education was rapidly increasing. More competent teachers with better methods of teaching were being employed.⁴⁸ Yet, there was a lack of organization in the schools, especially in the rural areas. There was a need of more power for the county superintendents. But considering the obstacles that were in the way of establish-

⁴⁶ Amado Chaves, Report of the Superintendent of Public Instruction to the Governor of New Mexico, 1891.

⁴⁷ Ibid., Table p.

⁴⁸ Miguel A. Otero, Report of the Governor of New Mexico to the Secretary of the Interior, 1899. pp. 77-81.

territory because of limited schooling there and being
placed with formerly only Spanish speaking people who were
born employed. The present language was being used
in the Spanish speaking countries.
From 1881 to 1891 the public schools in the north-
west increased from 422 to 521, and the enrollment in-
creased from 22,000 to 32,000. The number of teachers
increased from 67 to 105, and the average term of school
increased from three and one-half months to four and one-
half months. As indicated from 1881, the enrollment in-
creased in the public school system. The school system
also showed an increase in every department of education
that indicated a progressive growth.
At the close of the nineteenth century, however,
in public education was rapidly increasing. There were
parent teachers with other schools or teaching very young
children. Yet, there was a lack of organization in the
schools, especially in the rural areas. There was a need
of more power for the early experiments, but con-
sidering the obstacles that were in the way of organiza-

W. L. G. Jones, Agent of the United States
Public Schools for the Territory of New Mexico, 1891.
St. Louis, Mo., 1891.
W. L. G. Jones, Agent of the Government of
Mexico in the Territory of New Mexico, 1891.

A COMPARISON OF THE PUBLIC SCHOOL
STATISTICS BY TWO YEAR PERIODS FROM

1892 TO 1900

Years	1892	1894	1896	1898	1900
School Districts	532	588	562	575	553
Teachers					
Male	360	324	313	318	358
Female	197	222	215	223	217
Total	557	546	528	541	575
Enrollment					
Male	13,712	12,945	11,875	13,120	12,347
Female	9,439	8,526	8,316	9,944	9,414
Total	23,151	21,471	20,191	23,061	21,761
A. D. A.					
Male	9,634	9,994	8,139	8,287	9,339
Female	6,189	6,993	5,679	6,101	7,294
Total	15,822	16,987	13,818	14,388	16,633
School Age					
5 to 20 yrs					
Male	23,798	28,423	23,962	24,049	27,149
Female	20,291	24,226	20,875	21,249	25,503
Total	43,999	52,649	44,837	45,298	52,652
Number of Schools	508	422	472	511	513
Number of Months	4 $\frac{1}{2}$	4 $\frac{1}{2}$	4	4	4
Receipts	247,688	190,739	182,835	182,178	251,107
Expenditures					
Teachers' Wages	108,395	103,424	107,410	88,003	100,712
Rent, fuel, etc.	37,744	17,486	13,390	6,379	21,952
School house and grounds	36,961	16,992	12,691	6,797	13,074

The above statistics were taken from the Reports of the Superintendents of Public Instruction and the Governors' Reports to the Secretary of the Interior. Since 1896, the reports do not include the city public schools, because they were incomplete.

Year	School District	Teachers	Enrollment	A. B. A.	School Age	Number of Pupils	Number of Pupils	Teachers' Wages	School Term and	Amount
1900		Male	Male	Male	Male					
		Female	Female	Female	Female					
		Total	Total	Total	Total					
		Male	Male	Male	Male					
		Female	Female	Female	Female					
		Total	Total	Total	Total					
		Male	Male	Male	Male					
		Female	Female	Female	Female					
		Total	Total	Total	Total					
		Male	Male	Male	Male					
		Female	Female	Female	Female					
		Total	Total	Total	Total					
		Male	Male	Male	Male					
		Female	Female	Female	Female					
		Total	Total	Total	Total					

The above statistics were taken from the reports of the Superintendent of Public Instruction and the several reports of the several school districts. These data are given to you for your information and to show the progress of the public schools in this county.

ing public schools in New Mexico, she had made wonderful progress.⁴⁹

Summary. At the beginning of the American period in New Mexico, the Spanish-speaking population was in the majority. They had not been accustomed to public schools and were afraid that such schools would educate their children away from the Catholic Church. With the coming of the railroads in 1878, there was a large increase in American population that helped to influence public opinion for better schools.

The New Mexico Educational Association, organized in 1886, was a strong force in helping to mold public sentiment for public education.

The school law of 1884 started the growth of public schools that has continued down to the present time. The law of 1891 increased the authority of the school officials and gave them better means for financing the schools. Since the passage of this law there has been a gradual and permanent growth of the educational institutions of New Mexico.

⁴⁹ Loc. cit.

for public schools in New York, the law passed in
1912, which provided for the establishment of
a State Board of Education.

Summary. At the beginning of the century, the
public schools in New York were in a state of
decay. The State Board of Education was
established in 1912, and since that time
the public schools have made great progress.
The State Board of Education has been
successful in securing the passage of laws
which have improved the public schools.

The public schools in New York are now
in a state of prosperity. The State Board
of Education has been successful in
securing the passage of laws which have
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The public schools in New York are now
in a state of prosperity. The State Board
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TABLE VI
A REPORT OF ALL SCHOOLS
DECEMBER 1, 1901

Character of Schools	Teachers	Enrollment	A. D. A.	Total School Population	Number of Schools	Average Months Taught	Total Receipts	Amount Paid Teachers	Total Expenditures	Value of School Property
Public Schools	713	35,227	22,412	62,864	621	4.33	343,707	174,198	258,226	846,193
Territorial Inst.	71	907	788		7	9.7	176,239	67,231	144,820	392,960
Private Schools	6	160	146		6	6	1,860	1,860	1,860	5,000
Sectarian Schools	153	4,479	3,361		59	7.34	65,124	44,050	66,054	476,550
Indian Schools	103	2,183	2,114		33	10	252,067	125,000	252,087	351,000
Totals	1,046	42,956	29,821	62,864	726	7.35	839,018	412,340	723,084	2,071,703

Taken from the Report of the Superintendent of Public Instruction to the Governor of New Mexico,

December, 1901.

STATE OF NEW YORK
 COUNTY OF ...
 ...

No.	Name	Age	Sex	Color	Height	Weight	Build	Hair	Eyes	Complexion	Occupation	Education	Marital Status	Place of Birth	Parents	Religion	Political Party	Other
1
2
3
4
5
6
7
8
9
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...
 ...
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CHAPTER VI

SUMMARY

The development of public schools in New Mexico was slow before 1884. From this time until the end of the century, rapid progress was made, due to the changing of economic and social conditions that influenced a changed public opinion for better educational conditions.

Public school laws. The first school law to be passed by the territorial assembly was in 1856. Because of the extreme opposition of the people of the territory, this law was repealed during the same year. Another was passed in 1860 and amended in 1863 and 1867. This law was so incomplete and indefinite that little was accomplished in the way of establishing schools under its authority.

In 1872 a more general school law was passed that made provisions for the establishment of schools and methods for financing them. Minor changes were made in this law during the next two years. Because of a fight over secular or sectarian schools in 1876, the best school bill that had been introduced during the American period was defeated. Between 1876 and 1884 the laws passed that pertained to education were only for special functions, and no general school law was adopted.

SUMMARY

The development of public schools in New Jersey was slow before 1800. From the time of the American Revolution, rapid progress was made, due to the changing economic and social conditions that influenced a changed public opinion for better educational conditions.

Public school laws. The first school law to be passed by the legislative assembly was in 1785. Because of the extreme opposition of the people of the interior, this law was repealed during the same year. Another law passed in 1800 and amended in 1802 and 1803. This law was so unpopular and ineffective that it was repealed in the way of establishing schools under the authority.

In 1812 a more general school law was passed that made provisions for the establishment of schools and for the financing of them. Many changes were made in this law during the next two years. It secured a fifth year session of legislative sessions in 1816. The first school bill that had been introduced during the American Revolution was defeated. Between 1804 and 1816 the laws passed that provided for education were only for special institutions, and no general school law was enacted.

A more favorable attitude among the people of New Mexico led to the adoption of a general school law in 1884. This law continued in effect with only minor changes until the famous common school law of 1891. It was under these laws that the common school system of the territory was established. Between 1891 and 1900 only minor changes were made in the school laws.

The territorial legislature memorialized the United States Congress many times asking for financial support to aid in the establishment of an educational system. This was of no avail. No help came from the United States Government until after 1900.

Administration of the public schools. No attempt was made by law to establish public schools until 1856 when provision was made for the creation of schools to be supervised by county boards of education. These boards were to be composed of the probate judge of each county and "one person of the greatest ability, learning and integrity of each precinct" to be appointed by the probate judge. As this law was in operation for only a few months, little was accomplished by these boards under its authority.

By an act of 1860, the justice of the peace of each precinct was given almost complete authority over the school or schools of his respective precinct. The probate judge of each county was to act as the superintendent of schools

A more favorable attitude toward the United States
Mexico led to the adoption of a general tariff law in
1888. This law contained a number of provisions which
until the former organic act of 1823. It was
seen that the former act was not in accordance with
was established. Between 1823 and 1888, the tariff
were made in the tariff law.

The tariff law of 1888 was a landmark in the
United States and it was one of the most important
to aid in the establishment of a tariff law.
This was of no small importance. It was one of the
States Government which had been established.

Establishment of the tariff law
was made by law on October 3, 1888. It was one of the
when provision was made for the tariff law which was
supported by a tariff law of 1888. It was one of the
were to be composed of the tariff law of 1888.

and "one person of the tariff law of 1888."
intended to be composed of the tariff law of 1888.
judge. The tariff law was established in 1888.
little was accomplished in the tariff law of 1888.

By an act of Congress, the tariff law of 1888
provision was made for the tariff law of 1888.
or article of the tariff law of 1888. It was one of the
of each party was to be in the tariff law of 1888.

and the justices of the peace were responsible to him. This act was changed in 1863 to provide for a territorial board of education which was to consist of the governor, secretary of the territory, the judges of the supreme court, and the bishop of New Mexico. This board was given the power to make laws and rules for the establishment of schools, and such detailed authority as to employ teachers and to determine their salaries. The office of territorial superintendent was created by this same act. The most important duties of the superintendent were to visit the schools of each county and make reports to the board of the school conditions. He was to be appointed by the governor.

The school law of 1860 was again amended in 1867. This amendment provided that the probate judge of each county should be recognized as the county superintendent of schools. He had general supervision over the schools of his respective county and was required to visit each school during the year.

An act of 1872 provided for the election of a board of supervisors and directors of public schools for each county. This board was to consist of four persons who had been residents of the county for at least five years, heads of families, and owners of real estate. The probate judge was to be one member of the board. The

and the members of the board were responsible for the
this act was amended in 1887 to provide for a separate
board of education which was organized by the governor,
authority of the territory, the judges of the superior
court, and the director of New Mexico. This board was given
the power to make laws and rules for the establishment of
schools, and such detailed authority as to employ teachers
and to determine their salaries. The office of territorial
social development was created by this act. The
most important duties of the superintendent were to visit
the schools of each county and make reports to the board
of the school conditions, in case to be appointed by the
governor.
The school law of 1887 was again amended in 1887.
This amendment provided that the supreme judge of each
county should be recognized as the county superintendent
of schools. The law granted supervision over the schools
of the respective county and was required to visit each
school during the year.
An act of 1887 provided for the election of a
board of superintendents and directors of public schools for
each county. This board was to consist of four members
who had been residents of the county for at least five
years, none of families, and others in real estate. The
purpose of the act was to be the member of the board. The

board had the sole management, supervision, and control of the public schools.

The office of county superintendent of schools was created by the law of 1884. The superintendent was to be elected by the voters. In each school district, three school directors were to be elected. The administration of the schools was left entirely in the hands of the county superintendent and school directors, as the territorial school board that was created in 1863 failed to function. The governor did not appoint a territorial superintendent because the salary provided was so small and his duties required him to travel so much.

A complete system of administration of public schools was established by the common school law in 1891. A territorial board of education was created. The governor, superintendent of public instruction, president of St. Michael's College, president of the University of New Mexico, and the president of the Agricultural College constituted the board. The office of the superintendent of public instruction was created. The superintendent was to be appointed by the governor with the consent of the council.

Local supervision of the schools was vested in a superintendent of schools for each county, elected at each general election; and a board of three school direc-

board had the sole management, appointment, and dismissal of the public schools.

The office of county superintendent of schools was created by the law of 1834. The superintendent was elected by the voters. In each school district, three school directors were to be elected. The superintendent of the schools was left entirely in the hands of the county superintendent and school directors, in the territorial school board law was amended in 1835 so as to provide for a territorial board. The governor did not receive a territorial superintendent because the salary provided was so small and his duties required him to travel so much.

A complete system of administration of public schools was established by the former school law in 1837. A territorial board of education was created. The superintendent, appointment of public inspectors, president of St. Michael's College, president of the University of New Mexico, and the president of the Agricultural College constituted the board. The office of the superintendent of public instruction was created. The superintendent was to be appointed by the governor with the consent of the council.

After the passage of the school law of 1837, the superintendent of schools for each county, elected at each general election, had a board of three school directors.

tors, to be elected in each school district on the first Monday in June. The law of 1891 assigned definite duties to each school board and each school official.

Methods of financing the public schools. The law of 1856 provided for a tax of one dollar to be levied on each thousand dollars of evaluated property up to fifty thousand. Some monies were collected by this act but they were returned to those who had paid them when the law was repealed some months later. In 1867, parents were required to pay fifty cents tuition for each of their children that attended school.

Provision was made in the law of 1872 for twenty-five per cent of the entire tax on property to be paid into the school fund. A poll tax of one dollar was levied on every able-bodied man over twenty-one years of age, and any surplus left in any county treasury above five hundred dollars, after paying the current expenses, was to go to the school fund. In 1876, many fines for violation of special laws were assigned to the school funds. By the school law of 1884, the county assessor was empowered to levy a tax not to exceed three mills on each dollar of evaluated property in his respective county for school purposes. All former laws for levying and collecting taxes for school purposes were repealed by this act.

to be elected in each school district on the first Monday in June. The law of 1881 assigned definite duties to each school board and each school official.

History of Financing the Public Schools. The law

of 1883 provided for a tax of one dollar to be levied on each thousand dollars of evaluated property up to fifty thousand. Some taxes were collected by the school boards, but they were returned to those who had paid them when the law was repealed some months later. In 1887, however, they were required to pay fifty cents within for each of their children that attended school.

Provision was made in the law of 1878 for twenty-five per cent of the entire tax on property to be paid into the school fund. A poll tax of one dollar was levied on every able-bodied man over twenty-one years of age, and any surplus left in any county treasury above five hundred dollars, after paying the amount expended, was to go to the school fund. In 1876, many times the collection of special laws were handed to the school boards. If the school law of 1874, the county passed on the authority to levy a tax not to exceed three mills on each dollar of evaluated property for its respective county for school purposes. All other laws for levying or collecting taxes for school purposes were repealed by the act.

The territorial auditor was empowered to levy a tax, not exceeding three mills, upon the taxable property of the territory for school purposes by the school act of 1891. A special levy, not to exceed five mills, could be levied within any school district to be used as a sinking fund for the payment of outstanding bonds. Special fines, licenses, and a poll tax, were also credited to the school fund.

Progress of the schools. Between 1848 and 1872 church and private schools were established in many of the towns and villages of New Mexico, but little progress was made toward the founding of a public school system. The school law of 1872 influenced the establishment of many public schools during the next four years. However, a dispute over the teaching of sectarian doctrines in the public schools arose in 1875 and caused the defeat of a good school bill in 1876. Much of the public school funds was expended for the support of schools that were directly under church control. This caused a decrease in the number of public schools until after 1884.

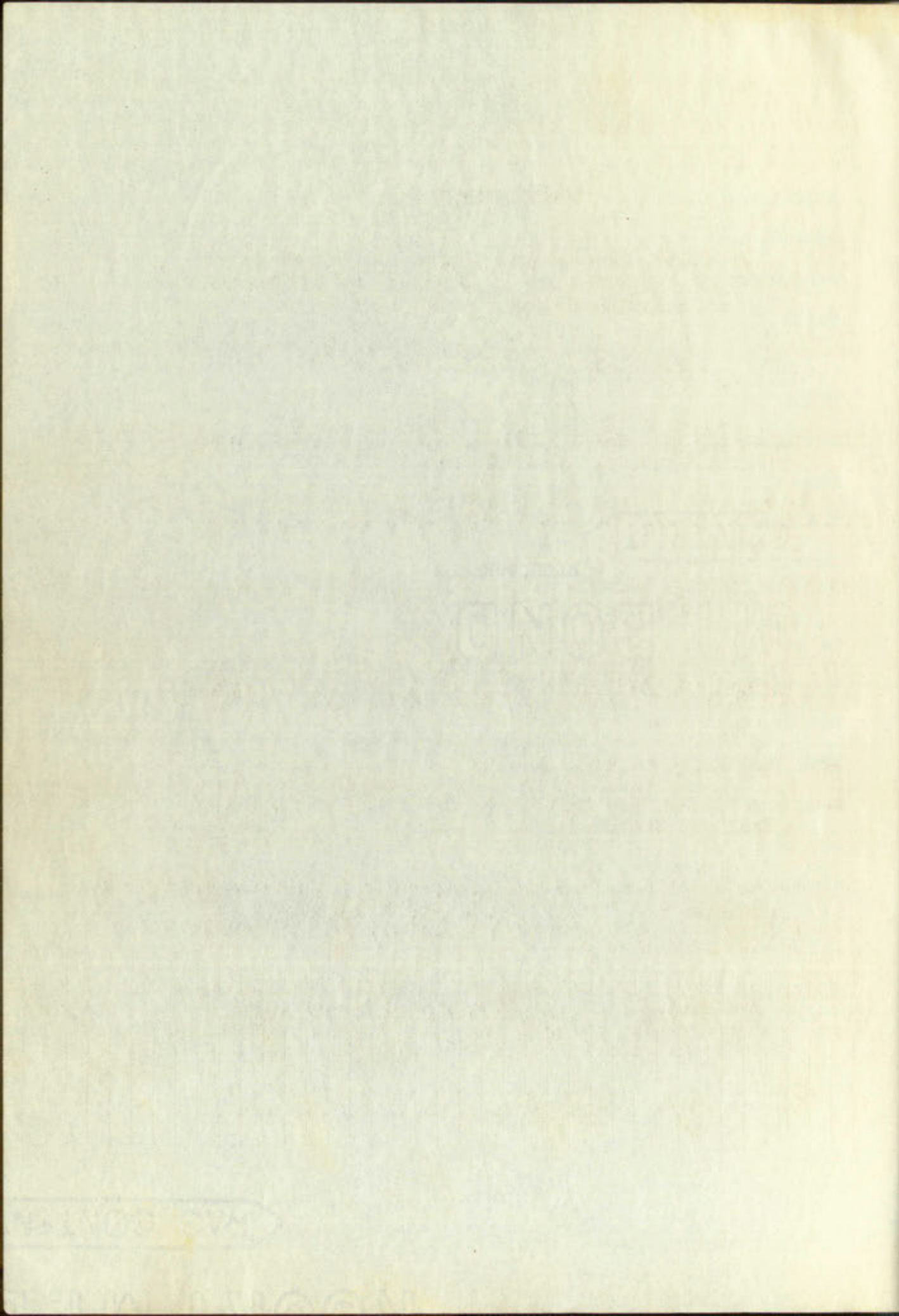
The rapid increase in population of New Mexico, caused by immigrants coming into the territory after the building of railroads, was a strong factor in encouraging better schools. A changed view among the greater part of the populace regarding the relationship of church and

school was also influential in bringing about better educational conditions. Educational organizations that were started about 1880 were factors in helping to mold favorable public opinion.

During the earlier part of the American period, a belief existed among a majority of the people that girls and boys should not attend the same schools. There was also opposition to women teaching in the schools. Before the end of the century these views had been almost entirely changed.

There was a gradual increase in the establishing of public schools in the territory from 1884 on to the end of the period. By 1900, the public school system had become firmly established. New Mexico, that had been without any public schools fifty years before, could then boast of an educational system that was destined to become as efficient as the systems of most of the other states of the Union.

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