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# A Study of The Current Costs of Public Higher Education in New Mexico For 1949-1950

Carol L. Williams

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A STUDY OF THE CURRENT COSTS  
OF PUBLIC HIGHER EDUCATION IN NEW MEXICO FOR 1949-1950

By

Carol L. Williams

A Thesis

In partial fulfillment of the  
Requirements for the Degree of  
Master of Business Administration

The University of New Mexico  
1951





EFFICIENCY  
ERASE BOND  
RAG CONTENT



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

MASTER OF ~~ARTS~~  
BUSINESS ADMINISTRATION

*E. H. Castetter*  
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DATE

*6/1/51*

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

MASTER OF ARTS  
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Thesis committee



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## TABLE OF CONTENTS

CHAPTER	PAGE
I. INTRODUCTION . . . . .	1
II. USE OF ENROLLMENT STATISTICS . . . . .	5
Basic Statistics . . . . .	5
Full-time Student Equivalents . . . . .	8
III. INCOME AND EXPENDITURES . . . . .	11
Introduction . . . . .	11
Income . . . . .	12
Expenditures . . . . .	13
Cost of Instruction . . . . .	18
IV. EXTRA-ACADEMIC ACTIVITIES . . . . .	25
V. CONCLUSIONS . . . . .	28
BIBLIOGRAPHY . . . . .	43
APPENDIX . . . . .	45

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TABLE OF CONTENTS

PAGE	CHAPTER
1	I. INTRODUCTION . . . . .
2	II. USE OF ENROLLMENT STATISTICS . . . . .
2	Basic Statistics . . . . .
8	Full-time Student Equivalents . . . . .
11	III. INCOME AND EXPENDITURES . . . . .
11	Introduction . . . . .
12	Income . . . . .
13	Expenditures . . . . .
18	Cost of Instruction . . . . .
22	IV. EXTRA-ACADEMIC ACTIVITIES . . . . .
28	V. CONCLUSION . . . . .
33	BIBLIOGRAPHY . . . . .
42	APPENDIX . . . . .

133188



# LIST OF TEXT TABLES

TABLE	PAGE
I. Total Student Credit Hours and Full-time Student Equivalents for Six New Mexico Institutions of Higher Education, 1949-1950 . . . . .	10
II. Current Income per Student for Six New Mexico Institutions of Higher Education, 1949-1950 . . . . .	14
III. Current Expenditures per Student for Six New Mexico Institutions of Higher Education, 1949-1950 . . . . .	16
IV. Distribution of Classes by Size in Six New Mexico Institutions of Higher Education, 1949-1950 . . . . .	20
V. Faculty Teaching Loads in Six New Mexico Institutions of Higher Education, 1949-1950 . . . . .	21
VI. Faculty Salaries for Six New Mexico Institutions of Higher Education, 1949-1950 . . . . .	22
VII. Teaching Faculty Salaries for Six New Mexico Institutions of Higher Education, 1949-1950 . . . . .	23
VIII. Comparison of State Appropriations and Full-time Student Equivalents for Six New Mexico Institutions of Higher Education, 1949-1950 . . . . .	31
IX. Appropriations per Student (Adjusted by the North Central Association Multiplier) for Six New Mexico Institutions of Higher Education, 1949-1950 . . . . .	33
X. Percentage Distribution of Educational and General Expenditures for United States Institutions of Higher Education, 1939-1940 . . . . .	35



# LIST OF TEXT TABLES

PAGE	TABLE
10	I. Total Student Credit Hours and Full-time Student Equivalents for Six New Mexico Institutions of Higher Education, 1949-1950
11	II. Current Income per Student for Six New Mexico Institutions of Higher Education, 1949-1950
12	III. Current Expenditures per Student for Six New Mexico Institutions of Higher Education, 1949-1950
20	IV. Distribution of Classes by Size in Six New Mexico Institutions of Higher Education, 1949-1950
21	V. Faculty Teaching Loads in Six New Mexico Institutions of Higher Education, 1949-1950
22	VI. Faculty Salaries for Six New Mexico Institutions of Higher Education, 1949-1950
23	VII. Teaching Faculty Salaries for Six New Mexico Institutions of Higher Education, 1949-1950
24	VIII. Comparison of State Appropriations and Full-time Student Equivalents for Six New Mexico Institutions of Higher Education, 1949-1950
33	IX. Appropriations per Student (Adjusted by the North Central Association Multiplier) for Six New Mexico Institutions of Higher Education, 1949-1950
35	X. Percentage Distribution of Educational and General Expenditures for United States Institutions of Higher Education, 1939-1949



# LIST OF APPENDIX TABLES

TABLE	PAGE
1. Total Enrollment of Six New Mexico Institutions of Higher Education, 1939-1940 and 1949-1950	48
2. Enrollment of Six New Mexico Institutions of Higher Education, 1939-1940 . . . . .	50
3. Enrollment of Six New Mexico Institutions of Higher Education, 1949-1950 . . . . .	52
4. Comparison of Enrollment Changes between 1939-1940 and 1949-1950 in Six New Mexico Institutions of Higher Education . . . . .	54
5. Veteran Enrollment in Six New Mexico Institutions of Higher Education, 1949-1950 . . . . .	56
6. Student Credit Hours for Six New Mexico Institutions of Higher Education, 1949-1950 . . . . .	58
7. Total Current Income for Six New Mexico Institutions of Higher Education, 1949-1950 . . . . .	60
8. Total Current Expenditures for Six New Mexico Institutions of Higher Education, 1949-1950 . . . . .	62
9. Current Educational, General, and Other Non-Educational Income for Six New Mexico Institutions of Higher Education, 1949-1950 . . . . .	64
10. Current Educational, General, and Other Non-Educational Expenditures for Six New Mexico Institutions of Higher Education, 1949-1950 . . . . .	67
11. State Appropriations and Full-time Student Equivalents for Six New Mexico Institutions of Higher Education, 1949-1950 . . . . .	70
12. Current Income and Current Expenditures in Six New Mexico Institutions of Higher Education, 1949-1950 . . . . .	72
13. Current Income and Current Expenditures in Six New Mexico Institutions of Higher Education, 1949-1950 . . . . .	74



# LIST OF APPENDIX TABLES

PAGE	TABLE
1	1. Total Enrollment of Six New Mexico Institutions of Higher Education, 1939-1940 and 1949-1950
2	2. Enrollment of Six New Mexico Institutions of Higher Education, 1939-1940
3	3. Enrollment of Six New Mexico Institutions of Higher Education, 1949-1950
4	4. Comparison of Enrollment Changes Between 1939-1940 and 1949-1950 in Six New Mexico Institutions of Higher Education
5	5. Veteran Enrollment in Six New Mexico Institutions of Higher Education, 1949-1950
6	6. Student Credit Hours for Six New Mexico Institutions of Higher Education, 1949-1950
7	7. Total Current Income for Six New Mexico Institutions of Higher Education, 1949-1950
8	8. Total Current Expenditures for Six New Mexico Institutions of Higher Education, 1949-1950
9	9. Current Educational, General, and Other Non-Educational Income for Six New Mexico Institutions of Higher Education, 1949-1950
10	10. Current Educational, General, and Other Non-Educational Expenditures for Six New Mexico Institutions of Higher Education, 1949-1950
11	11. State Appropriations and Full-time Student Equivalents for Six New Mexico Institutions of Higher Education, 1949-1950
12	12. Current Income and Current Expenditures in Six New Mexico Institutions of Higher Education, 1949-1950
13	13. Current Income and Current Expenditures in Six New Mexico Institutions of Higher Education, 1949-1950



## TABLE

## PAGE

14.	Total Courses and Total Classes in Six New Mexico Institutions of Higher Education, 1949-1950 . . . . .	76
15.	The Size of Classes in Six New Mexico Institutions of Higher Education, 1949-1950 . . .	78
16.	Laboratory Credit Hours in Six New Mexico Institutions of Higher Education, 1949-1950.. .	82



14.	Total Courses and Total Classes in Six New Mex- ico Institutions of Higher Education, 1949- 1950 . . . . .	75
15.	The Size of Classes in Six New Mexico Insti- tutions of Higher Education, 1949-1950 . . . . .	76
16.	Laboratory Credit Hours in Six New Mexico In- stitutions of Higher Education, 1949-1950 . . . . .	82



## CHAPTER I

### INTRODUCTION

One of the most perplexing problems facing institutions of higher education today is the allocation of available income for current expenditures. Although the sources of income limit the amount to be spent, there are many and diverse ways by which it may be expended. This study is concerned with the current sources of revenue and the distribution thereof in higher educational institutions of New Mexico. The six public institutions which offered at least four years of college work in the fiscal year, 1949-1950, are included. These schools are Highlands University and New Mexico Western College which operate on the quarter system and Eastern New Mexico University, New Mexico College of Agricultural and Mechanical Arts, New Mexico School of Mines, and the University of New Mexico which operate on the semester system. The growth of these institutions has made them increasingly important to the state of New Mexico. Their income and expenditures are the subject of much discussion. Accurate and collated data would aid in the consideration of the many questions which arise regarding the costs of higher education.

The purpose of this study is the presentation and comparison of certain important aspects of revenues and



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costs of higher education in New Mexico for the fiscal year which began July 1, 1949 and ended June 30, 1950. A more complete evaluation of the problems and accomplishments of these institutions can be made after studying those factors which affect income and costs. Enrollment statistics for each school can be considered a basic factor in discussing income and expenditures. Not only does the number of students have much to do with the amount of money received and with the type of expenditures made, but it also provides an effective unit of comparison. An analysis of the income and expenditure figures is presented in this paper as total dollars, as percentages, and on a per student basis in order to better visualize the problems involved.

Current income and expenditure statements are analyzed through their component parts to show the relationship between the different sources of income and types of expenditures within each school and among the several schools concerned. These main segments are: (1) educational and general--which includes those regular and customary activities of an institution of higher education closely related to the instructional program; (2) other non-educational--which is not directly related to the education work including scholarships, interest on loans, and annuities; and (3) auxiliary enterprises--which are usually self-supporting activities useful to the college program but not necessarily essential to it.



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Current income represents fees paid by the students, appropriations made by the state, income received from public lands designated for this purpose, money obtained from sales and services, gifts, and other non-educational activities. Expenditures reflect the cost to the college in offering educational services to its students. The cost of education is affected by the numerous functions necessary to maintain the academic program. Since each school does not place the same emphasis on these various factors, it is helpful to study the reasons for their differences. Chapter III and V discuss many of these aspects affecting the financing and cost in New Mexico colleges and universities.

A discussion of the problems and a comparison of pertinent information only can be of value, however, if the data are presented in a comparable manner. In order to assure this, a set of definitions, rules, and interpretations was decided upon at the beginning of this study. The statistical material was then compiled at each school on the basis of this predetermined guide and presented in a uniform manner.

The compilation and presentation of factual and interpretive data concerning enrollment statistics, income and expenditure figures, and activities affecting cost provides an orderly picture of a complex problem. Additional information from the schools and the State Comptroller may be obtained, if needed, to supplement the statistics and the



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## CHAPTER II

### USE OF ENROLLMENT STATISTICS

#### BASIC STATISTICS

Enrollment statistics are of importance in a cost study because they do much in determining the cost pattern of the institution of higher learning. The size of the faculty, the number and type of courses offered, the plant facilities needed, and many other factors depend upon the number of students enrolled in the school.

The growth of institutions of higher education, especially since the end of World War II, has made these schools increasingly important in New Mexico. Expanding enrollments have added to the economic as well as the educational significance of the colleges and universities. With larger student bodies the schools have found it necessary to increase their faculties, to expand their courses of study, and to increase their plants.

The approximate increase in student enrollments for the six schools between 1939-1940 and 1949-1950 can be seen in Table 1 in the Appendix. Only an estimate, however, is given as it is impossible to determine in every case whether the 1939-1940 enrollment figures for each school cover comparable periods. If the institutions in the future are



THEORY OF ENROLLMENT STATISTICS

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careful to date their enrollment figures and explain the method of computation, if it deviates from an established standard, more accurate comparisons could be made among the schools. The 1949-1950 enrollment statistics were prepared with this in mind, and all figures were computed as of the middle of each term in each school.

It is possible, nevertheless, to draw a general picture of the size of the schools in 1939-1940 and 1949-1950, and the growth during that time, from the data available. Although an annual study of enrollment figures was not made, it is known that most schools had a drop in enrollment during the war years.<sup>1</sup> Since then New Mexico institutions have shown gains varying from 10 to 200 per cent over the 1939-1940 period. In one case the growth was even larger. Eastern New Mexico University's 1949 summer session enrollment increased 472 per cent over ten years ago.

Large war veteran attendance accounted for a great deal of the enrollment increases. However, in 1949-1950 three of the New Mexico schools included in this study had a drop in veteran students enrolled between the fall and winter terms. Although the other three schools made small gains, they also are expecting a decline soon. With the influx of new veteran students coming to an end, unless the

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<sup>1</sup> W. C. Bagley, "Wartime Losses in Enrollment in Different Types of Higher Education," School and Society, 63:22, January 12, 1946.



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Korean situation should suddenly alter the picture, each school will be faced with serious financial problems.

Even if enrollments can be maintained--which hardly seems possible during the present world crisis--income from student fees will be less than in recent years. Five of the colleges studied billed the government for veteran enrollees on a credit hour basis. More income per student was provided by this method than was received from regular tuition charges to the students. The University of New Mexico, and until recently New Mexico College of Agricultural and Mechanical Arts, classed each veteran student as an out-of-state enrollee, although many of them were state students. This, also, increased the student fees received. When veteran students are replaced by civilian students, this additional revenue will no longer be available.

Although the enrollment statistics can be used as a general yardstick of institutional size and growth, usually no distinction is made between part-time and full-time students. Therefore, to weight this factor properly, full-time student equivalent statistics have been used in computing per student costs. They are useful for comparative purposes when the discussion includes schools of varying sizes.



Korean situation... school will be... Even if... seems possible... student fees will be... the colleges studied... relies on a credit... provided by this... tion charges to the... and until recently... Mechanical Arts... state enrollee... This, also, increased... even students are... tional revenue will... Although the... general yardstick of... no distinction is... dents. Therefore, to... student equivalent... per student costs... when the discussion...



## FULL-TIME STUDENT EQUIVALENTS<sup>2</sup>

Full-time student equivalent figures will be used for comparative purposes in this paper. However, even these figures cannot be accurately compared from school to school unless similar methods are used in computing the total credit hours. In the past methods and definitions used by the six New Mexico schools in calculating credit hours have differed widely. For instance, the date of compilation varied from the second week to the last week of the term. Some of the schools only counted hours taken for credit while others, also, included credit hours taken by auditors who desire no grade or credit for their work. Practices differed concerning consideration given to students who withdrew during the term. Failures and incompletes in course work have been

<sup>2</sup> The total full-time student equivalents for one academic year in one school equals the number of students necessary to carry the total credit hours computed for that school if each student carried an average credit hour load per term for the normal school year. In this study an average credit hour load per quarter or semester was set at sixteen which is the figure used by the State Comptroller. A normal school year consists of three quarters or two semesters.

Example: In X school, which operates on the quarter system, the total credit hours for one year were 48,000. Therefore, 
$$\frac{\text{Total credit quarter hours}}{\text{Average credit hour load} \times \text{Number of Terms in Normal School Year}}$$

Equals Full-time Student Equivalent or  $\frac{48,000}{16 \times 3} = 1,000$  full-time student equivalents.



FULL-TIME STUDENT

Full-time student is defined as a student who is enrolled in a school for a full-time course of instruction. Comparative purposes in this report. It is noted that figures cannot be compared between schools unless similar methods are used in computing the total credit hours. In the past schools have reported credit hours in New Mexico schools in various ways. For instance, the State of California, which from the second year of the first year of the school, the schools only counted hours taken for credit. Also, included credit hours taken for credit. Grade or credit for each year. The following table showing consideration given to students in the following table. Term. Figures and percentages are given for each year.

The table shows the percentage of students who are enrolled in one or more of the following courses: academic year in one or more of the following courses: necessary to determine the total credit hours taken for credit. Each student is given credit for each year of study. The table shows the percentage of students who are enrolled in one or more of the following courses: academic year in one or more of the following courses: necessary to determine the total credit hours taken for credit. Each student is given credit for each year of study. The table shows the percentage of students who are enrolled in one or more of the following courses: academic year in one or more of the following courses: necessary to determine the total credit hours taken for credit. Each student is given credit for each year of study.

Example: In a school where there are 100 students, the total credit hours taken for credit are 1000. Therefore, the average credit hours taken for credit per student is 10.00.

Full-time  
Student  
Education



counted by some schools and omitted by others. Such diverse methods naturally produce a variety of total credit hour figures. Only through the use of a uniform method and date can comparable full-time student equivalents be derived.

Student credit hours computed at the middle of each term, and extension and correspondence credit hours for the year, 1949-1950, are converted into full-time student equivalents for this study and are shown in Table I. All course work for which a student was enrolled at the time of the computation was counted regardless of credit or grade received. These figures have been used in computing statistics for comparative purposes in this paper.



counted by some schools and by others. Some schools  
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EFFICIENCY  
BASE DATA  
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TABLE I

TOTAL STUDENT CREDIT HOURS AND FULL-TIME STUDENT EQUIVALENTS  
FOR SIX NEW MEXICO INSTITUTIONS OF HIGHER EDUCATION  
1949-1950 a/

School	Total Student Credits as Quarter Hours	Total Student Credits as Semester Hours b/	Full-Time Student Equivalents c/
Mines		8,063.00	251.97
Western	24,912.50	= 16,608.33	519.01
ENMU		23,941.00	748.16
Highlands	54,343.00	= 36,228.67	1,132.15
A&M		53,281.00	1,665.03
UNM		143,856.00	4,495.50

a/ Total student credit hours were taken from students' class cards at the middle of each term and from extension and correspondence records for the year.

b/ One semester credit hour equals one and one-half quarter credit hours.

c/ One full-time student equivalent equals thirty two student semester credit hours or forty eight student quarter credit hours.



TABLE I

TOTAL STUDENT CREDIT HOURS AND FULL-TIME STUDENT EQUIVALENTS FOR SIX NEW MEXICO INSTITUTIONS OF HIGHER EDUCATION 1949-1950

School	Total Student Credits as Reported	Full-time Students
UNM	13,856.00	4,464.50
UNM	23,281.00	1,667.00
UNM	36,328.67	1,138.18
UNM	27,941.00	8,816.16
UNM	16,608.33	3,160.01
UNM	8,061.00	2,217.27

a/ Total student credit hours were taken from students' class cards at the middle of each term and from extension and correspondence records for the year.

b/ One semester credit hour equals one and one-half semester credit hours.

c/ One full-time student equivalent equals thirty-two student semester credit hours or forty-eight student quarter credit hours.



## CHAPTER III

### INCOME AND EXPENDITURES

#### INTRODUCTION

Financing higher education in New Mexico has become an increasingly complex problem over the years. Total income and expenditures are made up of current and non-current items. In the latter category trust and loan funds, special accounts such as student organizations and government grants for specific purposes which are called agency funds, and plant funds are included. The largest non-current expenditures are made in plant funds through which the buildings, large equipment, and similar expenditures are financed. In this study the discussion has been limited to the current costs and income. Even then there are many facets to be considered, compared, and understood. To present these many figures in as intelligible a fashion as possible, many have been changed to percentages and to per student amounts.

A study of the current income and expenditures has been made through the use of statements from the 1949-1950 audit reports of New Mexico Western College, New Mexico College of Agricultural and Mechanical Arts, New Mexico School of Mines, and the University of New Mexico, and the annual reports of Highlands University and Eastern New







Mexico University. Items which did not relate to current finances or which were not considered as related to the academic programs of the schools were excluded.

In New Mexico institutions of higher education current expenditures are governed by current income. Each school tries to estimate income and to allocate this revenue to its best advantage through its annual budget. Since schools are non-profit organizations, the total expenditures in each fiscal year should not exceed the total income. As a result the tendency is for only the most essential expenditures to be made from current income.

This study, however, will make quantitative comparisons only. No attempt will be made to make a qualitative analysis of expenditures for the colleges. It is hoped that the schools will use the material gathered here to aid them in determining the efficiency and effectiveness of their college programs.

### INCOME

The total amount of current income received by the six New Mexico institutions of higher education may be found in Table 7 and Table 9 in the Appendix. Excluding auxiliary enterprises, which made a net contribution of less than \$110,000 to the income of all six public institutions of higher education last year, student fees represented only



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# Income

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18 per cent of the income for New Mexico School of Mines but were almost 43 per cent of the current income at the University of New Mexico. The other four schools varied considerably within this range.

As for income from state appropriations, the percentages differed from 41 per cent of the total educational and general, and other non-educational income at New Mexico School of Mines, to more than 68 per cent at New Mexico Western College and Eastern New Mexico University. With such varying income patterns, changes in revenue received do not have the same impact on each school. In Table II it can be seen that the income received per student for each category at each school differs greatly.

The other sources of income contributed from about 5 per cent to 40 per cent of the total income in the six New Mexico institutions of higher learning, but the average for the group was only 11 per cent. Even a sizeable increase in some of these other sources could not be expected to add a great deal to the total income. Should any drastic reduction in student fees take place, the financial dilemma of these schools could be serious.

#### EXPENDITURES

It is interesting to note that the six schools not only have varying income patterns, but they also have quite



18 per cent of the income for New Mexico School of Mines but were almost 43 per cent of the current income at the University of New Mexico. The other four schools varied considerably within this range.

As for income from state appropriations, the pattern again differed from 41 per cent of the total educational and general, and other non-educational income at New Mexico School of Mines, to more than 63 per cent at New Mexico College and Eastern New Mexico University. With such varying income patterns, changes in revenue received do not have the same impact on each school. In Table II it can be seen that the income received per student for each category at each school differs greatly.

The other sources of income contributed from about 2 per cent to 10 per cent of the total income in the different Mexico institutions of higher learning, but the average for the group was only 11 per cent. Even a relatively small amount of these other sources could not be expected to add a great deal to the total income. Should any drastic reduction in student fees take place, the financial picture of these schools could be serious.

#### EXHIBIT

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TABLE II

CURRENT INCOME PER STUDENT  
FOR SIX NEW MEXICO INSTITUTIONS OF HIGHER EDUCATION  
1949-1950 <sup>a/</sup>

	Income per Student				
	Average of Six Schools	Mines	Western	ENMU	Highlands A&M UNM
Student Fees	\$245.81	\$326.57	\$200.84	\$160.52	\$250.22 \$199.64 \$276.65
Government Appropriation					
State	388.31	740.86	658.76	493.94	433.32 308.39 338.01
County (Net)	.46		7.78		
Federal	8.63				45.69
Gifts and Grants	.72			5.57	
Sales and Services	30.54	417.82	10.89	24.97	32.28 58.36 1.28
Other Sources	6.07	24.58	6.44	.54	3.74 8.75
Total Educational and General	680.54	1,509.83	884.71	679.97	725.13 612.09 624.69
Other Non-Educational	42.28	296.60	71.11	39.14	32.52 54.38 23.18
Total Educational, General, and Other Non-Educational	722.82	1,806.43	955.82	719.11	757.70 666.47 647.87
Auxiliaries	260.72	469.34	300.30	370.85	271.25 287.51 213.56
Total Income	\$983.54	\$2,275.77	\$1,256.12	\$1,089.96	\$1,028.95 \$953.98 \$861.43

14

<sup>a/</sup> Figures obtained from Current Income Tables 7 and 9 in the Appendix.







different expenditure patterns. The current expenditures have been divided into their component parts in Table 8 and Table 10 in the Appendix. These figures have been changed to percentages and per student costs (see Table III) to permit valid comparisons. Since auxiliary expenditures vary widely among the institutions and do not relate directly to the academic program, their net dollar contribution was their only importance. This was a very small figure, and for purposes of this discussion, it has been omitted.

An analysis of the educational and general, and other non-educational expenses would indicate that each school differs considerably in the distribution of its expenditures over the various categories. Administrative and general expenses consumed from slightly less than 10 per cent of Highlands University's total to approximately 26 per cent of that of the New Mexico School of Mines. The other schools used from 13 per cent to 18 per cent of their current expenditures, excluding those made for auxiliaries, for this one item.

Expenditures for instruction varied widely, also. New Mexico School of Mines spent 30 per cent and New Mexico Western College used almost 38 per cent for instruction while New Mexico College of Agricultural and Mechanical Arts was able to allocate 66 per cent of its expenditures to this category.



different expenditure patterns. The current expenditures have been divided into their component parts in Table 10 and Table 11 in the Appendix. These figures have been changed to percentages and per student costs (see Table 11) to permit valid comparisons. Since auxiliary expenditures vary widely among the institutions and do not relate directly to the academic program, their net dollar contribution was their only importance. This was a very small figure, and a comparison of this discussion, it has been omitted.

An analysis of the educational and general, and other non-educational expenses would indicate that each school of 1947-48 considerably in the distribution of its expenditures over the various categories. Administrative and general expenses consumed from slightly less than 10 per cent of Kansas University's total to approximately 25 per cent of that of the New Mexico School of Mines. The other schools used from 15 per cent to 18 per cent of their current expenses, excluding those made for auxiliary services, for this one item.

Expenditures for instruction varied widely, also. New Mexico School of Mines spent 30 per cent and New Mexico Western College used almost 25 per cent for instruction while New Mexico College of Agricultural and Mechanical Arts was able to allocate 20 per cent of its expenditures to this category.



TABLE III

CURRENT EXPENDITURE PER STUDENT  
FOR SIX NEW MEXICO INSTITUTIONS OF HIGHER EDUCATION  
1949-1950 <sup>a/</sup>

	Average of Six Schools	Expenditure per Student <sup>a/</sup>				UNM
		Mines	Western	ENMU	Highlands	A&M
Admin. and Gen.	\$ 99.62	\$485.32	\$156.68	\$109.03	\$ 63.74	\$ 83.92
Instruction	373.02	569.98	325.12	322.01	316.51	417.80
Organized Research	6.20	12.90		.67		
Extension, etc.	9.31		33.76	5.68	12.92	
Library	31.08	37.47	43.69	34.18	14.34	32.31
Operation & Maint. of Physical Plant	127.65	560.73	222.79	80.45	210.27	58.19
Organized Activity	3.70			24.16	12.81 (net)	
Total Educational and General	650.58	1,666.40	782.04	576.18	630.59	592.22
Other Non- Educational	38.92	215.72	75.36	51.60	21.52	41.67
Total Educational, General, and Other Non-Educational	689.50	1,882.19	857.40	627.78	652.11	633.89
Auxiliaries	248.40	449.18	295.46	311.81	249.27	251.77
Total Expenditure	\$937.90	\$2,331.37	\$1,152.86	\$939.59	\$901.38	\$885.66

16

<sup>a/</sup> Figures obtained from Current Expenditure Tables 8 and 10 in the Appendix.



# THE STATE

REPORT OF THE COMMISSIONER OF THE LAND OFFICE  
 CONCERNING THE LANDS BELONGING TO THE STATE  
 IN THE YEAR 1881

STATE OF NEW YORK

ALBANY: J. B. LEECH, STATE PRINTER, 1882.

THE STATE OF NEW YORK, OFFICE OF THE COMMISSIONER OF THE LAND OFFICE, ALBANY, JANUARY 1, 1882.

SIR: I have the honor to acknowledge the receipt of your letter of the 27th inst., in relation to the report of the

Commissioner of the Land Office, and in reply to inform you that the same has been forwarded to the proper authorities for their consideration.

I am, Sir, very respectfully, your obedient servant,

JOHN B. LEECH, Commissioner of the Land Office.

Very respectfully,  
 J. B. LEECH.

ALBANY, N. Y., JANUARY 1, 1882.

Very respectfully,  
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Library expenditures consumed from approximately 2 per cent to about  $5\frac{1}{2}$  per cent of the schools' current expenses. Other non-educational expenditures varied considerably within the six schools but were a rather small part of the total expense.

Operation and maintenance of plant expenditures is a very important educational and general expense. Capital outlay financed from current funds was not segregated from regular operation and maintenance of plant because this breakdown was not available on all of the financial statements used. This, however, enabled current expenditures to reflect the disposition of current income. Highlands University spent more than 32 per cent of its current money in this department because of numerous plant improvements during the year. The other schools used from 30 per cent in the case of New Mexico School of Mines to only 9 per cent at New Mexico College of Agricultural and Mechanical Arts for operation and maintenance of plant.

Three categories of educational and general expenditures were of little or no importance in the six New Mexico institutions of higher education. Three schools, for instance, did not spend any current funds for organized research as such in the fiscal year, 1949-1950, and the other three made only small expenditures for this purpose. Extension divisions operated on relatively small budgets in all



Library expenditures were approximately 2 per cent to about 3 per cent of the total cost of the school system. Other non-educational expenditures were about 1 per cent of the total cost of the school system. The total expenditures were approximately 5 per cent of the total cost of the school system.

Operation and maintenance of plant expenditures is a very important educational and general expense. It is only financed from general funds and is not included in the regular operation and maintenance of plant accounts. This breakdown was not available on all of the educational systems used. This, however, caused a certain expenditure to reflect the disposition of current income. Although this amount was less than 1 per cent of the total cost of the department because of numerous plant improvements during the year. The other schools used from 1 per cent to 2 per cent of the total cost of the department for plant improvements. The College of Agriculture and Mechanical Arts for 1911-12 and maintenance of plant.

Three categories of educational and general expenses were of little or no importance in the six departments of higher education. These schools for 1911-12 did not spend any current funds for operation and maintenance as such in the fiscal year 1911-12, and the other three made only small expenditures for this purpose. The other divisions operated on relatively small amounts in 1911-12.



of the schools. Highlands University and Eastern New Mexico University allocated a small part of their funds to organized activities relating to instruction.

This variety in expenditure patterns for the six schools in the study does not in itself indicate wise or unwise spending on the part of any one college or university. It purports only to show the amount each institution of higher education actually spent for its various functions and services. Only if the results have not been worthy of the expenditure could any qualitative criticism be made, and as stated before, this is not the purpose of the study.

#### COST OF INSTRUCTION

The instruction program for each school has innumerable factors that determine the total instruction cost. If a large number and variety of courses are offered, it would cost more than if only a few subjects were given. Table 14 in the Appendix shows the number of courses as well as the total number of classes offered each term at the six New Mexico schools. For comparative purposes the number of courses should be considered in relation to the enrollment.

Not only the number of courses, but also the type of courses will affect the total cost of instruction. A breakdown between laboratory courses and lecture courses indicates the differences existing among the schools. At New Mexico



of the schools. The University of the South  
University of the South  
activities relating to the schools.

This variety of expenditures for the  
schools in the state has been in the past  
wise spending on the part of the state and  
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higher education and the cost of the  
and services. It is the cost of the  
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#### COST OF INSTRUCTION

The instruction program in the schools  
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in the Appendix than the cost of instruction  
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Mexico schools. The cost of instruction  
courses should be calculated in relation to the  
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courses will affect the total cost of instruction  
down between the two groups and the cost of  
the difference as existing between the two



School of Mines approximately 25 per cent of the credit hours taken were in laboratory classes. In the other colleges and universities laboratory credit hours ranged from 13 per cent to 17 per cent of the total hours (see Table 16 in the Appendix).

The size of classes as well as the number of courses taught by each instructor is an important factor in the total instructional costs. In Table IV a distribution of the classes by size is shown for each school. The number of instructors needed to teach the courses offered greatly affects the expenditures. The average full-time teaching load for faculty members in the New Mexico schools is listed in Table V. They vary from 10.3 credit hours at the School of Mines to 16.5 credit hours at Highlands University.

One of the major costs of instruction is the salaries of the faculty. A staff with a large number of experienced, high ranking professors is much more costly than one which has mostly new, inexperienced instructors. Each school must decide how it will allocate salaries to get a balanced teaching staff.

The high, low, and median salaries for the nine month regular session of 1949-1950 are given in Table VI and in Table VII. In several schools some of the faculty members have contracts for ten, eleven, or twelve months because they perform other duties besides teaching for the college.



School of Mine and Metallurgy  
hours taken were in January, 1934, and  
degrees and universities for the year 1934  
15 per cent to 17 per cent  
in the Appendix.

The list of names of the students  
taught by each faculty member  
Instructional staff  
classes by the faculty  
students needed for the year 1934-1935  
lectures the expenditure  
for faculty members for the year 1934-1935  
Table V. The year 1934-1935  
Mines to 15.5 credits

One of the major costs of instruction is the salary  
of the faculty. A salary survey was made  
high ranking universities in the United States  
has mostly new, larger-sized departments.  
decide how it will allocate resources to the various  
the staff.

The high level of salary is a factor  
regular meeting of the faculty  
Table VII. In a survey of the salaries of  
have contracts for the year 1934-1935  
they perform other duties in addition to their



TABLE IV

DISTRIBUTION OF CLASSES BY SIZE  
IN SIX NEW MEXICO INSTITUTIONS OF HIGHER EDUCATION  
1949-1950 a/

Size of Classes	Mines	Western	ENMU	Highlands	A&M	UNM
1-15	51.0%	69.3%	67.1%	68.6%	54.9%	46.8%
16-30	36.1%	20.7%	23.4%	22.7%	34.1%	35.4%
31-45	8.8%	7.4%	6.8%	7.3%	8.4%	10.9%
46-60	3.4%	2.6%	2.1%	1.3%	1.9%	3.6%
61 or larger	<u>.7%</u>	<u>---</u>	<u>.6%</u>	<u>.1%</u>	<u>.7%</u>	<u>3.3%</u>
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

a/ Obtained from data in Table 15 in the Appendix.



IN SIX NEW MEXICO TEST TUBES  
194-1950 BY

Size of Classes	Mean	Standard Deviation	Frequency	Relative Frequency
1-15	21.0	6.7	10	0.10
16-30	30.1	10.7	15	0.15
31-45	37.8	7.5	10	0.10
46-60	44.4	11.0	10	0.10
61 or larger	—	—	10	0.10
Total	100.0	100.0	100	1.00

a/ Obtained from data in Table 15 in new Appendix



TABLE V

FACULTY TEACHING LOADS  
IN SIX NEW MEXICO INSTITUTIONS OF HIGHER EDUCATION  
1949-1950 a/

School	Number of Full-time Teachers	Average Credit Hour Load
Mines	21.0	10.3
Western	31.5	13.4
ENMU	43.5	15.1
Highlands	51.3	16.5
A&M	108.5	11.6 <u>b/</u>
UNM	230.3	12.1

a/ Faculty teaching loads were obtained from grade sheets at each school except New Mexico School of Mines. A worksheet of faculty teaching hours was used there. The total hours divided by the number of full-time teachers gave the average teaching load. Half-time instructors were considered as one-half of a full-time teacher.

b/ This figure is slightly understated because all part-time teachers were regarded as half-time or quarter-time although sometimes one-third or one-sixth would have been more exact.







TABLE VI

FACULTY SALARIES  
FOR SIX NEW MEXICO INSTITUTIONS OF HIGHER EDUCATION  
1949-1950 a/

Number of Persons Tabulated	Persons with Other Duties b/	School	High Salary	Median Salary	Low Salary
<b>Professors</b>					
9	9	Mines	\$6530.50	\$5750.00	\$5129.00
4	4	Western	5195.43	4684.10	4135.95
7	5	ENMU	5175.00	4800.00	4200.00
16	13	Highlands	5400.00	4900.00	4300.00
38	31	A&M	5760.00	5035.50	4050.00
65	34	UNM	7700.00	6000.00	4200.00
<b>Associate Professors</b>					
7	2	Mines	\$4700.00	\$4600.00	\$4300.00
27	12	Western	4500.00	3870.00	3272.76
11	1	ENMU	4550.00	4100.00	3800.00
8	1	Highlands	4900.00	4400.00	4100.00
20	8	A&M	4698.00	4212.00	4140.00
40	3	UNM	5600.00	4800.00	4100.00
<b>Assistant Professors</b>					
8	2	Mines	\$4600.00	\$4150.00	\$3500.00
1	0	Western	3379.05	3379.05	3379.05
9	0	ENMU	4200.00	3900.00	3600.00
21	6	Highlands	4900.00	4000.00	3600.00
38	7	A&M	3807.00	3658.50	3402.00
81	7	UNM	5175.00	4000.00	3000.00
<b>Instructors</b>					
5	4	Mines	\$4200.00	\$3600.00	\$3150.00
1	1	Western	2456.19	2456.19	2456.19
22	6	ENMU	5200.00	3600.00	3000.00
12	1	Highlands	\$3850.00	\$3600.00	\$2945.43
28	4	A&M	4200.00	3006.00	2700.00
53	4	UNM	3800.00	3200.00	2500.00

a/ Salary information was obtained from the comptroller or business manager at each school, and all salaries were adjusted to a nine month basis. Only full-time faculty who did part or full-time teaching were included.

b/ These persons are included in number of persons tabulated column, also.







TABLE VII

TEACHING FACULTY SALARIES  
FOR SIX NEW MEXICO INSTITUTIONS OF HIGHER EDUCATION  
(Full-time teachers only)  
1949-1950 <sup>a/</sup>

Number of Persons	School	High Salary	Median Salary	Low Salary
<b>Professors</b>				
0	Mines	---	---	---
0	Western	---	---	---
2	ENMU	\$4750.00	\$4475.00	\$4200.00
3	Highlands	4500.00	4400.00	4300.00
7	A&M	5040.00	4860.00	4050.00
31	UNM	7000.00	5400.00	4200.00
<b>Associate Professors</b>				
5	Mines	\$4700.00	\$4600.00	\$4500.00
15	Western	4090.95	3722.76	3428.19
10	ENMU	4500.00	4050.00	3800.00
7	Highlands	4500.00	4400.00	4100.00
12	A&M	4599.00	4140.00	4140.00
37	UNM	5600.00	4800.00	4100.00
<b>Assistant Professors</b>				
6	Mines	\$4600.00	\$4200.00	\$4000.00
1	Western	3379.05	3379.05	3379.05
9	ENMU	4200.00	3900.00	3600.00
15	Highlands	4300.00	4000.00	3600.00
31	A&M	3807.00	3807.00	3402.00
74	UNM	5000.00	4000.00	3300.00
<b>Instructors</b>				
1	Mines	\$3500.00	\$3500.00	\$3500.00
0	Western	---	---	---
16	ENMU	4500.00	3600.00	3000.00
11	Highlands	3850.00	3600.00	2945.43
24	A&M	3600.00	3006.00	2700.00
49	UNM	3800.00	3300.00	2500.00

<sup>a/</sup> Salary information was obtained from the comptroller or business manager at each school. Only full-time teachers are included, and all salaries were adjusted to a nine month basis.



Number of		School	
Professors		Professors	
0	Other	0	Other
0	Western	0	Western
3	East	3	East
3	Midland	3	Midland
7	South	7	South
31	Unk.	31	Unk.
Associate Professors		Associate Professors	
5	Other	5	Other
13	Western	13	Western
10	East	10	East
7	Midland	7	Midland
13	South	13	South
37	Unk.	37	Unk.
Assistant Professors		Assistant Professors	
6	Other	6	Other
1	Western	1	Western
0	East	0	East
13	Midland	13	Midland
11	South	11	South
24	Unk.	24	Unk.
Instructors		Instructors	
1	Other	1	Other
0	Western	0	Western
16	East	16	East
11	Midland	11	Midland
24	South	24	South
40	Unk.	40	Unk.

By College Information - The following business managers are included, and all salaries are included in the total.



These contracts have been adjusted to their nine month equivalents for comparative purposes, but even these figures still reflect payment made for other duties in addition to teaching. These figures may be found in Table VI. In order, however, to discover a better comparison of teaching salaries only, another distribution (Table VII) has been computed which excludes those who teach only part-time. The difference, therefore, between the figures in these two tables can be attributed to the group composed of those who had duties in addition to teaching.

Some faculty members are employed for eleven or twelve months on a teaching basis in order that they may be called upon to teach in the summer session, also. This was found to be particularly true in many of the teaching contracts at New Mexico Western College, and in a few contracts at the other schools. These salaries have been adjusted to a nine month basis, also. However, if the individuals involved should not have been called upon for this extra work, the adjusted figure would understate the compensation for the winter sessions. It was impossible to find the proper adjustment for this factor, but in as much as relatively few persons worked under such contracts, little distortion of the facts can be attributed to this cause. However, one should at least keep this factor in mind when studying the salary figures.



These conditions have been found to be  
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## CHAPTER IV

### EXTRA-ACADEMIC ACTIVITIES

Attention must be given to programs and projects sponsored by the institutions of higher education even though they are not all directly related to the regular academic work. In most instances, they do affect the current costs of the schools. These projects are not only of importance to the colleges, but also most of them provide invaluable services to the community and to the state.

Highlands University has a technical trade institute which offers one and two year courses to prepare students for twelve different crafts and trades. In the academic year, 1949-1950, the four sessions had enrollments of 370, 419, 433, and 440 which is almost half as many students as are enrolled in the academic program. Qualified technicians are employed by the college to instruct these classes. The enrollment is largely composed of veteran students from all parts of the state. This project meets a need long felt in New Mexico, and its contribution to the state should not be minimized.

A high school and grade school in Silver City are under the direction of New Mexico Western College. These schools serve as practice laboratories for the student teachers in the Education Department. A county appropriation



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A high school and grade school in Silver City are under the direction of New Mexico Western College. These schools serve as practice laboratories for the students teachers in the Education Department. A county association



is received by the college for the operation of these schools. In this connection New Mexico Western College performs a service different from that of any other New Mexico college.

Eastern New Mexico University tends to center most of its energies on the college program. However, it does have a nursery school for training purposes for home economics and education students. A farm is operated in conjunction with its agricultural courses.

New Mexico College of Agricultural and Mechanical Arts also has a farm to aid in its agricultural program. It sponsors many diversified activities in connection with its responsibilities as a land grant college. Many valuable services are offered to the people of New Mexico by the school, especially in the field of agriculture. Most of these projects are financed by special state or federal government appropriations. Being situated near the White Sands Proving Grounds, the college and part of its staff are associated with this project.

The New Mexico School of Mines has a Research and Development Division employing highly specialized staff members who may be called upon to teach special courses in the college. This Division is performing a service to the state and nation in the research field and has received national recognition for some of its accomplishments.

A non-credit evening college, which has grown from



is received by the college for the operation of these schools.  
In this connection New Mexico Western College performs a very  
wide different from that of any other New Mexico college.

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especially in the field of agriculture. Most of these pro-  
jects are financed by special state or federal government  
appropriations. Being situated near the Santa Fe River  
grounds, the college and part of its staff are associated  
with this project.

The New Mexico School of Mines has a Research and  
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state and nation in the research field and has received  
national recognition for some of its recent findings.  
A non-profit evening college, which has grown from



an original enrollment of a few hundred to 1,385 students, is sponsored by the University of New Mexico. Although all of the New Mexico colleges have some night classes, this evening college is offered in addition to the University's academic night courses. The classes are not all on the college level, but they are selected to meet the demands and needs of the students. For this reason, these students can not be considered a part of the regular academic program. Persons from Albuquerque and many of its surrounding communities are enrolled in this evening college. The University also sponsors a diversified research and publications program.

Many of these services are self-supporting, but in other instances the schools find it worthwhile to subsidize some of them. It is not possible to enumerate all of the projects sponsored by the New Mexico institutions of higher education, but the ones mentioned indicate the variety and types of services which are offered. These activities are considered extra because they are not directly related or are not essential to the regular academic program.



an original character and is not a copy of any other work. It is sponsored by the Government of the New York State of Education. The evening college is a part of the State University system. Academic night courses are offered by the State University of New York. College level, but they are not intended to meet the needs of the student. They are not intended to be considered as a part of the State University system. Persons from other States and from other countries are admitted to the evening college. The college also sponsors a variety of other educational programs.

Many of these are well-known, but in other instances the names are not known. Some of these are not known to the public. Projects sponsored by the State University of New York are not known to the public. Education of the State University of New York is not known to the public. Types of work are not known to the public. Considered as a part of the State University system are not known to the public.



## CHAPTER V

### CONCLUSIONS

In a study of the costs of higher education in New Mexico, the need for accurate data is imperative, but that is not enough. The data must be available in comparable form. Unfortunately, no standard or uniform manner of presentation has been used in the past. Comparisons will always be unfair to some schools as long as there is no established procedure for all phases of statistical work necessary to the preparation of official reports. Slightly differing interpretations may produce surprisingly different results. More standardization, especially in computing total credit hours and setting up budget classifications, is needed. If a uniform system of collating statistics could be established, interested parties, including the Legislature of New Mexico, would be able to make a better evaluation of the cost of higher education in the State.

A step in that direction has been made in this study. The enrollment statistics, academic services, and finances for the six schools were computed in such a manner to make them fairly comparable. With such data a discussion of the problems of current income and expenditures for the schools can be more easily and accurately presented.



## CHAPTER V

### CONCLUSIONS

In a study of the costs of higher education in Mexico, the need for accurate data is imperative, but this is not enough. The data must be available in comparable form. Unfortunately, no standard or uniform manner of presentation has been used in the past. Comparisons will always be unfair to some schools as long as there is no established procedure for all phases of statistical work necessary in the preparation of official reports. Slightly different interpretations may produce surprisingly different results. More standardization, especially in computing total credit hours and setting up budget classifications, is needed. If a uniform system of collating statistics could be established, interested parties, including the Legislature of Mexico, would be able to make a better evaluation of the cost of higher education in the State. A step in that direction has been made in this study. The enrollment statistics, academic services, and finances for the six schools were compared in such a manner to make them fairly comparable. With much data a discussion of the problems of current income and expenditures for the schools can be more easily and accurately presented.



The rapid growth of colleges and universities in the past few years has placed a heavy financial burden on most schools. New Mexico institutions have been faced with increasingly heavy demands on the revenues available to them. Large veteran enrollments have helped meet the additional costs caused by larger student bodies and expanded academic programs. Anticipated drops in veteran enrollment, which may or may not be offset by additional civilian students, present a problem of decreasing revenues from student fees, the second most important source of income.

Although all of the schools would be affected by a drop in enrollment, some would be hurt more than others. The three smallest schools depended on student fees for 18 to 22 per cent of their total income. A drop in student fees would not be as drastic to these schools as it would be to the University of New Mexico which depends on almost 43 per cent of its income from this one source.

The difference in the importance of student fees may be partially attributed to the tuition policies of the schools. New Mexico Western College, Eastern New Mexico University, and Highlands University do not charge any additional tuition for students from other states while the other three schools charge a much higher tuition rate for non-resident students. This does not explain the revenue pattern at the School of Mines, however. It is quite



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The difference in the dependence of student fees may be partially attributed to the tuition policies of the schools. New Mexico State College, Santa Fe College, University, and Highlands University do not charge any additional tuition for students from other states while the other three schools charge a much higher tuition rate for non-resident students. This does not explain the varying pattern at the School of Mines, however. It is evident



distinct from that of the other colleges. The per student income received from student fees is higher than that of any other school, but the percentage of student fees to total income is less. This is true because income from other sources, especially sales and services, is much greater than at the other schools.

The impact of the loss of veteran students may differ from school to school; nevertheless, each school will be faced with a resulting financial problem even though it be in varying degrees. Many expenditures cannot be stopped immediately when income drops. Even when expenses are cut, they may not decrease proportionally with student fees. In fact, these schools may be faced with continuing rising costs for many of the essential expenditures. New Mexico institutions of higher learning, usually forced to operate with revenues less than needed for desirable standards of education, will be seriously affected unless any decline in income from student fees can be at least partially offset by an increase from some other source.

At present state appropriations play a very important part in financing higher education, and even greater demands will be made upon this source of revenue in the future. In Table VIII the percentage of total current state appropriations for each school in this study is related to the percentage of total full-time student equivalents in







TABLE VIII  
COMPARISON OF STATE APPROPRIATIONS  
AND  
FULL-TIME STUDENT EQUIVALENTS  
FOR SIX NEW MEXICO INSTITUTIONS OF HIGHER EDUCATION  
1949-1950 a/

Schools	Per cent of Total State Appropriation Received	Per cent of Total Full-Time Student Equivalent	Ratio of Appropriation Received to Total Full-Time Student Equivalent
Mines	5.5	2.9	1.90
Western	10.0	5.9	1.70
ENMU	10.8	8.5	1.27
Highlands	14.3	12.8	1.12
A&M <u>b/</u>	15.0	18.9	.79
UNM	44.4	51.0	.87
Total of Six Schools	100.0	100.0	1.00

a/ Data summarized from Table 11 in the Appendix. The ratio was computed by dividing per cent of total state appropriation received by per cent of total full-time student equivalents.

b/ New Mexico College of Agricultural and Mechanical Arts received a federal appropriation in addition to this state appropriation.



APPENDIX VIII

COMPARISON OF STATE APPROPRIATIONS  
 FOR THE FISCAL YEAR 1950  
 FOR THE FISCAL YEAR 1950  
 FOR THE FISCAL YEAR 1950

Schools	Appropriation received	Total State Appropriation	Per cent of Total State Appropriation	Appropriation received
Nine	2.2	2.2	100.0	1.90
Western	10.0	10.0	100.0	7.20
WMB	10.8	10.8	100.0	1.20
Highlands	14.3	14.3	100.0	1.10
ASB P	15.0	15.0	100.0	.70
UW	14.4	14.4	100.0	.60
Total of Six Schools	100.0	100.0	100.0	1.00

a/ Data summarized from Table 11 in the Appendix. The ratio was computed by dividing per cent of total state appropriation received by per cent of total full-time student enrollment.

b/ For Mexico College of Agriculture and Mechanical Arts received a Federal appropriation in addition to the state appropriation.



each school for the year, 1949-1950. It can be seen that the smaller schools received larger appropriations per student than the larger ones. The reason for this can be shown readily because small schools with relatively higher fixed costs normally cannot operate on a per student cost figure as low as the larger schools. Therefore, it is desirable to have an equitable rather than an equal distribution of state money to the public institutions of higher education. A formula that would take all factors into account and make a proper allocation for each school would be useful.

The North Central Association of Colleges and Secondary Schools has developed a series of multipliers<sup>3</sup> which it uses to equate figures from schools of different sizes. An adjustment of per student costs and income to the size of the institution can thus be made. In Table IX the state appropriation for each school in 1949-1950 has been adjusted by the proper multiplier for its enrollment (full-time student equivalents). Using this basis for adjustment, the tabulation would indicate that the smaller schools are receiving more money per student from the state than the North Central Association would think necessary to compensate for their size.

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<sup>3</sup> "Finance," North Central Association of Colleges and Secondary Schools-Revised Manual of Accrediting, July 1, 1941, Chapter VIII, p. 3.



each school for the year, 1942-1943. It can be seen that the smaller schools received larger appropriations per pupil than the larger ones. The reason for this can be seen readily because small schools with relatively high fixed costs normally cannot operate on a per student cost basis as low as the larger schools. Therefore, if a distribution is made on a per student basis rather than an equal distribution of money to the public institutions of higher education, it follows that would take all factors into account and make a per allocation for each school would be useful.

The North Central Association of Colleges and Universities has developed a series of guidelines which it uses to equate figures from schools of different sizes. An adjustment of per student costs and income to the size of the institution can thus be made. In Table IX the per appropriation for each school in 1942-1943 has been adjusted by the proper multiplier for its enrollment. This adjustment is not equivalent. Using this basis for adjustment, the institution would indicate that the smaller schools are receiving more money per student than the larger schools. The North Central Association would think necessary to compensate for their size.



TABLE IX

APPROPRIATIONS PER STUDENT  
 (ADJUSTED BY THE NORTH CENTRAL ASSOCIATION MULTIPLIER)  
 FOR SIX NEW MEXICO INSTITUTIONS OF HIGHER EDUCATION  
 1949-1950 <sup>a/</sup>

Schools	State Appropriation per Student	Multiplier <sup>b/</sup>	State Appropriation per Student (Adjusted)
Mines	\$ 740.86	.54	\$ 400.06
Western	658.76	.76	500.66
ENMU	493.94	.88	434.67
Highlands	433.32	1.00	433.32
A&M	308.39	1.00	308.32
UNM	338.01	1.00	338.01

<sup>a/</sup> Appropriations are adjusted by the North Central Association multiplier to compensate for differences in size of the institutions of higher education.

<sup>b/</sup> Full-time student equivalents were used to determine the proper multiplier for each school.







However, some of the factors which differ among the schools are not easily measured in terms of dollars and cents or percentages, and the element of judgment on someone's part must enter the picture. Therefore, if a suitable formula cannot be devised, decisions at least can be made on the basis of the study of accurate and collated data which serve to eliminate much of the guesswork. Only if comparable data are presented in a uniform manner can this be accomplished. Political pressures would be less important if this were brought about because appropriations for higher education could be made more objectively than has been possible in the past.

Having analyzed the sources of income, attention may now be directed to the uses made of revenue obtained by the six schools studied. No standard by which current expenditures must be measured can be given because of the difficulty of determining the validity of such a yardstick. Studies have been made, however, and some information is available for general comparative purposes. In Table I it is possible to see the results of a study made ten years ago on the distribution of educational and general expenses in various types of schools.<sup>4</sup> This North Central Association

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<sup>4</sup> J. Oliver and A. J. Brumbaugh, "Financial Data of Higher Institutions for 1939-1940," North Central Association Quarterly, XVI, April, 1942, pp. 430-447.







TABLE X

PERCENTAGE DISTRIBUTION OF EDUCATIONAL AND GENERAL EXPENSES  
FOR UNITED STATES INSTITUTIONS OF HIGHER EDUCATION  
1939-1940 a/

Schools	Number Covered	Admin. & Gen- eral	Research and In- struction	Library	Oper. & Maint. of Plant
All Insti- tutions	200	18%	61%	5%	16%
Teachers Colleges publicly controlled	38	12%	65%	5%	18%
Universities, publicly controlled	19	11%	69%	4%	16%
Technical Colleges, publicly controlled	7	11%	68%	3%	18%
Liberal Arts Colleges, publicly controlled	4	11%	68%	5%	16%

a/ Taken from Table VII in "Financial Data of Higher Institu-  
tions for 1939-1940," North Central Association Quarterly,  
April, 1942, p. 437.



TABLE X

PERCENTAGE DISTRIBUTION OF EDUCATIONAL AND GENERAL TYPES  
OF UNITED STATES INSTITUTIONS OF HIGHER EDUCATION  
1939-1940 BY

Schools	Number Covered	Adm. & Gen. Svcs.	Research and In- Libr. Svcs.	Other Svcs.
All Insti- tutions	200	182	612	132
Teachers Colleges				
publicly controlled	38	122	622	182
Universities, publicly controlled	12	112	602	102
Technical Colleges, publicly controlled	7	112	682	122
Liberal Arts Colleges, publicly controlled	4	122	622	132

Notes: Taken from Table VII in "Statistical Data on Higher Education for 1939-1940," Bureau of Education for the Handicapped, April, 1942, p. 127.



study excluded non-educational expenditures, whereas in this paper they were included (see Table 10 in Appendix). Since this item is of rather minor importance in New Mexico schools, comparisons have been made between the two studies without considering this difference.

Administrative and general expenditures of four of the New Mexico schools studied for 1949-1950 are slightly higher than their respective college types in 1939-1940, but they are below the all institution average. Highlands University and New Mexico School of Mines are quite different, however. Highlands had a very small administrative cost which can be explained by a smaller staff with less expenditures in the departments concerned. The School of Mines spends a relatively high percentage of its total educational and general, and other non-educational income for this function. Whether the nature of its academic work, its small enrollment, or a combination of these factors can explain this difference is difficult to determine. Surely smaller schools will ordinarily spend a larger percentage of their money for administrative and general expenses than bigger schools because of certain fixed costs necessary regardless of size. The schools can only strive to operate their administrative offices as efficiently as possible and give careful consideration to all general expenditures.







Many variable factors are responsible for the different costs of instruction in the six New Mexico colleges and universities. Each school must consider the many ways it can spend its money for educational purposes and then decide which method best fits its needs.

If a large number of small classes are conducted, it is probable that the cost of instruction will be increased because more instructors will be necessary, and more classrooms, utilities, etc. will be used. Often this increased cost is desirable. Graduate courses usually require smaller classes than undergraduate subjects. Also, some fields of undergraduate study do not lend themselves to large classes. For this reason class size in itself should not be the evaluating factor but merely a point of discussion. Graduate courses were conducted by all six colleges, but they were of very minor importance at New Mexico School of Mines and Eastern New Mexico University where this instruction is new. No attempt was made in this study to determine the relative size of the graduate school to the total school because of innumerable difficulties in obtaining this data.

Where a wide variety of courses is offered to a small student body, some schools require their professors to carry heavier credit hour loads, if their classes are small. This helps to keep costs down, but it may have bad effects upon the quality of instruction. Highlands University, New Mexico



Many variable factors are responsible for the  
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else which method best fits the needs.  
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where a wide variety of courses is offered and the  
student body, some schools require that students be very  
heavier credit hours. It is not always true that  
helps to keep the school, but it is not always true  
the quality of instruction. The school is a



Western College, and Eastern New Mexico University have about 15 per cent more classes with from one to fifteen students than the other schools, and their average faculty teaching loads are also more than those of New Mexico School of Mines, New Mexico College of Agricultural and Mechanical Arts, or the University of New Mexico.

Under normal circumstances it is more costly to offer one credit hour of laboratory work than one credit hour of classroom work. There are several reasons for this. A laboratory course meets from two to three times as many hours as a lecture course for the same amount of credit. Laboratory instructors, therefore, usually do not teach as many credit hours as other instructors. This increases the instructional costs per credit hour. Also, equipment and supplies for such work can be a burdensome cost.

Although teaching salaries are one of the most important costs of instruction, no definite patterns develop when the median salaries (see Table VI and Table VII) for the six schools are studied. In each rank the larger schools tend to pay higher salaries than two of the smaller schools. However, the median salary for the New Mexico School of Mines in each rank is consistently one of the highest. Dissimilarities in salary data may be the result of either different salary scales or the lack of uniformity in the use or meaning of faculty titles. These differences in



Western College, and Eastern New Mexico University have about 15 per cent more classes than the other schools, and their average teaching loads are also more than those of New Mexico State of Mines, New Mexico College of Agriculture and Mechanical Arts, or the University of New Mexico.

Under normal circumstances, it is to be expected that one credit hour of laboratory work is equivalent to one credit hour of classroom work. There are several reasons for this. Laboratory courses are often from two to three times as many hours as a lecture course for the same amount of credit. Laboratory instructors, therefore, usually do not teach as many credit hours as other instructors. This factor is also in structural costs per credit hour. Also, equipment and supplies for such work can be a burdensome cost.

Although teaching salaries are one of the most important costs of instruction, no definite pattern develops when the median salaries (see Table IV and Table VII) for the six schools are studied. In each rank the larger schools tend to pay higher salaries than two of the smaller schools. However, the median salary for the New Mexico School of Mines in each rank is consistently one of the lowest. Disturbances in salary data can be the result of either different salary scales or the lack of uniformity in the use or meaning of faculty titles. These differences in



salary policies will have their affect upon total costs at each school.

In most cases New Mexico institutions of higher education spent a smaller percentage of total income for instruction in 1949-1950 than the average of the institutions studied by the North Central Association in 1939-1940. A more recent comparison can be made with the United States Department of Education report on higher education for 1947-1948. Instruction costs, including extension and research, for all publicly controlled institutions covered, were approximately 68 per cent of the total educational and general expenditures.<sup>5</sup> Although there is a difference of two years between that study and the New Mexico data used, it is assumed that no radical changes took place in this time. The New Mexico average expenditure for instruction in 1949-1950 was not quite 60 per cent of the total educational and general expenditures. This difference might be caused by the rather small enrollments in New Mexico colleges which forces these schools to carry on their other functions at a cost proportionately greater.

Four colleges spent approximately 5 per cent of their current money for library expenditures. Highlands

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<sup>5</sup> "Statistics of Higher Education--1947-1948," Biennial Survey of Education in the United States--1946-1948, p. 50.



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University and New Mexico School of Mines used only about 2 per cent of their funds for this purpose. In Table VIII it is shown that library expenditures ranged from 3 to 5 per cent depending upon the type of school. Technical schools, similar to the New Mexico School of Mines spent less than the other schools. In the Department of Education study the publicly controlled institutions used 3 per cent of their expenditures in the library.<sup>6</sup> On the basis of the North Central Association and Department of Education reports, it would be difficult to evaluate the expenditures made in this category by New Mexico schools.

There is a greater difference in operation and maintenance of plant expenditures among the schools studied than in any other category. The per student costs vary from \$48.10 to \$560.73 per year, and the percentages reflect equally divergent expenditure practices. Since capital outlay financed by current revenue is included, the figures for some of the schools reflect major plant improvements as well as the more regular maintenance expenditures. This was particularly true for the year studied at Highlands University and the University of New Mexico. Each school must decide how much work should be done by this department, and these decisions will be reflected in the cost of operation and maintenance of its plant.

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<sup>6</sup> Ibid.



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Organized research, extension and related activities are of minor importance in New Mexico institutions of higher education. However, the educational world is recognizing their value to the school as well as to the public. Many colleges are placing increasing emphasis on these categories. Should New Mexico schools apply more of their resources to these activities, and if so, is income adequate for these additional pursuits?

Many factors affect the final cost of higher education in institutions of New Mexico. If careful analysis of these factors were made each year, it might be helpful in planning future budgets, in appropriating state funds, in changing present income and expenditure patterns to obtain more effective as well as more efficient results. Although a school may be very efficient, it does not always follow that its efforts are effective, also. Only through constant surveillance of internal factors, and through comparative studies with other schools, can an institution of higher education be sure it is getting the results it should expect from the money it is spending.

Decisions made after a careful study of all available data will usually be better than those based on general knowledge or vague estimates. Even if New Mexico schools do not expand further, accurate statistical analysis will be helpful. However, if the colleges and universities supported by



Organized research, conducted with respect to the  
state of affairs in the field of education of higher  
education. However, the educational world is constantly  
changing and the school is still in the process of  
evolution and planning increasing emphasis on these changes.  
Should new research schools be set up to study these  
changes and activities, and if so, in what subjects and  
additional purposes?

Many factors affect the final result of these studies.  
tion in institutions of higher learning. It is not only  
of these factors which have been mentioned, it might be said  
in planning future studies, in supervising these studies, in  
changing present income and expenditures, in planning  
more effective in all its more efficient results. Although  
a school may be very efficient, it does not mean that  
that the efforts are effective. It is not only the  
surveillance of the school's progress, but also the  
studies with other schools, and the results of these  
education be sure it is getting the results it wants  
from the money it is spending.

Education needs a careful study of all available  
data will usually be better than those based on general  
judges or various estimates. Even if the data are not  
expensive, accurate statistical analysis will be helpful.  
But, however, in the collection and interpretation of data



this state continue to grow, pertinent data on current income, current expenditures, and related activities will be of increasing importance.



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APPENDIX







## INTRODUCTION

The Tables in this Appendix contain the statistical data upon which many of the discussions in the paper are based. Footnotes are used for each table to denote the sources and offer necessary explanations. In addition a short commentary, in which pertinent observations concerning the tables are made, precedes each table.

The tables are arranged to follow the subject matter of the text as nearly as possible. For convenience the name of each school has been shortened or abbreviated. New Mexico School of Mines is called Mines; New Mexico Western College, Western; Eastern New Mexico University, ENMU; Highlands University, Highlands; New Mexico College of Agricultural and Mechanical Arts, A&M; and the University of New Mexico, UNM. The schools are listed in the tables according to size (full-time student equivalents) with the smallest school first. By using the same order in all of the tables, comparisons may be more easily made.



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The tables are arranged to follow the subject matter of the text as nearly as possible. For convenience the name of each school has been shortened or abbreviated.

New Mexico School of Mines is called Mines; New Mexico Western College, Western; Eastern New Mexico University, ENMU; Highlands University, Highlands; New Mexico College of Agricultural and Mechanical Arts, A&M; and the University of New Mexico, UNM. The schools are listed in the tables according to size (full-time student enrollment) with the smallest school first. By using the same order in all of the tables, comparisons may be more easily made.



Table 1. Total Enrollment in Six New Mexico Institutions of Higher Education, 1939-1940 and 1949-1950.

1. Table 1 is a summation of Tables 2 and 3.
2. The number of additional students enrolled in the six New Mexico schools in the past ten years can be seen in the Increase column.
3. Enrollment figures represent a count of individuals enrolled without regard to hours carried.



Table 1. Total Enrollment in Six-Year Institutions of Higher Education, 1939-1940 and 1941-1942.

1.	Table 1 is a summary of the enrollment data for the six-year institutions of higher education for the years 1939-1940 and 1941-1942.
2.	The number of additional students enrolled in the six-year institutions for the years 1939-1940 and 1941-1942 is shown in the following table.
3.	Enrollment figures reported for the six-year institutions are based on the number of students enrolled in the fall semester of the year.



TABLE 1

TOTAL ENROLLMENT  
OF SIX NEW MEXICO INSTITUTIONS OF HIGHER EDUCATION  
1939-1940 and 1949-1950 a/

Term	1939-1940	1949-1950	Increase
Summer Session	2,546	4,697	2,151
Semester I or Fall Quarter	4,118	8,709	4,591
Semester II or Winter Quarter	3,708	8,206	4,498
Spring Quarter	238 <u>b/</u>	1,420	-----

a/ Figures obtained from registrar of each college for 1939-1940 and from actual count of students' cards at the middle of each term in 1949-1950.

b/ Spring figures were not available for Highlands. Western was the only other school with a spring quarter.



TABLE 1

TOTAL ENROLLMENT  
OF SIX NEW MEXICO INSTITUTIONS OF HIGHER EDUCATION  
1939-1940 and 1940-1941

Term	1939-1940	1940-1941	Increase
Summer Session	2,546	4,697	2,151
Semester I or Fall Quarter	4,118	8,709	4,591
Semester II or Winter Quarter	3,708	8,206	4,498
Spring Quarter	238	1,420	1,182

Figures obtained from registrar of each college for 1939-1940 and from actual count of students' cards at the college of each term in 1940-1941.

Spring figures were not available for Highlands. Western was the only other school with a spring quarter.



Table 2. Enrollment in Six New Mexico Institutions of Higher Education, 1939-1940.

1. Since the dates for the various sets of enrollment figures were not available, it is impossible to assume that they are the same or comparable for each term or for each school. Therefore, these figures should be considered as approximations rather than exact figures.
2. There was a sizeable drop in enrollment between the fall and spring terms at each school.
3. New Mexico School of Mines did not have a summer session at this time. Except for Highlands University and New Mexico Western College, the summer session enrollments were much smaller than they were for the winter terms.







TABLE 2

ENROLLMENT OF SIX NEW MEXICO INSTITUTIONS OF HIGHER EDUCATION  
1939-1940 a/

School	Summer Session	Semester I or Fall Quarter	Semester II or Winter Quarter	Spring Quarter
Mines	---	174	150	
Western	205	256	236	238
ENMU	65	670	617	
Highlands	956 <u>b/</u>	405	355	<u>c/</u>
A&M	322	1,048	878	
UNM	998	1,565	1,472	

a/ Figures obtained from registrar of each school.

b/ Highlands University had two six weeks summer sessions. This figure represents the number of different persons enrolled during the two sessions.

c/ Enrollment data not available for this session.



TABLE 2

ENROLLMENT OF SIX NEW MEXICO INSTITUTIONS OF HIGHER EDUCATION  
1939-1940<sup>a</sup>

School	Summer Session	Semester I or Fall Quarter	Semester II or Winter Quarter	Spring Quarter
Mines	---	1,776	1,150	
Western	202	276	236	238
WVU	65	670	617	
Highlands	252 <sup>b</sup>	1,021	355	21
AAU	322	1,748	828	
UNM	298	1,267	1,472	

<sup>a</sup> Figures obtained from registrar of each school.

<sup>b</sup> Highlands University had two six weeks summer sessions. This figure represents the number of different persons enrolled during the two sessions.

<sup>c</sup> Enrollment data not available for this session.



Table 3. Enrollment in Six New Mexico Institutions of Higher Education, 1949-1950.

1. The winter term enrollment at each school, except New Mexico School of Mines, was much smaller than the fall term.
2. Extension and correspondence students are not considered to be regular students for enrollment statistics, and therefore, they are listed separately.
3. New Mexico Western College's extension and correspondence courses were an important part of their total academic work. Highlands University, Eastern New Mexico University, and the University of New Mexico had extension and correspondence enrollments of approximately the same proportion in relation to their regular enrollments.







TABLE 3

ENROLLMENT OF SIX NEW MEXICO INSTITUTIONS OF HIGHER EDUCATION  
1949-1950 <sup>a/</sup>

School	Summer Session	Semester I or Fall Quarter	Semester II or Winter Quarter	Spring Quarter	Extension	Correspon- dence
Mines	80	243	240		---	---
Western	429	570	544	506	275	231
ENMU	372	739	698		63	79 <sup>b/</sup>
Highlands	1,167 <sup>c/</sup>	915	863	914	153	122
A&M	680	1,598	1,478		59	---
UNNM	1,969	4,644	4,383		308	431

<sup>a/</sup> Figures obtained from students' class cards at the middle of each term.

<sup>b/</sup> Eastern New Mexico University discontinued correspondence courses in the Fall of 1949.

<sup>c/</sup> Highlands University had two six weeks summer sessions. This figure represents the number of different persons enrolled during the summer.







Table 4. Comparison of 1939-1940 and 1949-1950 Enrollments for Six New Mexico Institutions of Higher Education.

1. The increase in the number of students over the ten year period was obtained by subtracting enrollment figures in Table 2 from enrollment figures for the same period in Table 3.
2. The summer session increases indicate that this term is becoming increasingly important in New Mexico schools. The growth of summer session was larger by percentage than the growth of the winter sessions, except at Highlands University and the University of New Mexico.
3. New Mexico institutions of higher education as a whole had a large increase in enrollments. However, Highlands University, New Mexico Western College and the University of New Mexico had the biggest increases in regular terms.
4. The percentage growth of Semester II at each school is greater than the percentage growth for Semester I. This could mean that more new students enrolled for the second term in 1949-1950 than in 1939-1940, or that fewer students withdrew at the end of the first term in 1949-1950 than in 1939-1940.



# WAGE BOND

The purpose of this study is to determine the effect of wage bond on the behavior of the subjects. The subjects were divided into two groups: one group received a wage bond and the other group did not. The results of the study are as follows:

1. The subjects who received a wage bond showed a significant increase in their performance compared to the control group.

2. The subjects who received a wage bond showed a significant decrease in their absenteeism compared to the control group.

3. The subjects who received a wage bond showed a significant increase in their attendance compared to the control group.

4. The subjects who received a wage bond showed a significant decrease in their tardiness compared to the control group.

5. The subjects who received a wage bond showed a significant increase in their productivity compared to the control group.

6. The subjects who received a wage bond showed a significant decrease in their errors compared to the control group.

7. The subjects who received a wage bond showed a significant increase in their quality of work compared to the control group.

8. The subjects who received a wage bond showed a significant decrease in their complaints compared to the control group.

9. The subjects who received a wage bond showed a significant increase in their satisfaction compared to the control group.

10. The subjects who received a wage bond showed a significant decrease in their turnover compared to the control group.



TABLE 4

COMPARISON OF ENROLLMENT CHANGES BETWEEN 1939-1940 AND 1949-1950  
IN SIX NEW MEXICO INSTITUTIONS OF HIGHER EDUCATION <sup>a/</sup>

School	Summer Session		Sem. I or Fall Quarter		Sem. II or Winter Quarter	
	Approximate Percent of Student Increase over 1939-1940		Approximate Percent of Student Increase over 1939-1940		Approximate Percent of Student Increase over 1939-1940	
	In Ten Years	1939-1940	In Ten Years	1939-1940	In Ten Years	1939-1940
Mines	80	b/	69	39.7	90	60.0
Western	224	109.3	314	122.7	308	130.5
ENMU	307	472.3	69	10.3	81	13.1
Highlands	211	22.1	510	125.9	508	143.1
A&M	358	111.2	550	52.5	600	68.3
UNM	971	97.3	3,079	196.7	2,911	197.8

<sup>a/</sup> Obtained from enrollment data in Tables 2 and 3 in the Appendix. All enrollment figures in this table should be considered as approximations only since the data for 1939-1940 were not of the same date.

<sup>b/</sup> No summer session in 1939-1940.



EFFECTIVE  
 ERASE  
 RAGLON

DATE	DESCRIPTION	AMOUNT	BALANCE
1941-1-1	...	...	...
1941-1-15	...	...	...
1941-2-1	...	...	...
1941-2-15	...	...	...
1941-3-1	...	...	...
1941-3-15	...	...	...
1941-4-1	...	...	...
1941-4-15	...	...	...
1941-5-1	...	...	...
1941-5-15	...	...	...
1941-6-1	...	...	...
1941-6-15	...	...	...
1941-7-1	...	...	...
1941-7-15	...	...	...
1941-8-1	...	...	...
1941-8-15	...	...	...
1941-9-1	...	...	...
1941-9-15	...	...	...
1941-10-1	...	...	...
1941-10-15	...	...	...
1941-11-1	...	...	...
1941-11-15	...	...	...
1941-12-1	...	...	...
1941-12-15	...	...	...
1942-1-1	...	...	...
1942-1-15	...	...	...
1942-2-1	...	...	...
1942-2-15	...	...	...
1942-3-1	...	...	...
1942-3-15	...	...	...
1942-4-1	...	...	...
1942-4-15	...	...	...
1942-5-1	...	...	...
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1942-9-1	...	...	...
1942-9-15	...	...	...
1942-10-1	...	...	...
1942-10-15	...	...	...
1942-11-1	...	...	...
1942-11-15	...	...	...
1942-12-1	...	...	...
1942-12-15	...	...	...
1943-1-1	...	...	...
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1955-6-15	...	...	...
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1955-7-15	...	...	...
1955-8-1	...	...	...
1955-8-15	...	...	...
1955-9-1	...	...	...



Table 5. Veteran Enrollment in Six New Mexico Institutions of Higher Education, 1949-1950.

1. Schools with large veteran enrollments will be faced with the problem of decreasing veteran enrollments very soon.
2. Veteran enrollments for 1949-1950 should be compared with veteran enrollments for 1950-1951, when they are available, to get a better idea of the immediate trend.
3. Since the veteran enrollment figures were obtained from the registrars and may have been counted at different times during the term, figures in this table should be considered only as approximations. It is highly improbable, however, that any large error in reporting exists.



Table 2. *Yersinia enterocolitica* in the United States, 1970-1979

1. Isolation of <i>Y. enterocolitica</i> from human and animal sources	2. Isolation of <i>Y. enterocolitica</i> from environmental sources	3. Isolation of <i>Y. enterocolitica</i> from food sources	4. Isolation of <i>Y. enterocolitica</i> from water sources	5. Isolation of <i>Y. enterocolitica</i> from other sources
Isolated from 10 human cases, 1970-1979	Isolated from 10 environmental sources, 1970-1979	Isolated from 10 food sources, 1970-1979	Isolated from 10 water sources, 1970-1979	Isolated from 10 other sources, 1970-1979



TABLE 5  
VETERAN ENROLLMENT  
IN SIX NEW MEXICO INSTITUTIONS OF HIGHER EDUCATION  
1949-1950 a/

School	Semester I		Semester II				
	Summer Session Veteran Percent of Total b/	or Fall Quarter Veteran Percent of Total	or Winter Quarter Veteran Percent of Total	Spring Quarter Veteran Percent of Total			
Mines	56	70.0	162	66.7	163	67.9	
Western	117	27.3	175	30.7	169	31.1	160
ENMU	125	33.6	206	27.9	223	31.9	31.6
Highlands	c/	c/	429	46.9	431	49.9	371
A&M	383	56.3	732	45.8	662	44.8	40.6
UNM	1,061	53.9	2,235	48.1	2,075	47.3	

a/ Figures obtained from registrar of each school.

b/ Total enrollment was taken from Table 3 to compute percentage figure.

c/ Data not available.







Table 6. Student Credit Hours for Six New Mexico Institutions of Higher Education, 1949-1950.

1. Student credit hours were counted at the middle of each term from the individual students' schedule cards. All hours for which the student was enrolled at the time of computation were counted regardless of grades or credits received.
2. Correspondence credit hours could not be figured on the same basis as regular hours. Since a year is usually given to complete a correspondence course, it was impractical to try to determine a mid-point on each course. These hours represent total correspondence hours for which students enrolled during the fiscal year, 1949-1950.
3. Highlands' and Western's quarter hours can be changed to semester hours for comparisons. One quarter hour equals two-thirds of one semester hour. (See Table I in the text.)



Table 6. Percentages of ...

1. ...	...
2. ...	...
3. ...	...
4. ...	...
5. ...	...
6. ...	...
7. ...	...
8. ...	...
9. ...	...
10. ...	...

EFFICIENT  
EZERASE  
RACON



TABLE 6

STUDENT CREDIT HOURS  
FOR SIX NEW MEXICO INSTITUTIONS OF HIGHER EDUCATION  
1949-1950 <sup>a/</sup>

School	Summer Session or Quarter	Semester I or Winter Quarter	Semester II or Spring Quarter	Extension	Correspondence	Total Hours
Mines						
Semester Hours	525	3,836	3,702	---	---	8,063
Western						
Quarter Hours	3,616.5	6,844.5	6,638.5	826	693	24,912.5
ENMU						
Semester Hours	2,906	10,624	10,045	159	207	23,941
Highlands						
Quarter Hours	15,556	12,732	12,482	12,784	378	54,343
A&M						
Semester Hours	4,767	25,256	23,022	236	---	53,281
UNW						
Semester Hours	13,336.5	61,629.5	66,772	935	1,183	143,856

<sup>a/</sup> Obtained from the students' class cards at the middle of each term.







Table 7. Total Current Income for Six New Mexico Institutions of Higher Education, 1949-1950.

1. Current income is broken into three general categories: educational and general, other non-educational, and auxiliaries. These breakdowns are used in the State Comptroller's Financial Report for Educational Institutions.
2. Educational and general is further divided into the various income sources. A better analysis of income patterns can be obtained with this additional breakdown.
3. Other non-educational income includes such revenue items as income from state lands or state permanent funds, and for faculty pensions, scholarships, and other student aid.
4. Auxiliary enterprises and activities include those activities which cannot be directly related to the academic functions but do contribute in some way to the college community. Most of the auxiliaries provide needed services for the students and/or the school. A few of them are not closely related to the school, but for one reason or another, the school has found itself engaged in these activities. The most common auxiliary enterprises are residential halls, dining halls, cafeterias, canteens, bookstores, apartments, printing plants, intercollegiate athletics, and student unions.
5. Income per student is based on the total full-time student equivalent for the school.
6. The average figures for the six schools combined are strongly influenced by the University of New Mexico figures because it is as large as the other five combined.



Table 1. Total and average values of the parameters of the water quality of the river in the period of the study.

Parameter	Value
1. Temperature of water	15.5
2. pH	7.2
3. Dissolved oxygen	8.5
4. Total dissolved solids	120
5. Total suspended solids	150
6. Total organic carbon	10
7. Total nitrogen	5
8. Total phosphorus	2
9. Ammonia nitrogen	1
10. Nitrate nitrogen	3
11. Nitrite nitrogen	0.5
12. Chlorophyll a	0.5
13. Chlorophyll b	0.2
14. Chlorophyll c	0.1
15. Chlorophyll total	0.8
16. Secchi disk depth	1.5
17. Water transparency	1.5
18. Water color	10
19. Conductivity	150
20. Hardness	150
21. Calcium	100
22. Magnesium	50
23. Sodium and potassium	10
24. Sulfate	50
25. Chloride	50
26. Bicarbonate	50
27. Carbonate	50
28. Silica	10
29. Iron	1
30. Manganese	0.5
31. Zinc	0.1
32. Copper	0.05
33. Lead	0.01
34. Cadmium	0.005
35. Chromium	0.01
36. Nickel	0.01
37. Barium	0.01
38. Strontium	0.01
39. Boron	0.01
40. Fluoride	0.01
41. Iodide	0.01
42. Bromide	0.01
43. Selenium	0.01
44. Tellurium	0.01
45. Vanadium	0.01
46. Molybdenum	0.01
47. Cobalt	0.01
48. Nickel	0.01
49. Copper	0.01
50. Zinc	0.01
51. Manganese	0.01
52. Iron	0.01
53. Aluminum	0.01
54. Silicon	0.01
55. Phosphorus	0.01
56. Nitrogen	0.01
57. Carbon	0.01
58. Hydrogen	0.01
59. Oxygen	0.01
60. Sulfur	0.01
61. Chlorine	0.01
62. Fluorine	0.01
63. Iodine	0.01
64. Bromine	0.01
65. Selenium	0.01
66. Tellurium	0.01
67. Vanadium	0.01
68. Molybdenum	0.01
69. Cobalt	0.01
70. Nickel	0.01
71. Copper	0.01
72. Zinc	0.01
73. Manganese	0.01
74. Iron	0.01
75. Aluminum	0.01
76. Silicon	0.01
77. Phosphorus	0.01
78. Nitrogen	0.01
79. Carbon	0.01
80. Hydrogen	0.01
81. Oxygen	0.01
82. Sulfur	0.01
83. Chlorine	0.01
84. Fluorine	0.01
85. Iodine	0.01
86. Bromine	0.01
87. Selenium	0.01
88. Tellurium	0.01
89. Vanadium	0.01
90. Molybdenum	0.01
91. Cobalt	0.01
92. Nickel	0.01
93. Copper	0.01
94. Zinc	0.01
95. Manganese	0.01
96. Iron	0.01
97. Aluminum	0.01
98. Silicon	0.01
99. Phosphorus	0.01
100. Nitrogen	0.01
101. Carbon	0.01
102. Hydrogen	0.01
103. Oxygen	0.01
104. Sulfur	0.01
105. Chlorine	0.01
106. Fluorine	0.01
107. Iodine	0.01
108. Bromine	0.01
109. Selenium	0.01
110. Tellurium	0.01
111. Vanadium	0.01
112. Molybdenum	0.01
113. Cobalt	0.01
114. Nickel	0.01
115. Copper	0.01
116. Zinc	0.01
117. Manganese	0.01
118. Iron	0.01
119. Aluminum	0.01
120. Silicon	0.01
121. Phosphorus	0.01
122. Nitrogen	0.01
123. Carbon	0.01
124. Hydrogen	0.01
125. Oxygen	0.01
126. Sulfur	0.01
127. Chlorine	0.01
128. Fluorine	0.01
129. Iodine	0.01
130. Bromine	0.01
131. Selenium	0.01
132. Tellurium	0.01
133. Vanadium	0.01
134. Molybdenum	0.01
135. Cobalt	0.01
136. Nickel	0.01
137. Copper	0.01
138. Zinc	0.01
139. Manganese	0.01
140. Iron	0.01
141. Aluminum	0.01
142. Silicon	0.01
143. Phosphorus	0.01
144. Nitrogen	0.01
145. Carbon	0.01
146. Hydrogen	0.01
147. Oxygen	0.01
148. Sulfur	0.01
149. Chlorine	0.01
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151. Iodine	0.01
152. Bromine	0.01
153. Selenium	0.01
154. Tellurium	0.01
155. Vanadium	0.01
156. Molybdenum	0.01
157. Cobalt	0.01
158. Nickel	0.01
159. Copper	0.01
160. Zinc	0.01
161. Manganese	0.01
162. Iron	0.01
163. Aluminum	0.01
164. Silicon	0.01
165. Phosphorus	0.01
166. Nitrogen	0.01
167. Carbon	0.01
168. Hydrogen	0.01
169. Oxygen	0.01
170. Sulfur	0.01
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186. Silicon	0.01
187. Phosphorus	0.01
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189. Carbon	0.01
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209. Phosphorus	0.01
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395. Selenium	0.01
396. Tellurium	0.01
397. Vanadium	0.01
398. Molybdenum	0.01
399. Cobalt	0.01
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401. Copper	0.01
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403. Manganese	0.01
404. Iron	0.01
405. Aluminum	0.01
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407. Phosphorus	0.01
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409. Carbon	0.01
410. Hydrogen	0.01
411. Oxygen	0.01
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413. Chlorine	0.01
414. Fluorine	0.01
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418. Tellurium	0.01
419. Vanadium	0.01
420. Molybdenum	0.01
421. Cobalt	0.01
422. Nickel	0.01
423. Copper	0.01
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425. Manganese	0.01
426. Iron	0.01
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428. Silicon	0.01
429. Phosphorus	0.01
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431. Carbon	0.01
432. Hydrogen	0.01
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450. Silicon	0.01
451. Phosphorus	0.01
452. Nitrogen	0.01
453. Carbon	0.01
454. Hydrogen	0.01
455. Oxygen	0.01
456. Sulfur	0.01
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461. Selenium	0.01
462. Tellurium	0.01
463. Vanadium	0.01
464. Molybdenum	0.01
465. Cobalt	0.01
466. Nickel	0.01
467. Copper	0.01
468. Zinc	0.01
469. Manganese	0.01
470. Iron	0.01
471. Aluminum	0.01
472. Silicon	0.01
473. Phosphorus	0.01
474. Nitrogen	0.01
475. Carbon	0.01
476. Hydrogen	0.01
477. Oxygen	0.01
478. Sulfur	0.01
479. Chlorine	0.01
480. Fluorine	0.01
481. Iodine	0.01
482. Bromine	0.01
483. Selenium	0.01
484. Tellurium	0.01
485. Vanadium	0.01
486. Molybdenum	0.01
487. Cobalt	0.01
488. Nickel	0.01
489. Copper	0.01
490. Zinc	0.01
491. Manganese	0.01
492. Iron	0.01
493. Aluminum	0.01
494. Silicon	0.01
495. Phosphorus	0.01
496. Nitrogen	0.01
497. Carbon	0.01
498. Hydrogen	0.01
499. Oxygen	0.01
500. Sulfur	0.01
501. Chlorine	0.01
502. Fluorine	0.01
503. Iodine	0.01
504. Bromine	0.01
505. Selenium	0.01
506. Tellurium	0.01
507. Vanadium	0.01
508. Molybdenum	0.01
509. Cobalt	0.01
510. Nickel	0.01
511. Copper	0.01
512. Zinc	0.01
513. Manganese	0.01
514. Iron	0.01
515. Aluminum	0.01
516. Silicon	0.01
517. Phosphorus	0.01
518. Nitrogen	0.01
519. Carbon	



TABLE 7

TOTAL CURRENT INCOME  
FOR SIX NEW MEXICO INSTITUTIONS OF HIGHER EDUCATION  
1949-1950 a/  
(Adjusted b/)

	Income	Per cent of Educ. and Gen'l. & Non- Educ. Income	Income per Student
Student Fees	\$2,165,992.03	34.01	\$ 245.81
Endowment Income	19.00	---	---
Government Appropriation			
State	3,421,707.50	53.72	388.31
County (Net)	4,038.97	.06	.46
Federal	76,069.62	1.20	8.63
Gifts and Grants	6,302.20	.10	.72
Sales and Services	269,102.44	4.22	30.54
Other Sources	<u>53,520.36</u>	<u>.84</u>	<u>6.07</u>
Total Educational and General	5,996,752.12	94.15	680.54
Other Non-Educational	<u>372,539.01</u>	<u>5.85</u>	<u>42.28</u>
Total Educational, General and Other Non-Educational	6,369,291.13	100.00	722.82
Auxiliary Enterprises	<u>2,297,453.06</u>		<u>260.72</u>
Total Current Income	\$8,666,744.19		\$ 983.54

a/ Income figures were obtained by totaling figures for the six schools in Table 9 of the Appendix.

b/ A few adjustments in income figures were necessary to make the figures comparable and to exclude certain non-current items.



FOR SIX MONTHS ENDING 31st MARCH 1954

Student fees	£2,355.00
Endowment income	1,100.00
Government grants	1,000.00
State	1,000.00
County (Local)	1,000.00
Federal	1,000.00
Gifts and Grants	1,000.00
Sales and Services	1,000.00
Other Sources	1,000.00
Total Educational	£10,000.00
and General	1,000.00
Other Non-Educational	1,000.00
Total Educational	£10,000.00
Other Non-Educational	1,000.00
Auxiliary Enterprises	1,000.00
Total Current Income	£10,000.00

Income figures were obtained from the six schools in Table 2 of the Report.

By a few adjustments to income figures the figures comparable with the figures in Table 2 of the Report.



Table 8. Total Current Expenditures for Six New Mexico Institutions of Higher Education, 1949-1950.

1. Current expenditures are divided into the same three general categories that are used for current income.
2. Educational and general expenditures are those directly related to the academic program.
3. Other non-educational expenditures are those made from current funds that do not relate directly to educational expenditures. Such items as interest on loans, annuities, pensions, scholarships, and other student aid are classified in this manner.
4. Auxiliary expenditures should be made from auxiliary income since they should be self-supporting.
5. The total expenditure figures changed to percentages and per student expenditures are merely the average figures for the six institutions as a whole.
6. Total expenditures for the different categories may be compared to total income for the same categories in Table 7.







TABLE 8

TOTAL CURRENT EXPENDITURES  
FOR SIX NEW MEXICO INSTITUTIONS OF HIGHER EDUCATION  
1949-1950 a/  
(Adjusted b/)

	Expenditure	Per cent of Educ., Gen'l. & Non-Educ. Expenditure	Expen- diture per Student
Administrative and General	\$ 877,828.34	14.45	\$ 99.62
Instruction	\$ 3,286,992.34	54.10	373.02
Organized Research	54,578.32	.90	6.20
Extension, etc.	82,056.07	1.35	9.31
Library	273,870.42	4.51	31.08
Operation and Maintenance of Physical Plant	1,124,863.51	18.51	127.65
Organized Activities	<u>32,582.22</u>	<u>.54</u>	<u>3.70</u>
Total Educational and General	5,732,771.22	94.36	650.58
Other Non-Educational	<u>342,993.43</u>	<u>5.64</u>	<u>38.92</u>
Total Educational, General and Other Non-Educational	6,075,764.65	100.00	689.50
Auxiliary Enterprises	<u>2,188,824.63</u>		<u>248.40</u>
Total Current Expenditure	\$ 8,264,589.28		\$ 937.90

a/ Expenditure figures were obtained from Table 10 in the Appendix.

b/ A few adjustments were necessary to make the expenditure figures comparable and to exclude certain non-current items.



FOR THE YEAR 1954  
 TOTAL EXPENDITURE  
 IN

Administrative and General	1,234,567	1,234,567
Instruction	2,345,678	2,345,678
Organized Research	3,456,789	3,456,789
Extension, etc.	4,567,890	4,567,890
Library	5,678,901	5,678,901
Operation and Maintenance of Physical Plant	6,789,012	6,789,012
Organized Activities	7,890,123	7,890,123
Total Educational and General	24,962,750	24,962,750
Other Non-Educational	1,234,567	1,234,567
Total Educational, Research and Other Non-Educational	26,197,317	26,197,317
Military Services	1,234,567	1,234,567
Total Current Expenditures	27,431,884	27,431,884

A. Expenditures for the year 1954 are shown in the Appendix.  
 B. A few adjustments have been made to the figures comparable and in excess of the year 1954.



Table 9. Current Educational, General, and Other Non-Educational Income for Six New Mexico Institutions of Higher Education, 1949-1950.

1. Auxiliary income is omitted from this table. Only net income from auxiliaries can be considered as a contributing factor to total income for educational purposes, and it is of minor importance in New Mexico schools. Auxiliary data may be found in Tables 12 and 13.
2. A comparison can be made from school to school and within each school of the various sources of income. Student fees and state appropriations are the two most important sources, but their relative importance varies from school to school.
3. The dollar contribution of the students at each school is vastly different.
4. The differences in appropriations per student for the six schools should be noted.



Table 2. Current Educational, General, and Special Educational Levels for the Six Schools, 1950-1951

1. Auxiliary Income on the Day before the Survey	2. A comparison of the six schools to the various schools and with the school of the various courses of study. The data show that the six schools are in the same position as the other schools in the district. The data also show that the six schools are in the same position as the other schools in the district.	3. The data show that the six schools are in the same position as the other schools in the district. The data also show that the six schools are in the same position as the other schools in the district.	4. The data show that the six schools are in the same position as the other schools in the district. The data also show that the six schools are in the same position as the other schools in the district.
1. Auxiliary Income on the Day before the Survey	2. A comparison of the six schools to the various schools and with the school of the various courses of study. The data show that the six schools are in the same position as the other schools in the district. The data also show that the six schools are in the same position as the other schools in the district.	3. The data show that the six schools are in the same position as the other schools in the district. The data also show that the six schools are in the same position as the other schools in the district.	4. The data show that the six schools are in the same position as the other schools in the district. The data also show that the six schools are in the same position as the other schools in the district.



TABLE 9

CURRENT EDUCATIONAL, GENERAL, AND OTHER NON-EDUCATIONAL INCOME  
FOR SIX NEW MEXICO INSTITUTIONS OF HIGHER EDUCATION  
1949-1950 a/  
(Adjusted b/)

	Income	Per cent of Educ., Gen'l. & Non-Educ. Income	Income per Student
Student Fees			
Mines	\$ 82,285.42	18.08	\$ 326.57
Western	104,239.23	21.01	200.84
ENMU	120,093.75	22.32	160.52
Highlands	283,287.40	33.02	250.22
A&M	332,406.62	29.95	199.64
UNM	1,243,679.61	42.70	276.65
Endowment Income			
A&M	19.00	.00	.01
Government Appropriation (State unless marked otherwise)			
Mines	186,675.00	41.01	740.86
Western	341,902.50	68.92	658.76
Western-County (Net)	4,038.97	.82	7.78
ENMU	369,550.00	68.69	493.94
Highlands	490,580.00	57.19	433.32
A&M	513,475.00	46.27	308.39
A&M-Federal	76,069.62	6.86	45.69
UNM	1,519,525.00	52.17	338.01
Gifts and Grants			
Highlands	6,302.20	.74	5.57
Sales and Services			
Mines	105,279.18	23.13	417.82
Western	5,650.47	1.14	10.89
ENMU	18,678.58	3.47	24.97
Highlands	36,550.67	4.26	32.28
A&M	97,179.73	8.76	58.36
UNM	5,763.81	.20	1.28
Other Sources			
Mines	6,192.83	1.36	24.58
Western	3,340.57	.67	6.44
ENMU	405.11	.08	.54
Highlands	4,237.37	.49	3.74
A&M	---	---	---
UNM	39,344.48	1.35	8.75

See footnotes at end of table.







TABLE 9 (CONTINUED)

CURRENT EDUCATIONAL, GENERAL, AND OTHER NON-EDUCATIONAL INCOME  
FOR SIX NEW MEXICO INSTITUTIONS OF HIGHER EDUCATION  
1949-1950 a/  
(Adjusted b/)

	Income	Per cent of Educ., Gen'l. & Non-Educ. Income	Income per Student
Total Educational and General			
Mines	\$ 380,432.43	83.58	\$1,509.83
Western	459,171.74	92.56	884.71
ENMU	508,727.44	94.56	679.97
Highlands	820,957.64	95.70	725.13
A&M	1,019,149.97	91.84	612.09
UNM	2,808,312.90	96.42	624.69
Other Non-Educational			
Mines	74,733.51	16.42	296.60
Western	36,906.59	7.44	71.11
ENMU	29,282.69	5.44	39.14
Highlands	36,877.48	4.30	32.57
A&M	90,542.39	8.16	54.38
UNM	104,196.35	3.58	23.18
Total Educational and General and Other Non- Educational			
Mines	455,165.94	100.00	1,806.43
Western	496,078.33	100.00	955.82
ENMU	538,010.13	100.00	719.11
Highlands	857,835.12	100.00	757.70
A&M	1,109,692.36	100.00	666.47
UNM	2,912,509.25	100.00	647.87

a/ Income figures were obtained from audit reports or annual reports from each school for 1949-1950.

b/ A few adjustments were necessary on some reports to make the figures comparable by excluding certain non-current items.







Table 10. Current Educational, General, and Other Non-Educational Expenditures for Six New Mexico Institutions of Higher Education, 1949-1950.

1. From this table, it is possible to study the various expenditure patterns of the different schools. The three sets of figures for each classification make innumerable comparisons possible.
2. The second page of Table 9 may be compared to the second page of Table 10. Five of the schools received income which exceeded expenditures for educational and general. The amount of surplus varied considerably. New Mexico School of Mines carried a deficit in this category.
3. A comparison of income and expenditures for the second category which is other non-educational shows that only three of the schools kept these expenditures within the receipts for this category.
4. However, the important comparison is for the two categories combined. New Mexico School of Mines was the only school with a deficit in this total figure. Except for the University of New Mexico, the surplus figures were about \$100 per student at each school.



Table 10. Current Statistics of Educational Institutions of Black Americans, 1950-51.

1. Total enrollment of all institutions of higher learning, including those of the Federal Government, State, and local governments, and those of the Church, Synagogue, and Mosques, and those of the independent organizations of the colored people.	1,000,000
2. The number of students of Negro race in the United States, including those in the Federal Government, State, and local governments, and those in the Church, Synagogue, and Mosques, and those in the independent organizations of the colored people.	1,000,000
3. A comparison of the number of students of Negro race in the United States, including those in the Federal Government, State, and local governments, and those in the Church, Synagogue, and Mosques, and those in the independent organizations of the colored people.	1,000,000
4. However, the number of students of Negro race in the United States, including those in the Federal Government, State, and local governments, and those in the Church, Synagogue, and Mosques, and those in the independent organizations of the colored people.	1,000,000



TABLE 10

CURRENT EDUCATIONAL, GENERAL,  
AND OTHER NON-EDUCATIONAL EXPENDITURES  
FOR SIX NEW MEXICO INSTITUTIONS OF HIGHER EDUCATION  
1949-1950 a/ (Adjusted b/)

	Expenditure	Per cent of Educ., Gen'l. & Non-Educ. Expenditure	Cost per Student
Admin. and General			
Mines	\$ 122,286.10	25.79	\$ 485.32
Western	81,317.64	18.27	156.68
ENMU	81,572.93	17.37	109.93
Highlands	72,162.77	9.77	63.74
A&M	139,732.92	13.24	83.92
UNM	380,755.98	13.16	84.70
Instruction			
Mines	143,617.99	30.28	569.98
Western	168,742.74	37.92	325.12
ENMU	240,917.38	51.29	322.01
Highlands	358,330.46	48.54	316.51
A&M	695,644.74	65.91	417.80
UNM	1,679,739.03	58.06	373.65
Organized Research			
Mines	3,251.48	.69	12.90
ENMU	498.68	.11	.67
UNM	50,828.16	1.76	11.31
Extension, etc.			
Western	17,524.35	3.94	33.76
ENMU	4,251.41	.90	5.68
Highlands	14,628.37	1.98	12.92
UNM	45,651.94	1.58	10.15
Library			
Mines	9,440.58	1.99	37.47
Western	22,673.78	5.10	43.69
ENMU	25,575.34	5.45	34.18
Highlands	16,237.03	2.20	14.34
A&M	53,789.72	5.10	32.31
UNM	146,153.97	5.05	32.51
Operation and Maintenance of Physical Plant			
Mines	141,287.13	29.79	560.73
Western	115,628.03	25.98	222.79
ENMU	60,185.86	12.81	80.45
Highlands	238,054.64	32.24	210.27
A&M	96,893.74	9.18	58.19
UNM	472,814.11	16.34	105.17
Organized Activities Relating to Instructional Departments			
ENMU	18,075.01	3.85	24.16
Highlands (net)	14,507.21	1.97	12.81

See footnotes at end of table.







TABLE 10 (CONTINUED)

CURRENT EDUCATIONAL, GENERAL,  
AND OTHER NON-EDUCATIONAL EXPENDITURES  
FOR SIX NEW MEXICO INSTITUTIONS OF HIGHER EDUCATION  
1949-1950 a/ (Adjusted b/)

	Expenditure	Per cent of Educ., Gen'l. & Non-Educ. Expenditure	Cost per Student
<b>Total Educational and General</b>			
Mines	\$ 419,883.28	88.54	\$1,666.40
Western	405,886.54	91.21	782.04
ENMU	431,076.61	91.78	576.18
Highlands	713,920.48	96.70	630.59
A&M	986,061.12	93.43	592.22
UNM	2,775,943.19	95.95	617.49
<b>Other Non-Educational</b>			
Mines	54,372.80	11.46	215.79
Western	39,114.28	8.79	75.36
ENMU	38,607.36	8.22	51.60
Highlands	24,367.67	3.30	21.52
A&M	69,384.09	6.57	41.67
UNM	117,147.23	4.05	26.06
<b>Total Educational and General, and Other Non-Educational</b>			
Mines	474,256.08	100.00	1,882.19
Western	445,000.82	100.00	857.40
ENMU	469,683.97	100.00	627.78
Highlands	738,288.15	100.00	652.11
A&M	1,055,445.21	100.00	633.89
UNM	2,893,090.42	100.00	643.55

a/ Expenditure figures were obtained from audit reports or annual reports from each school for 1949-1950.

b/ A few adjustments were necessary on some reports to make the figures comparable by excluding certain non-current items.



FOR SIX MONTHS ENDING 31st MARCH 1954  
 M.L. OFFICE 1-2-1000  
 STATIONER'S RECORDS

STATIONER'S RECORDS  
 M.L. OFFICE 1-2-1000  
 STATIONER'S RECORDS

Total (thousands of tons)		
and General		
Western		
Eastern		
Midland		
North		
South		
Other non-ferrous		
Western		
Eastern		
Midland		
North		
South		

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Total (thousands of tons)		
General, and other		
Western		
Eastern		
Midland		
North		
South		

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Table 11. State Appropriations and Full-Time Student Equivalents for Six New Mexico Institutions of Higher Education for 1949-1950.

1. Total current income appropriated for the six schools was not received. Column two shows the amount actually received which was about 95% of the total.
2. Each school's appropriation was divided by the total appropriation received by all six schools to obtain the percentage received by each school.
3. Since the number of full-time students is an important cost factor, the per cent of total full-time students was computed for each school.
4. Table VIII in the text compares the two percentage columns of this table.



Table II. State Appropriations and Expenditures for the Department of Education for the Fiscal Year 1911-12.

The total amount appropriated for the Department of Education for the fiscal year 1911-12 was \$1,000,000. The total amount expended for the same purpose was \$950,000. The difference of \$50,000 represents the amount of the appropriation which was not expended.

The following table shows the distribution of the total appropriation among the various departments of the Department of Education for the fiscal year 1911-12.

The following table shows the distribution of the total expenditure among the various departments of the Department of Education for the fiscal year 1911-12.

The following table shows the distribution of the total expenditure among the various departments of the Department of Education for the fiscal year 1911-12.



TABLE 11

STATE APPROPRIATION AND FULL-TIME STUDENT EQUIVALENTS  
FOR SIX NEW MEXICO INSTITUTIONS OF HIGHER EDUCATION  
1949-1950

School	Current Income Appropriated by Legislature a/	Current Appropriation Received b/	Per cent of		Pull-time Student Equivalent	Per cent of Total Student Equivalent
			Total State Appropriation Received	Appropriation Received		
Mines	\$ 196,500.00	\$ 186,675.00	5.5	251.97	2.9	
Western	358,640.00	341,902.50	10.0	519.01	5.9	
ENMU	389,000.00	369,550.00	10.8	748.16	8.5	
Highlands	516,400.00	490,580.00	14.3	1,132.15	12.8	
A&M	669,500.00	513,475.00 c/	15.0	1,665.03	18.9	
UNM	1,599,500.00	1,519,525.00	44.4	4,495.50	51.0	
Total	\$3,729,540.00	\$3,421,707.50	100.0	8,811.82	100.0	

a/ From the Laws of New Mexico-1949, pp. 465-469.

b/ Each school received approximately 95% of its state appropriation for 1949-1950.

c/ New Mexico A&M considered only \$540,500.00 of its appropriation for current purposes although in the state law it was not broken down.







Table 12. Current Income and Current Expenditures in Six New Mexico Institutions of Higher Education, 1949-1950.

1. The three general categories for current income and current expenditures are included in the table for easier comparisons. Explanations of the categories are found in the sheets preceding Table 7 and 8.
2. Percentage figures in this table are based on total income or expenditures including auxiliaries. They are not the same percentage figures found in Tables 7, 8, 9, and 10 and should not be compared to them.



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TABLE 12

CURRENT INCOME AND CURRENT EXPENDITURES  
IN SIX NEW MEXICO INSTITUTIONS OF HIGHER EDUCATION  
1949-1950 <sup>a/</sup>  
(Adjusted <sup>b/</sup>)

	Mines			Western			ENMU			Highlands			A&M			UNM		
	Income	Expenditure		Income	Expenditure		Income	Expenditure		Income	Expenditure		Income	Expenditure		Income	Expenditure	
Educational and General																		
Amounts	\$380,432.43	\$419,883.28		\$459,171.74	\$405,886.54		\$508,727.44	\$431,076.61		\$820,957.64	\$713,920.48		\$1,019,149.97	\$986,061.12		\$2,808,312.90	\$2,775,943.19	
Per cent of Total	66.35	71.48		70.43	67.83		62.39	61.32		70.47	69.96		64.16	66.87		72.52	71.53	
Per Student <sup>c/</sup>	\$1,509.83	\$1,666.40		\$884.71	\$782.04		\$679.97	\$576.18		\$725.13	\$630.59		\$612.09	\$592.22		\$624.69	\$617.49	
Other Non-Educational																		
Amounts	\$74,733.51	\$54,372.80		\$36,906.59	\$39,114.28		\$29,282.69	\$38,607.36		\$36,877.48	\$24,367.67		\$90,542.39	\$69,384.09		\$104,196.35	\$117,147.23	
Per cent of Total	13.03	9.25		5.66	6.54		3.59	5.49		3.17	2.39		5.70	4.70		2.69	3.02	
Per Student	\$296.60	\$215.79		\$71.11	\$75.36		\$39.14	\$51.60		\$32.57	\$21.52		\$54.38	\$41.67		\$23.18	\$26.06	
Total Educational and General and Other Non-Educational																		
Amounts	\$455,165.94	\$474,256.08		\$496,078.33	\$445,000.82		\$538,010.13	\$469,683.97		\$857,835.12	\$738,288.15		\$1,109,692.36	\$1,055,445.21		\$2,912,509.25	\$2,893,090.42	
Per cent of Total	79.38	80.73		76.09	74.37		65.98	66.81		73.64	72.35		69.86	71.57		75.21	74.55	
Per Student	\$1,806.43	\$1,882.19		\$955.82	\$857.40		\$719.11	\$627.78		\$757.70	\$652.11		\$666.47	\$633.89		\$647.87	\$643.55	
Auxiliaries																		
Amounts	\$118,259.76	\$113,179.39		\$155,861.41	\$153,345.30		\$277,456.82	\$233,281.99		\$307,095.58	\$282,213.37		\$478,715.46	\$419,196.28		\$960,064.03	\$987,608.30	
Per cent of Total	20.62	19.27		23.91	25.63		34.02	33.19		26.36	27.65		30.14	28.43		24.79	25.45	
Per Student	\$469.34	\$449.18		\$300.30	\$259.46		\$370.85	\$311.81		\$271.25	\$249.27		\$287.51	\$251.77		\$213.56	\$219.69	
Total Current																		
Amounts	\$573,425.70	\$587,435.47		\$651,939.74	\$598,346.12		\$815,466.95	\$702,965.96		\$1,164,930.70	\$1,020,501.52		\$1,588,407.82	\$1,474,641.49		\$3,872,573.28	\$3,880,698.72	
Per cent of Total	100.00	100.00		100.00	100.00		100.00	100.00		100.00	100.00		100.00	100.00		100.00	100.00	
Per Student	\$2,275.77	\$2,331.37		\$1,256.12	\$1,152.86		\$1,089.96	\$939.59		\$1,028.95	\$901.38		\$953.98	\$885.66		\$861.43	\$863.24	

<sup>a/</sup> Income and Expenditure statements for each school were obtained from audit reports or annual reports for 1949-1950.

<sup>b/</sup> A few adjustments were necessary to make the statements comparable and to exclude certain non-current items.

<sup>c/</sup> Per student figures were computed on the basis of full-time student equivalents.



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Table 13. Current Income and Current Expenditures in Six New Mexico Institutions of Higher Education, 1949-1950.

1. Table 13 includes the same figures as Table 12. The commentary after Table 12, also, applies to this table. The different arrangement is given to aid in making a study of the current income and current expenditure figures for these six New Mexico colleges and universities.



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TABLE 13

CURRENT INCOME AND CURRENT EXPENDITURES  
IN SIX NEW MEXICO INSTITUTIONS OF HIGHER EDUCATION  
1949-1950 a/ (Adjusted b/)

	Amount of Current		Percentage of Total Amount		Per Student c/	
	Income	Expenditure	Income	Expenditure	Income	Expenditure
Educational and General						
Mines	\$ 380,432.43	\$ 419,883.28	66.35	71.48	\$1,509.83	\$1,666.40
Western	459,171.74	405,886.54	70.43	67.83	884.71	782.04
ENMU	508,727.44	431,076.61	62.39	61.32	679.97	576.18
Highlands	820,957.64	713,920.48	70.47	69.96	725.13	630.59
A&M	1,019,149.97	986,061.12	64.16	66.87	612.09	592.22
UNM	2,808,312.90	2,775,943.19	72.52	71.53	624.69	617.49
Other Non-Educational						
Mines	\$ 74,733.51	\$ 54,372.80	13.03	9.25	\$ 296.60	\$ 215.79
Western	36,906.59	39,114.28	5.66	6.54	71.11	75.36
ENMU	29,282.69	38,607.36	3.59	5.49	39.14	51.60
Highlands	36,877.48	24,367.67	3.17	2.39	32.57	21.52
A&M	90,542.39	69,384.09	5.70	4.70	54.38	41.67
UNM	104,196.35	117,147.23	2.69	3.02	23.18	26.06
Total Educational and General and Other Non-Educational						
Mines	\$ 455,165.94	\$ 474,256.08	79.38	80.73	\$1,806.43	\$1,882.19
Western	496,078.33	445,000.82	76.09	74.37	955.82	857.40
ENMU	538,010.13	469,683.97	65.98	66.81	719.11	627.78
Highlands	857,835.12	738,288.15	73.64	72.35	757.70	652.11
A&M	1,109,692.36	1,055,445.21	69.86	71.57	666.47	633.89
UNM	2,912,509.25	2,893,090.42	75.21	74.55	647.87	643.55
Auxiliaries						
Mines	\$ 118,259.76	\$ 113,179.39	20.62	19.27	\$ 469.34	\$ 449.18
Western	155,861.41	153,345.30	23.91	25.63	300.30	295.46
ENMU	277,456.82	233,281.99	34.02	33.19	370.85	311.81
Highlands	307,095.58	282,213.37	26.36	27.65	271.25	249.27
A&M	478,715.46	419,196.28	30.14	28.43	287.51	251.77
UNM	960,064.03	987,608.30	24.79	25.45	213.56	219.69
Total Current						
Mines	\$ 573,425.70	\$ 587,435.47	100.00	100.00	\$2,275.77	\$2,331.37
Western	651,939.74	598,346.12	100.00	100.00	1,256.12	1,152.86
ENMU	815,466.95	702,965.96	100.00	100.00	1,089.96	939.59
Highlands	1,164,930.70	1,020,501.52	100.00	100.00	1,028.95	901.38
A&M	1,588,407.82	1,474,641.49	100.00	100.00	953.98	885.66
UNM	3,872,573.28	3,880,698.72	100.00	100.00	861.43	863.24

a/ Income and Expenditure statements for each school were obtained from audit reports or annual reports for 1949-1950.

b/ A few adjustments were necessary to make the statements comparable and to exclude certain non-current items.

c/ Per student figures were computed on the basis of full-time student equivalents.







Table 14. Total Courses and Total Classes in Six New Mexico Institutions of Higher Education, 1949-1950.

1. Each subject taught is considered as one course. There is not an attempt made to place the different courses into fields of study.
2. One class is any regular scheduled meeting of a course for one term. The same course may be offered in more than one class, and these duplications represent the differences in total classes and total courses taught.
3. A course that has only one lecture class and several laboratory sections is considered as only one class. However, if both the laboratory and the lecture are duplicated, it would be counted as more than one class.
4. Two of the schools besides Highlands and New Mexico Western College had one or two courses with multiple numbers, but there were so few that they were ignored. These courses are usually group music or physical education classes.



Table 11. Total Courthouse and Court House in 1940  
Mexican American Population in 1940  
1940-1945

1. The number of courthouses and court houses in 1940 was 1,000. The number of courthouses and court houses in 1945 was 1,000. The number of courthouses and court houses in 1950 was 1,000. The number of courthouses and court houses in 1955 was 1,000. The number of courthouses and court houses in 1960 was 1,000. The number of courthouses and court houses in 1965 was 1,000. The number of courthouses and court houses in 1970 was 1,000. The number of courthouses and court houses in 1975 was 1,000. The number of courthouses and court houses in 1980 was 1,000. The number of courthouses and court houses in 1985 was 1,000. The number of courthouses and court houses in 1990 was 1,000. The number of courthouses and court houses in 1995 was 1,000. The number of courthouses and court houses in 2000 was 1,000. The number of courthouses and court houses in 2005 was 1,000. The number of courthouses and court houses in 2010 was 1,000. The number of courthouses and court houses in 2015 was 1,000. The number of courthouses and court houses in 2020 was 1,000.

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TABLE 14

TOTAL COURSES AND TOTAL CLASSES  
IN SIX NEW MEXICO INSTITUTIONS OF HIGHER EDUCATION  
1949-1950 a/

School	<u>Summer Session</u>		<u>Semester I or Fall Quarter</u>		<u>Semester II or Winter Quarter</u>		<u>Spring Quarter</u>
	Courses	Classes	Courses	Classes	Courses	Classes	Courses
Mines	8	8	60	65	63	74	
Western <u>b/</u>	115(17)	115	142(28)	165	148(26)	162	148(25) 166
ENMU	92	101	255	309	247	298	
Highlands <u>b/</u>	377(13)	442	269(10)	317	282(16)	339	276(16) 331
A&M	124	134	353	480	375	491	
UNM	333	394	702	1,105	725	1,107	

a/ Obtained from grade sheets at five schools and from a summary of students' schedules at New Mexico School of Mines. Extra laboratory sections only were not counted as extra classes.

b/ Highlands University and New Mexico Western College have a number of courses with multiple numbers. Music 150-450 is counted as one course, but since credit may be received for four course numbers, this course would be listed as 1(3).







Table 15. The Size of Classes in Six New Mexico Institutions of Higher Education, 1949-1950.

1. The classes for each term in Table 14 may be added together to give the total classes for each school used in this table.
2. Since Highlands University and New Mexico Western College have an extra winter term on the quarter system, their total classes are not directly comparable with schools on the semester system.
3. For comparison of class sizes from school to school, a percentage figure is better than an actual figure because of the quarter and semester system differences. Table IV makes this comparison on the distribution of classes by size. Other tabulations can be made with different class intervals if they would be useful.



Table 1. The size of classes in the various schools of the State of Illinois, 1900-1901.

1. The classes	2. The number of pupils
a. The classes of less than 10 pupils	1,234
b. The classes of 10 to 19 pupils	2,345
c. The classes of 20 to 29 pupils	3,456
d. The classes of 30 to 39 pupils	4,567
e. The classes of 40 to 49 pupils	5,678
f. The classes of 50 to 59 pupils	6,789
g. The classes of 60 to 69 pupils	7,890
h. The classes of 70 to 79 pupils	8,901
i. The classes of 80 to 89 pupils	9,012
j. The classes of 90 to 99 pupils	10,123
k. The classes of 100 to 109 pupils	11,234
l. The classes of 110 to 119 pupils	12,345
m. The classes of 120 to 129 pupils	13,456
n. The classes of 130 to 139 pupils	14,567
o. The classes of 140 to 149 pupils	15,678
p. The classes of 150 to 159 pupils	16,789
q. The classes of 160 to 169 pupils	17,890
r. The classes of 170 to 179 pupils	18,901
s. The classes of 180 to 189 pupils	19,012
t. The classes of 190 to 199 pupils	20,123
u. The classes of 200 to 209 pupils	21,234
v. The classes of 210 to 219 pupils	22,345
w. The classes of 220 to 229 pupils	23,456
x. The classes of 230 to 239 pupils	24,567
y. The classes of 240 to 249 pupils	25,678
z. The classes of 250 to 259 pupils	26,789
aa. The classes of 260 to 269 pupils	27,890
ab. The classes of 270 to 279 pupils	28,901
ac. The classes of 280 to 289 pupils	29,012
ad. The classes of 290 to 299 pupils	30,123
ae. The classes of 300 to 309 pupils	31,234
af. The classes of 310 to 319 pupils	32,345
ag. The classes of 320 to 329 pupils	33,456
ah. The classes of 330 to 339 pupils	34,567
ai. The classes of 340 to 349 pupils	35,678
aj. The classes of 350 to 359 pupils	36,789
ak. The classes of 360 to 369 pupils	37,890
al. The classes of 370 to 379 pupils	38,901
am. The classes of 380 to 389 pupils	39,012
an. The classes of 390 to 399 pupils	40,123
ao. The classes of 400 to 409 pupils	41,234
ap. The classes of 410 to 419 pupils	42,345
aq. The classes of 420 to 429 pupils	43,456
ar. The classes of 430 to 439 pupils	44,567
as. The classes of 440 to 449 pupils	45,678
at. The classes of 450 to 459 pupils	46,789



TABLE 15

THE SIZE OF CLASSES  
IN SIX NEW MEXICO INSTITUTIONS OF HIGHER EDUCATION  
1949-1950 a/

Number In Class	Number of Classes					UNM
	Mines	Western	ENMU	Highlands	A&M	
1 <u>b/</u>	1	28	109	135	43	308
2	8	30	46	115	35	117
3	8	39	50	96	36	66
4	6	31	34	82	42	59
5	8	45	38	61	33	46
6	2	39	27	68	44	45
7	9	24	28	70	47	61
8	6	29	18	57	41	54
9	7	33	29	53	35	49
10	6	24	15	47	42	60
11	4	26	16	46	41	60
12	3	21	19	36	42	74
13	5	18	14	49	55	78
14	-	19	16	40	34	65
15	2	15	17	26	36	77
16	6	12	12	44	33	68
17	7	7	23	22	39	63
18	8	13	13	23	34	61
19	2	8	15	25	27	78
20	4	8	13	18	27	67
21	3	9	14	14	32	74
22	3	9	10	24	33	80
23	2	6	11	16	25	60
24	1	4	15	28	17	66
25	3	13	8	19	28	73
26	5	4	13	13	22	60
27	3	12	5	18	18	50
28	4	8	6	21	17	41
29	2	9	1	22	17	43
30	-	4	7	18	8	40

See footnote at end of table.



IN SIX NEW MEXICO  
 THE STATE OF NEW MEXICO  
 IN 1900

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

See footnote at end of report.



TABLE 15 (CONTINUED)

THE SIZE OF CLASSES  
IN SIX NEW MEXICO INSTITUTIONS OF HIGHER EDUCATION  
1949-1950 a/

Number in Class	Number of Classes					
	Mines	Western	ENMU	Highlands	A&M	UNM
31	-	3	7	11	14	29
32	-	5	4	13	17	30
33	2	7	2	14	11	23
34	-	9	3	13	8	19
35	-	2	2	9	4	26
36	-	3	3	9	3	13
37	2	2	2	4	4	19
38	2	7	5	8	3	23
39	3	-	3	9	3	13
40	2	1	3	4	4	24
41	-	1	2	2	5	19
42	-	2	5	2	3	13
43	1	2	3	3	6	12
44	-	-	-	1	6	10
45	1	1	4	2	2	12
46	-	2	-	1	1	9
47	1	1	1	2	1	7
48	-	3	1	2	1	4
49	-	1	2	1	3	9
50	-	1	1	1	2	9
51	-	1	-	1	5	4
52	1	3	4	-	2	8
53	2	1	-	1	-	3
54	-	1	-	2	-	8
55	-	1	-	2	2	5
56	-	-	1	3	1	6
57	1	-	-	1	-	6
58	-	1	-	-	1	5
59	-	-	2	-	1	6
60	-	-	3	1	1	4

See footnote at end of table.



Page 1 of 1

IN SIX SECTIONS  
SECTION 1  
SECTION 2  
SECTION 3  
SECTION 4  
SECTION 5  
SECTION 6

SECTION 1		SECTION 2		SECTION 3		SECTION 4		SECTION 5		SECTION 6	
1	2	3	4	5	6	7	8	9	10	11	12
13	14	15	16	17	18	19	20	21	22	23	24
25	26	27	28	29	30	31	32	33	34	35	36
37	38	39	40	41	42	43	44	45	46	47	48
49	50	51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70	71	72
73	74	75	76	77	78	79	80	81	82	83	84
85	86	87	88	89	90	91	92	93	94	95	96
97	98	99	100	101	102	103	104	105	106	107	108
109	110	111	112	113	114	115	116	117	118	119	120
121	122	123	124	125	126	127	128	129	130	131	132
133	134	135	136	137	138	139	140	141	142	143	144
145	146	147	148	149	150	151	152	153	154	155	156
157	158	159	160	161	162	163	164	165	166	167	168
169	170	171	172	173	174	175	176	177	178	179	180
181	182	183	184	185	186	187	188	189	190	191	192
193	194	195	196	197	198	199	200	201	202	203	204
205	206	207	208	209	210	211	212	213	214	215	216
217	218	219	220	221	222	223	224	225	226	227	228
229	230	231	232	233	234	235	236	237	238	239	240
241	242	243	244	245	246	247	248	249	250	251	252
253	254	255	256	257	258	259	260	261	262	263	264
265	266	267	268	269	270	271	272	273	274	275	276
277	278	279	280	281	282	283	284	285	286	287	288
289	290	291	292	293	294	295	296	297	298	299	300
301	302	303	304	305	306	307	308	309	310	311	312
313	314	315	316	317	318	319	320	321	322	323	324
325	326	327	328	329	330	331	332	333	334	335	336
337	338	339	340	341	342	343	344	345	346	347	348
349	350	351	352	353	354	355	356	357	358	359	360
361	362	363	364	365	366	367	368	369	370	371	372
373	374	375	376	377	378	379	380	381	382	383	384
385	386	387	388	389	390	391	392	393	394	395	396
397	398	399	400	401	402	403	404	405	406	407	408
409	410	411	412	413	414	415	416	417	418	419	420
421	422	423	424	425	426	427	428	429	430	431	432
433	434	435	436	437	438	439	440	441	442	443	444
445	446	447	448	449	450	451	452	453	454	455	456
457	458	459	460	461	462	463	464	465	466	467	468
469	470	471	472	473	474	475	476	477	478	479	480
481	482	483	484	485	486	487	488	489	490	491	492
493	494	495	496	497	498	499	500	501	502	503	504
505	506	507	508	509	510	511	512	513	514	515	516
517	518	519	520	521	522	523	524	525	526	527	528
529	530	531	532	533	534	535	536	537	538	539	540
541	542	543	544	545	546	547	548	549	550	551	552
553	554	555	556	557	558	559	560	561	562	563	564
565	566	567	568	569	570	571	572	573	574	575	576
577	578	579	580	581	582	583	584	585	586	587	588
589	590	591	592	593	594	595	596	597	598	599	600
601	602	603	604	605	606	607	608	609	610	611	612
613	614	615	616	617	618	619	620	621	622	623	624
625	626	627	628	629	630	631	632	633	634	635	636
637	638	639	640	641	642	643	644	645	646	647	648
649	650	651	652	653	654	655	656	657	658	659	660
661	662	663	664	665	666	667	668	669	670	671	672
673	674	675	676	677	678	679	680	681	682	683	684
685	686	687	688	689	690	691	692	693	694	695	696
697	698	699	700	701	702	703	704	705	706	707	708
709	710	711	712	713	714	715	716	717	718	719	720
721	722	723	724	725	726	727	728	729	730	731	732
733	734	735	736	737	738	739	740	741	742	743	744
745	746	747	748	749	750	751	752	753	754	755	756
757	758	759	760	761	762	763	764	765	766	767	768
769	770	771	772	773	774	775	776	777	778	779	780
781	782	783	784	785	786	787	788	789	790	791	792
793	794	795	796	797	798	799	800	801	802	803	804
805	806	807	808	809	810	811	812	813	814	815	816
817	818	819	820	821	822	823	824	825	826	827	828
829	830	831	832	833	834	835	836	837	838	839	840
841	842	843	844	845	846	847	848	849	850	851	852
853	854	855	856	857	858	859	860	861	862	863	864
865	866	867	868	869	870	871	872	873	874	875	876
877	878	879	880	881	882	883	884	885	886	887	888
889	890	891	892	893	894	895	896	897	898	899	900
901	902	903	904	905	906	907	908	909	910	911	912
913	914	915	916	917	918	919	920	921	922	923	924
925	926	927	928	929	930	931	932	933	934	935	936
937	938	939	940	941	942	943	944	945	946	947	948
949	950	951	952	953	954	955	956	957	958	959	960
961	962	963	964	965	966	967	968	969	970	971	972
973	974	975	976	977	978	979	980	981	982	983	984
985	986	987	988	989	990	991	992	993	994	995	996
997	998	999	1000	1001	1002	1003	1004	1005	1006	1007	1008
1009	1010	1011	1012	1013	1014	1015	1016	1017	1018	1019	1020
1021	1022	1023	1024	1025	1026	1027	1028	1029	1030	1031	1032
1033	1034	1035	1036	1037	1038	1039	1040	1041	1042	1043	1044
1045	1046	1047	1048	1049	1050	1051	1052	1053	1054	1055	1056
1057	1058	1059	1060	1061	1062	1063	1064	1065	1066	1067	1068
1069	1070	1071	1072	1073	1074	1075	1076	1077	1078	1079	1080
1081	1082	1083	1084	1085	1086	1087	1088	1089	1090	1091	1092
1093	1094	1095	1096	1097	1098	1099	1100	1101	1102	1103	1104
1105	1106	1107	1108	1109	1110	1111	1112	1113	1114	1115	1116
1117	1118	1119	1120	1121	1122	1123	1124	1125	1126	1127	1128
1129	1130	1131	1132	1133	1134	1135	1136	1137	1138	1139	1140
1141	1142	1143	1144	1145	1146	1147	1148	1149	1150	1151	1152
1153	1154	1155	1156	1157	1158	1159	1160	1161	1162	1163	1164
1165	1166	1167	1168	1169	1170	1171	1172	1173	1174	1175	1176
1177	1178	1179	1180	1181	1182	1183	1184	1185	1186	1187	1188
1189	1190	1191	1192	1193	1194	1195	1196	1197	1198	1199	1200
1201	1202	1203	1204	1205	1206	1207	1208	1209	1210	1211	1212
1213	1214	1215	1216	1217	1218	1219	1220	1221	1222	1223	1224
1225	1226	1227	1228	1229	1230	1231	1232	1233	1234	1235	1236
1237	1238	1239	1240	1241	1242	1243	1244	1245	1246	1247	1248
1249	1250	1251	1252	1253	1254	1255	1256	1257	1258	1259	1260
1261	1262	1263	1264	1265	1266	1267	1268	1269	1270	1271	1272
1273	1274	1275	1276	1277	1278	1279	1280	1281	1282	1283	1284
1285	1286	1287	1288	1289	1290	1291	1292	1293	1294	1295	1296
1297	1298	1299	1300	1301	1302	1303	1304	1305	1306	1307	1308
1309	1310	1311	1312	1313	1314	1315	1316	1317	1318	1319	1320
1321	1322	1323	1324	1325	1326	1327	1328	1329	1330	1331	1332
1333	1334	1335	1336	1337	1338	1339	1340	1341	1342	1343	1344
1345	1346	1347	1348	1349	1350	1351	1352	1353	1354	1355	1356
1357	1358	1359	1360	1361	1362	1363	1364	1365	1366	1367	1368
1369	1370	1371	1372	1373	1374	1375	1376	1377	1378	1379	1380
1381	1382	1383	1384	1385	1386	1387	1388	1389	1390	1391	1392
1393	1394	1395	1396	1397	1398	1399	1400	1401	1402	1403	1404
1405	1406	1407	1408	1409	1410	1411	1412	1413	1414		



TABLE 15 (CONTINUED)

THE SIZE OF CLASSES  
IN SIX NEW MEXICO INSTITUTIONS OF HIGHER EDUCATION  
1949-1950 <sup>a/</sup>

Number in Class	Number of Classes					UNM
	Mines	Western	ENMU	Highlands	A&M	
61	-	-	-	-	-	6
62	-	-	1	-	2	3
63	-	-	-	-	1	5
64	-	-	1	-	-	4
65	1	-	-	-	-	5
66	-	-	-	-	1	4
67	-	-	-	-	1	2
68	-	-	1	-	1	3
69	-	-	-	-	-	5
70	-	-	-	-	-	5
71	-	-	-	-	1	4
72	-	-	-	-	-	1
73	-	-	-	-	-	-
74	-	-	-	-	-	2
75	-	-	-	-	1	1
76	-	-	-	-	-	-
77	-	-	-	1	-	1
78	-	-	-	-	-	4
79	-	-	-	-	-	3
80	-	-	-	-	-	1
81	-	-	-	-	-	2
82	-	-	-	-	-	1
83	-	-	-	-	-	1
84	-	-	-	-	-	3
85	-	-	-	-	-	-
86	-	-	-	-	-	1
87	-	-	-	-	-	-
88	-	-	-	-	-	-
89	-	-	-	-	-	2
90	-	-	-	-	-	1

See footnote at end of table.







TABLE 15 (CONTINUED)

THE SIZE OF CLASSES  
IN SIX NEW MEXICO INSTITUTIONS OF HIGHER EDUCATION  
1949-1950 <sup>a/</sup>

Number in Class	Number of Classes					
	Mines	Western	ENMU	Highlands	A&M	UNM
91	-	-	-	-	-	1
97	-	-	-	-	-	1
98	-	-	-	-	-	1
99	-	-	1	-	-	-
104	-	-	-	-	-	1
107	-	-	-	-	-	1
109	-	-	-	-	-	1
114	-	-	-	-	-	1
123	-	-	-	-	-	1
125	-	-	-	-	-	1
143	-	-	-	-	-	1
154	-	-	-	-	-	1
179	-	-	-	-	-	1
242	-	-	-	-	-	1
Totals	147	608	709	1,429	1,105	2,606

<sup>a/</sup> Figures obtained from grade sheets of five colleges and universities and from summary of students' schedules at New Mexico School of Mines. Highlands University and New Mexico Western College have an extra term included since they are on the quarter system.

<sup>b/</sup> The classes with very small enrollments are usually graduate or undergraduate problem courses. Some schools offer more of these problem courses than others. The University of New Mexico, also, has numerous students enrolled in Honors work, and these courses have only one or two students enrolled in the different departments.







Table 16. Laboratory Credit Hours in Six New Mexico Institutions of Higher Education, 1949-1950.

1. Laboratory credit hours are those credits which are earned for laboratory work. Any credit which requires more than one hour per week of the student and teacher's time in class or laboratory work is considered a laboratory credit. Usually laboratory credits require two or three hours of class work for one hour of credit while lecture credits require only one hour of class work for one hour of credit.
2. Students carrying several laboratory courses often do not take as many credit hours as other students. Professors teaching laboratory classes usually are not expected to teach as many credit hours as they would if they were teaching lecture courses.
3. It can normally be expected that the laboratory courses will cost more per credit hour than the lecture courses.
4. New Mexico School of Mines is primarily a technical school, and it has a much larger percentage of laboratory courses than the other schools.







TABLE 16

LABORATORY CREDIT HOURS  
IN SIX NEW MEXICO INSTITUTIONS OF HIGHER EDUCATION  
1949-1950 a/

School	Laboratory Credit Hours	Per cent of Total Credit Hours
Mines	2,023.0	25
Western	4,291.5	17
ENMU	3,095.0	13
Highlands	7,791.0	14
A&M	8,883.0	17
UNM	21,553.0	15

a/ Laboratory credit hours were obtained from semester grade sheets and quarter grade sheets except at New Mexico School of Mines where they were obtained from a master sheet of students' schedules. Figures should be considered as approximations.







EFFICIENCY  
ERASE BOND  
RABOONER



Date Due	
MAR 25 1953	APR 2 1954
	MAR 13 1953
APR - 8 1953	APR 1 RECD
MAY - 6 1953	MAY 28 1958
DEC 2 1955	JUN 7 RECD
NOV 16 RECD	JUL 2 1958
OKAK	JUN 20 RECD
MAY 20 1957	AUG 11 1960
MAY 5 RECD	AUG 12 RECD
MAR 28 1958	NOV 14 RECD
APR 1 RECD	
NOV 14 1961	

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