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Trends in Subjects Offered and Pupil Registration in Those Subjects in New Mexico High Schools

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TRENDS IN SUBJECTS OFFERED AND PUPIL REGISTRATION
IN THOSE SUBJECTS IN NEW MEXICO HIGH SCHOOLS

By

J. Roy Storms

A Thesis

Submitted in partial fulfillment of the
Requirements for the Degree of
Master of Arts in Education

University of New Mexico

1938

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MASTER OF ARTS

R. R. Hammond
DEAN

June 2, 1938
DATE

Thesis committee

S. T. Manninga
CHAIRMAN

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The thesis, titled "The Role of the
Police in the Maintenance of the
University of New Mexico in the Republic
of Mexico for the Year of 1971"

MASTERS OF ARTS

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CHAPTER I

INTRODUCTION

In the past two decades or so, especially since the World War, there has been a growing demand for functional training in our schools. There has been an increasing insistence that it is the duty of education to concern itself with problems of contemporary life. A general trend has been manifested toward organizing curriculum content in large functional units as opposed to detached and logically arranged subjects. Some would believe that the cumbersome-ness of the bewildering array of unrelated subjects calls for a basic reconstruction of the curriculum. Those who hold to the above theory would train the high school youth to participate in a modern social order which is ever changing, rather than have them master a few dissociated, disconnected, and well-nigh useless facts.

That the nature of society for which secondary education is fitting pupils, and the problems with which that society will have to struggle in the next decades, should be the determining factors in subject offerings in our high schools is evidenced by such changes as the introduction of new fields of study, the introduction of new subjects in fields already represented in the program, and the introduction of subjects new in the sense that they represent a reorganization or realignment of subject matter.

I. PURPOSE OF THIS STUDY

It is a well-known fact that educational, social, political, and economic theories are slow in working into general practice. It was thought that some light might be thrown on the extent to which New Mexico high schools are being adapted to the educational thought discussed above by ascertaining the changes that have been made in the programs of study of the high schools of this state during the 1932 to 1937 inclusive and the trends in pupil registrations in such courses as were offered during that period. The period designated above was selected because data previous to that period were not available.

II. THE PROBLEM

In order to make the analysis of the period selected for study, data were collected which would furnish answers to the following questions:

1. What subjects were being offered?
2. What subject fields led in registration?
3. What subjects showed a gain in registration?
4. What subjects showed a loss in registration?
5. How many schools offered the different subjects?
6. Which subjects showed a gain in the number of schools offering?
7. Which subjects showed a loss in the number of schools offering?

III. DELIMITATIONS AND DEFINITIONS

This study is limited to the offerings of one hundred forty high schools of New Mexico for the school years of 1932-33 to 1936-37 inclusive. It was intended that the total number of high schools as listed by the State Department of Education be used in this study but as data for five of the small high schools were not available, the one hundred forty high schools for which data were available were used. No attempt is made in this study to analyze the courses of study or the subjects offered.

Terms which may not have a definite meaning to the reader are defined as follows:

High School is that part of the public school system which follows the usual elementary school and is composed of grades nine, ten, eleven, and twelve. In the case of the schools maintaining a junior high school organization composed of grades seven, eight, and nine, the data for this study are restricted to grades ten, eleven, and twelve.

Subject as used in this study is the name applied to a major division of instructional material, such as English or mathematics, and to the subdivisions of that field, such as English I, American history, and biology.

IV. SOURCES OF DATA

The data for this study were taken from the annual reports made by the high school principals to the State Superintendent of Public Instruction. Studies made by Carl V. Jessen and reported in the School Review for the year 1937 were used for purposes of comparison.

V. PROCEDURE

This study is made by subject fields, including English, social science, natural science, mathematics, language, commercial, household arts, vocational agriculture, industrial arts, and fine arts.

First, registration is shown in the various subject fields with the ratio of these numbers to the total registration for each year; second, the number of schools offering the various subjects for each year is shown, indicating those subjects which register a gain and those which register a loss.

VI. RELATED STUDIES

Although no studies have been made dealing directly with this problem, a number of studies have been made which seem to touch certain phases of the present problem but not directly comparable because this study is restricted to the

high schools of New Mexico. Among such studies may be mentioned the following:

Good,¹ in a study made of graduation requirements, shows English leading in both frequency of requirement and in the amount required of the subject. English was followed by social science, laboratory science, and mathematics.

Alexander,² in writing on the development of teaching of economics in secondary schools, found that the course was first started about 100 years ago, was taught in five per cent of the schools in 1890, and forty one per cent of the schools in 1922.

Wassman,³ in his study of the trends of enrollment of high school subjects in North Dakota, found that the more general subjects as general history and general mathematics were gaining in importance.

¹ Carter V. Good, "Curriculums Found in the American Secondary Schools," Sixth Yearbook, Department of Superintendence, National Educational Association, 1928, pp. 59-82.

² Earl D. Alexander, "The Development of the Teaching of Economics in American Secondary Schools," (Master's Thesis, College of City of New York, New York, 1928).

³ W. W. Wassman, "The Trends of Enrollment of High School Subjects in North Dakota," (Master's Thesis, University of North Dakota, Grand Forks, North Dakota, 1928).

Monroe,⁴ made a study in 1922 of the high schools of the North Central Association for the purpose of collecting data pertaining to the place occupied by the various social sciences in the curricula of the high schools, found the more general subjects to be gaining in importance.

Roemer,⁵ in a study of the secondary schools of the Southern Association traced the enrollment of the various subjects.

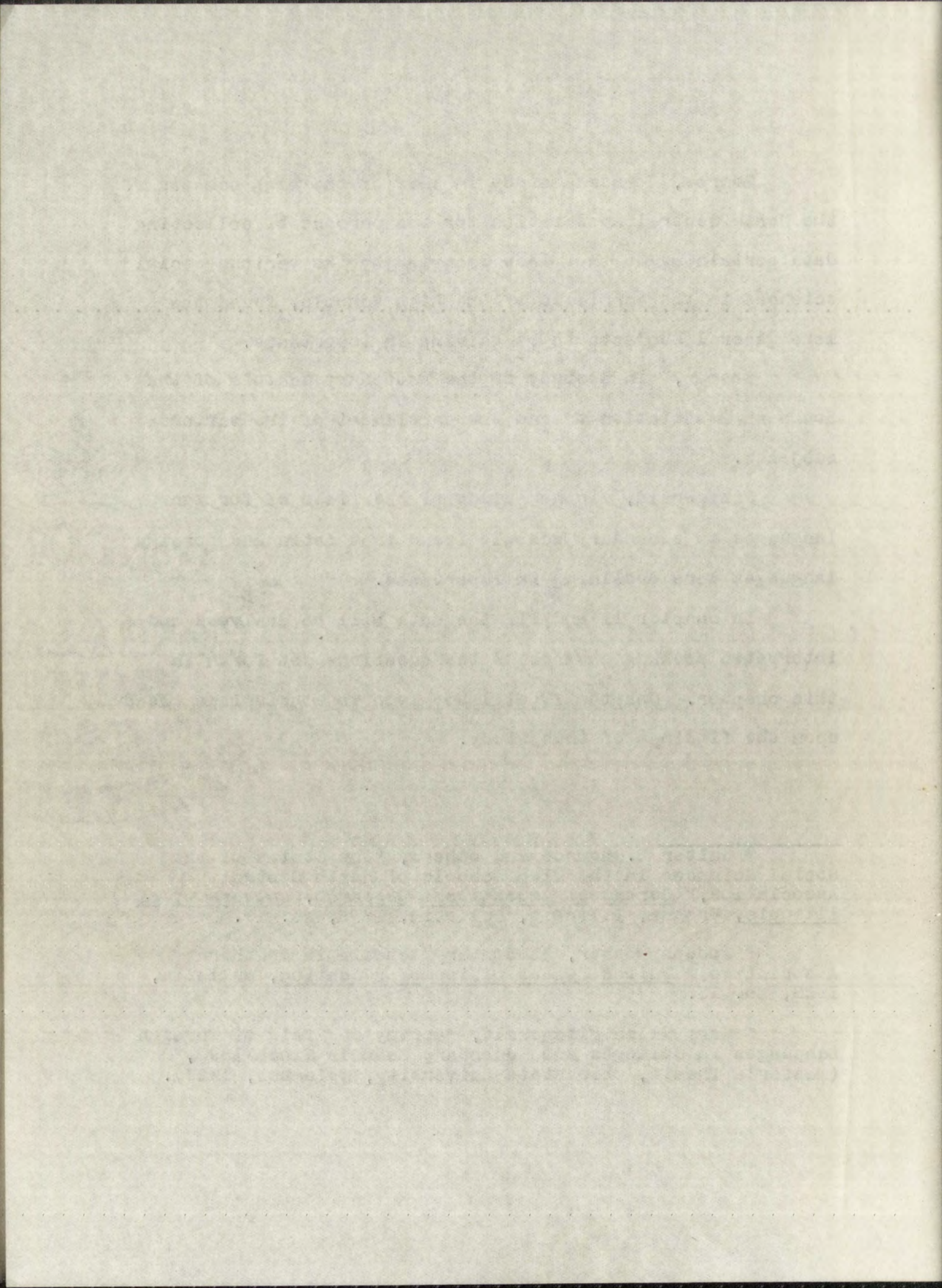
Fitzgerald,⁶ in her study of the field of foreign languages in secondary schools found that Latin and foreign languages were declining in importance.

In chapter II and III the data will be analysed and interpreted seeking answers to the questions set forth in this chapter. Chapter IV will be given to conclusions based upon the findings of this study.

⁴ Walter S. Monroe and others, "The Status of the Social Sciences in the High Schools of North Central Association," Bureau of Educational Research, University of Illinois, Urbana, Illinois, Bulletin, 1922, No. 13.

⁵ Joseph Roemer, "Secondary Schools in Southern Association," United States Office of Education, Bulletin, 1928, No. 13.

⁶ Mary Ellen Fitzgerald, "Survey of Field of Foreign Languages in Colleges and Secondary Schools Since 1890," (Master's Thesis, Ohio State University, Columbus, 1928).



CHAPTER II

SUBJECTS OFFERED AND REGISTRATION IN THESE SUBJECTS

In all the schools studied, 111 different subjects were found to be offered. Social science led with twenty-one different subjects offered. Industrial arts showed sixteen different subjects being offered, with two years of woodwork, three years of shop, and three years of manual training. The commercial field was next with fifteen subjects, including two years of shorthand, two years of typewriting, and two years of bookkeeping. Household arts showed a total of fourteen subjects being offered, with four years of home economics and two years of clothing. Natural science showed a total of twelve subjects, and English eleven subjects. Three different languages were offered, namely, Latin, Spanish, and French. Seven subjects were offered in the field of mathematics, five in fine arts, and three in vocational agriculture. All of these subjects were not offered each year of the study. Some were offered in alternate years, while some were offered and then dropped. In some cases subjects were alternated with others from year to year.

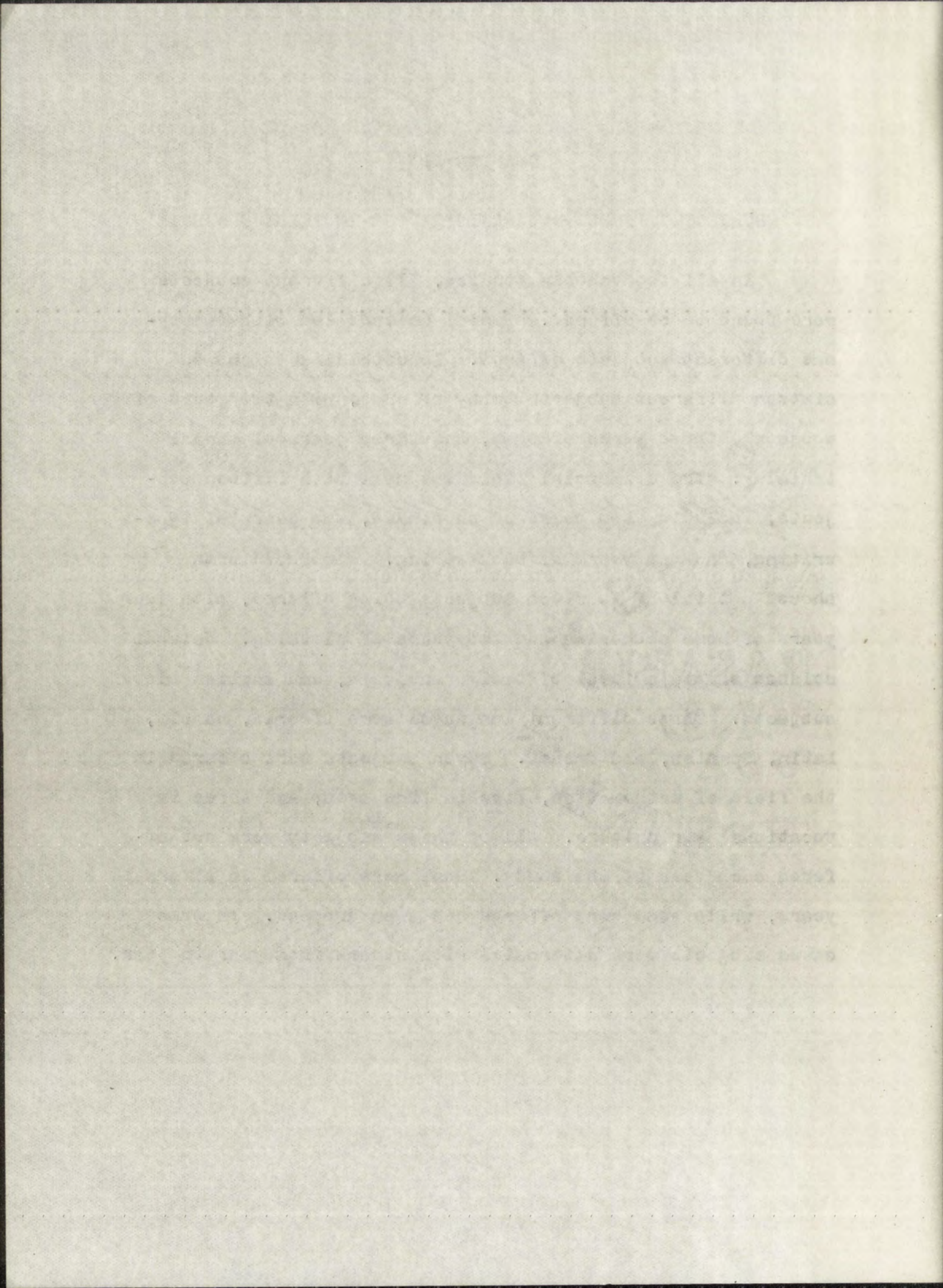


TABLE I
REGISTRATION IN ENGLISH

SUBJECT	1932-33	1933-34	1934-35	1935-36	1936-37
English I	4117	4038	4422	4650	4838
English II	3142	3393	3544	3683	3800
English III	2530	2877	2911	3006	3338
English IV	1500	1609	1783	1919	1712
Oral English	27	7	25	11	10
Journalism	40	125	173	169	222
Debate	0	0	0	0	6
Forensic	0	0	11	0	0
Pub. Speaking	148	147	238	141	237
Penmanship	0	0	20	0	0
Total of Eng. I, II, III, and IV.	12,290	11,917	12,660	13,238	13,688
Total of all other courses	215	281	387	321	469
Grand total	12,505	12,198	13,047	13,579	14,157

English showed the greatest registration of the nine different fields, with English I having the largest registration. A gradual increase in the number registered was found from year to year for English I, II, III, and IV. Oral English showed a rise and fall in the number registered, varying from twenty-seven in 1932-33 to ten for 1935-36. Journalism showed the greatest increase in number registered, gaining from forty in 1932-33 to a total of 222 in 1936-37. Debate showed registration for only one year: six in 1936-37. Forensics was offered only in 1934-35 with a registration of only eleven for that year. Public speaking showed an increase from 148 in 1932-33 to 237 in 1936-37. Penmanship was offered in only one year and that was in 1933-34 with a total registration of twenty. As a whole, the field of English showed an increase in registration of 22.7 per cent. While this increase is shown in registration, the ratio of those registered in English to the total registration was 27.1 per cent in 1932-33, 28 per cent in 1933-34, 29 per cent in 1934-35, 31.2 per cent in 1935-36, and 27.1 per cent in 1936-37. Journalism and public speaking appear to have been the most popular subjects from the standpoint of increase in registration, since these subjects are elective and not required.

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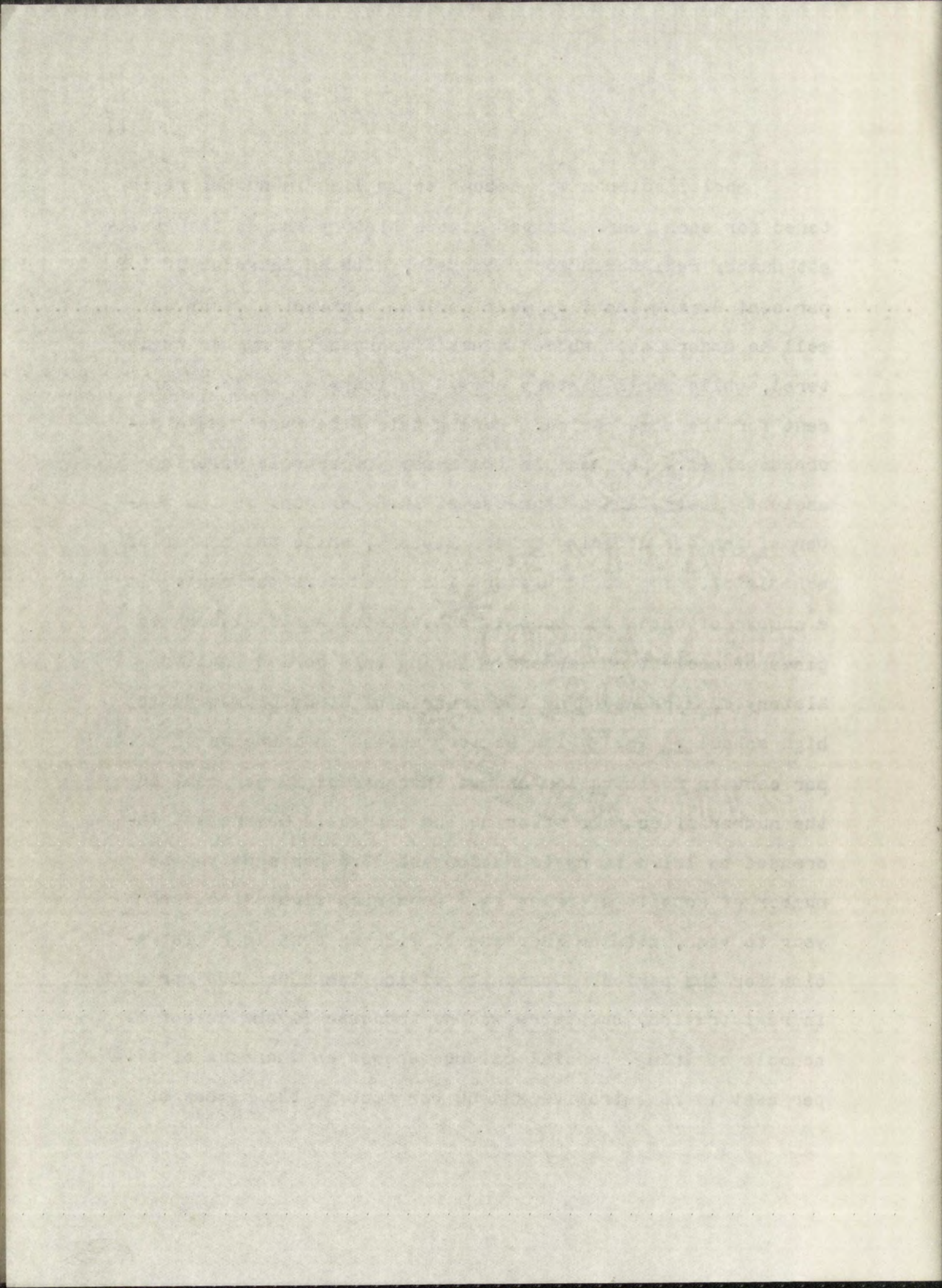
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TABLE II
REGISTRATIONS IN SOCIAL SCIENCE

SUBJECTS	1932-33	1933-34	1934-35	1935-36	1936-37
United States history	2778	2432	2702	3029	3039
Anc-history	1332	1516	1323	1295	1294
Mod-history	673	722	732	834	610
World history	1383	1541	1491	1599	1924
English history	8	18	7	0	0
N. M. history	410	409	438	361	502
Government	216	276	333	253	478
Sociology	248	297	306	300	376
Economics	333	379	398	347	357
Community civics	44	78	60	75	104
Social science	54	59	42	44	85
Social economics	0	0	23	64	0
Civics	75	40	57	186	255
Economic geog.	0	0	9	0	43
Citizenship	449	629	606	827	1306
American problems	26	53	28	15	57
Vocations	24	16	0	9	19
Occupations	0	0	0	16	9
Traffic	0	0	0	0	14
Guidance	7	0	0	15	0
Total	7560	8465	8555	9269	10,472

Social science was second to English in number registered for each year. United States history showed the greatest number registered for each year, with an increase of 8.2 per cent during the five year period. Ancient history as well as modern each showed a small decrease in number registered, while world history showed an increase of 39.1 per cent for the same period. During this time there was a decrease of 41.4 per cent in the number of schools offering ancient history and a decrease of 19.3 per cent in the number of schools offering modern history, while the number of schools offering world history increased 40.2 per cent. In a number of cases the schools substituted world history in place of ancient and modern. During this period English history disappeared from the program of study of New Mexico high schools. New Mexico history showed an increase of 22.4 per cent in registration and an increase of 25 per cent in the number of schools offering the subject. Government increased to 121.5 in registration and 93.3 per cent in the number of schools offering it. Economics fluctuated from year to year, with an increase of 7.2 per cent in registration for the period. Community civics increased 206 per cent in registration, but there was no increase in the number of schools offering. Social science showed an increase of 57.4 per cent in registration and 50 per cent in the number of



schools offering. Civics gained 240 per cent in registration and 200 per cent in the number of schools offering. Citizenship increased 190.8 per cent in registration and 175 per cent in number of schools offering. American problems gained 119.2 per cent in registration with a total of three schools offering the last year. Two newcomers are noted during this period. They are "occupations", which was first listed in 1935-36, and "traffic", which was first offered during the last year of the study, 1936-37. There has been a noticeable increase in both the registration and the number of schools offering in most of the subjects in the social science field.

From the study made by Jessen¹ in 1937 for the entire United States for the years of 1933 and 1934, American history was found to hold first place in registration, with American problems and world history making the greatest gain.

This held true of all subjects in New Mexico with the exception of American problems, which was being offered by only three schools; however, those courses which deal with problems of American people led in percentage of gain in registration. This runs almost parallel with the findings of Jessen.² It was also found that the smallest gains were

¹ Carl A. Jessen, "Registration in History," School Life, 8:243-245, April, 1937.

² Carl A. Jessen, "Registration in Social Studies," School Life, 9:283-284, May, 1937.

in the subjects of sociology and economics, which was found also to be true in New Mexico. In 1934 approximately 15.5 per cent of the students enrolled in New Mexico high schools were registered in American history, while registration for the United States as a whole at the same time was 14.1 per cent.

Registration for world history in 1934 was about the same for both New Mexico schools and those of the United States as a whole, between nine and ten per cent of total enrollment.

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TABLE III
REGISTRATIONS IN NATURAL SCIENCE

SUBJECTS	1932-33	1933-34	1934-35	1935-36	1936-37
General science	617	641	639	689	716
Biology	285	687	748	594	864
Physics	308	232	241	184	193
Chemistry	328	293	287	443	450
Physiology	364	238	269	192	308
Hygiene	0	0	39	9	16
Health	0	15	19	12	12
Zoology	0	10	0	0	0
Botany	5	0	0	0	0
Psychology	169	59	94	121	148
General agriculture	22	21	10	7	0
Physical geography	18	30	0	8	23
Total	2116	2226	2346	2259	2730

In the field of natural science, general science was found to be leading the field, with biology second. For the year of 1932-33, physiology, chemistry and physics each registered more students than biology, but in 1933-34, biology showed an increase of 140.3 per cent in registration, while physiology, chemistry and physics made a slight decrease. Physics continued to decrease a greater per cent than physiology, while chemistry increased after the year of 1934-35. Hygiene, health, and general agriculture showed a slight decrease in registration with the number of schools offering it decreasing rapidly. General science continued to gain. Biology gained at the expense of both biology and zoology. Since the number of schools offering chemistry and physics remained steady, this showed general science and biology to have gained in popularity as to the number of schools offering as well as the number registering. Zoology and botany each were offered for only one year. The ratio of the number registered in natural science to the total registration remained fairly steady during the five year period.

In the field of natural sciences, research has been

conducted to be based on the field, and the results

of the field are the basis of the research.

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TABLE IV
REGISTRATIONS IN MATHEMATICS

SUBJECTS	1932-33	1933-34	1934-35	1935-36	1936-37
Algebra I	2979	3343	3518	3647	3404
Algebra II	809	534	528	605	592
Plane geometry	2789	2767	2836	2873	2870
Solid geometry	309	170	115	70	126
Trigonometry	191	0	14	0	68
Advanced arithmetic	26	16	0	0	0
General mathematics	221	317	224	228	338
Total	7324	7147	7235	7423	7398

In the field of mathematics, Algebra I led in registration for each year. Algebra II decreased in number registered from year to year with only thirty-two schools offering Algebra II in the year 1936-37. Plane geometry with a small increase was next to Algebra I in registration. Solid geometry showed a 56 per cent decrease. General mathematics showed an increase of 52.9 per cent in registration. Advanced arithmetic was offered only in the years 1932-33 and 1933-34. Trigonometry showed a radical decrease. Registration in the mathematics field remained fairly stable, slightly over five per cent of the total registration being in this field.

Jessen² found in his study that first year algebra, advanced algebra, and plane geometry, among the mathematical subjects offered in the last four years of the public high school, all registered gains of from 16.5 per cent to 18.1 per cent in the number of schools offering the subjects as compared with those offering them in 1928. General mathematics showed an actual loss between 1928 and 1934 both in the number of schools offering and in registration. Advanced arithmetic, solid geometry, and trigonometry all showed gains in both number of schools offering and number

² Carl A. Jessen, "Registration in Mathematics," School Life, 7:211-212, March, 1937.

of schools offering and number of pupils registered, and the smallest gain being registered in solid geometry.

TABLE V
REGISTRATIONS IN FOREIGN LANGUAGE

SUBJECTS	1932-33	1933-34	1934-35	1935-36	1936-37
Spanish I	2419	2348	2314	2719	2576
Spanish II	1972	1999	2041	2038	2041
Spanish III	362	358	282	389	324
Spanish IV	43	51	25	46	66
Latin I	343	338	278	325	294
Latin II	292	264	207	181	178
Latin III	60	48	21	21	13
Latin IV	0	49	16	0	0
French I	65	70	53	60	57
French II	68	21	15	18	21
Total	5624	5546	5252	5797	5660

TABLE V

REGISTRATION OF VOTERS IN 1950

REGISTRATION BY SEX AND AGE					NUMBER
MALES					
18-24					1950-51
25-34					1950-51
35-44					1950-51
45-54					1950-51
55-64					1950-51
65-74					1950-51
75-84					1950-51
85-94					1950-51
95-104					1950-51
105-114					1950-51
115-124					1950-51
125-134					1950-51
135-144					1950-51
145-154					1950-51
155-164					1950-51
165-174					1950-51
175-184					1950-51
185-194					1950-51
195-204					1950-51
205-214					1950-51
215-224					1950-51
225-234					1950-51
235-244					1950-51
245-254					1950-51
255-264					1950-51
265-274					1950-51
275-284					1950-51
285-294					1950-51
295-304					1950-51
305-314					1950-51
315-324					1950-51
325-334					1950-51
335-344					1950-51
345-354					1950-51
355-364					1950-51
365-374					1950-51
375-384					1950-51
385-394					1950-51
395-404					1950-51
405-414					1950-51
415-424					1950-51
425-434					1950-51
435-444					1950-51
445-454					1950-51
455-464					1950-51
465-474					1950-51
475-484					1950-51
485-494					1950-51
495-504					1950-51
505-514					1950-51
515-524					1950-51
525-534					1950-51
535-544					1950-51
545-554					1950-51
555-564					1950-51
565-574					1950-51
575-584					1950-51
585-594					1950-51
595-604					1950-51
605-614					1950-51
615-624					1950-51
625-634					1950-51
635-644					1950-51
645-654					1950-51
655-664					1950-51
665-674					1950-51
675-684					1950-51
685-694					1950-51
695-704					1950-51
705-714					1950-51
715-724					1950-51
725-734					1950-51
735-744					1950-51
745-754					1950-51
755-764					1950-51
765-774					1950-51
775-784					1950-51
785-794					1950-51
795-804					1950-51
805-814					1950-51
815-824					1950-51
825-834					1950-51
835-844					1950-51
845-854					1950-51
855-864					1950-51
865-874					1950-51
875-884					1950-51
885-894					1950-51
895-904					1950-51
905-914					1950-51
915-924					1950-51
925-934					1950-51
935-944					1950-51
945-954					1950-51
955-964					1950-51
965-974					1950-51
975-984					1950-51
985-994					1950-51
995-1004					1950-51
1005-1014					1950-51
1015-1024					1950-51
1025-1034					1950-51
1035-1044					1950-51
1045-1054					1950-51
1055-1064					1950-51
1065-1074					1950-51
1075-1084					1950-51
1085-1094					1950-51
1095-1104					1950-51
1105-1114					1950-51
1115-1124					1950-51
1125-1134					1950-51
1135-1144					1950-51
1145-1154					1950-51
1155-1164					1950-51
1165-1174					1950-51
1175-1184					1950-51
1185-1194					1950-51
1195-1204					1950-51
1205-1214					1950-51
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1315-1324					1950-51
1325-1334					1950-51
1335-1344					1950-51
1345-1354					1950-51
1355-1364					1950-51
1365-1374					1950-51
1375-1384					1950-51
1385-1394					1950-51
1395-1404					1950-51
1405-1414					1950-51
1415-1424					1950-51
1425-1434					1950-51
1435-1444					1950-51
1445-1454					1950-51
1455-1464					1950-51
1465-1474					1950-51
1475-1484					1950-51
1485-1494					1950-51
1495-1504					1950-51
1505-1514					1950-51
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1565-1574					1950-51
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1595-1604					1950-51
1605-1614					1950-51
1615-1624					1950-51
1625-1634					1950-51
1635-1644					1950-51
1645-1654					1950-51
1655-1664					1950-51
1665-1674					1950-51
1675-1684					1950-51

In the field of language, Spanish led the field with the greatest portion of the registration. Spanish I, II, and IV each made an increase in registration, while Spanish III showed a fluctuation and a slight decrease. Latin, which is next to Spanish in registration, showed a slight decrease for each year. Latin IV was offered only in the years 1933-34 and 1934-35. French, the third language offered, showed a decrease for both the first and second years, with a greater decrease for the second year than for the first.

Jessen³ found five languages to be predominate in the offerings of American high schools and in the programs of pupils attending these high schools. These were, in the order of importance: English, Latin, French, Spanish, and German. A number of other languages were taught, but their combined registration amounted to only one per cent of the registration in the four foreign languages mentioned above. Latin registration continued to drop in relative position. In 1934 the ratio of Latin registration to total registration was 15.6 per cent. French has more nearly retained its position in American high schools than any other foreign language. The percentage of schools offering French varied from 35.6 per cent to 34.9 per cent in 1934. Spanish has

³ Carl A. Jessen, "Registration in Language," School Life, 1:22-23, September, 1937.

In the field of research, knowledge is not only a product of the scientific method but also a result of the social and cultural context in which it is produced. The scientific method is a systematic and logical approach to investigating the natural world, but it is not the only way of knowing. Other ways of knowing include intuition, tradition, and authority. The scientific method is a tool that can be used to test and verify knowledge, but it is not the only way of knowing. Other ways of knowing include intuition, tradition, and authority. The scientific method is a tool that can be used to test and verify knowledge, but it is not the only way of knowing. Other ways of knowing include intuition, tradition, and authority.

Source: Encyclopedia of the History of Ideas, 1996.
Author: John S. Marras, 1996.

declined parallel with French in registration. Six per cent of the pupils were taking Spanish in the United States in the year of 1934, while in the State of New Mexico 53.7 per cent of the total high school enrollment were studying it. This was due to the large number of Spanish-speaking people in the state. While French retained its own in the United States as a whole, in the State of New Mexico it showed a slight decrease for the first year and a more decided decrease for the second year. Latin dropped in its position in the state, as well as in the United States.

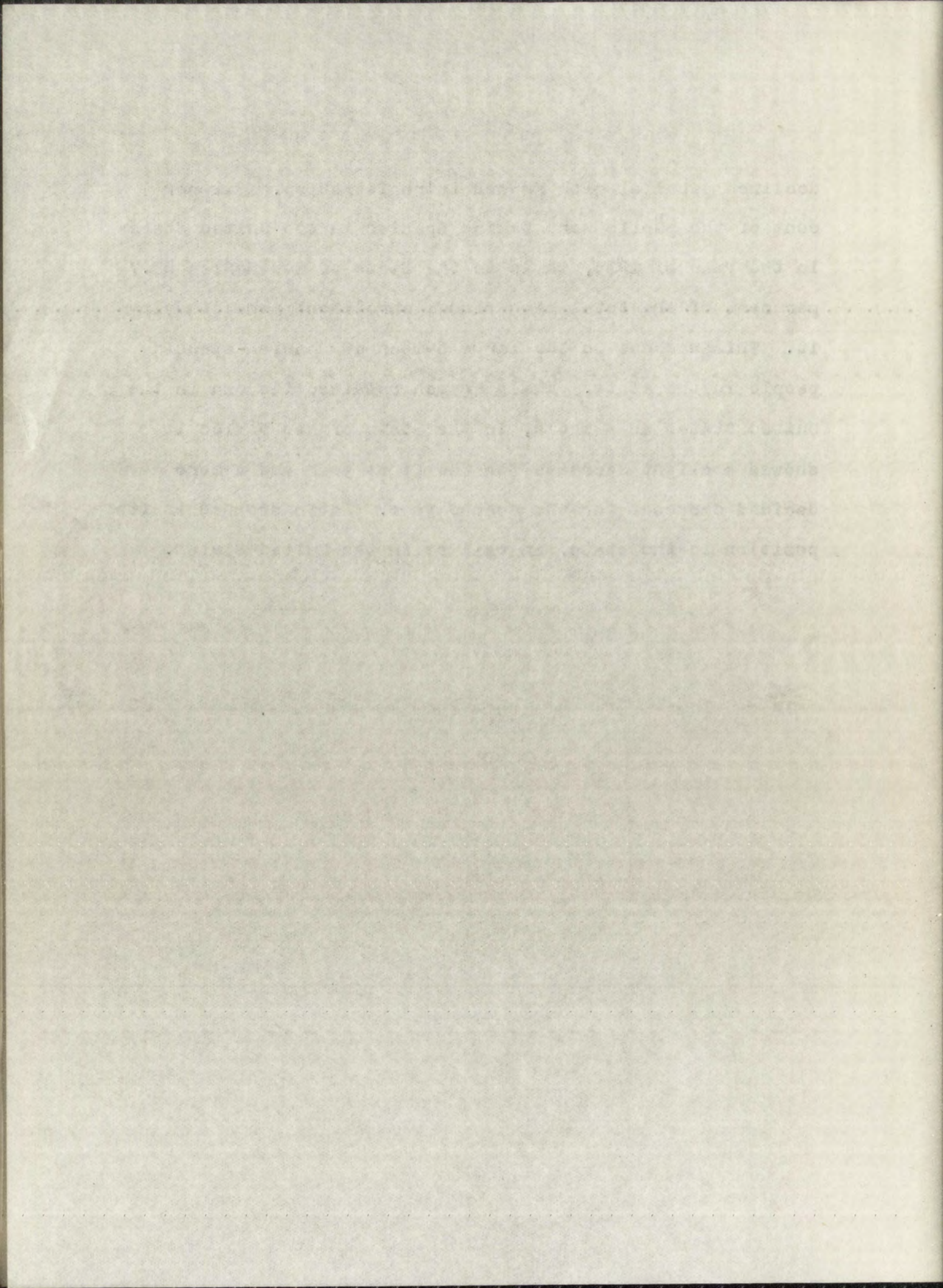


TABLE VI
REGISTRATIONS IN THE COMMERCIAL FIELD

SUBJECTS	1932-33	1933-34	1934-35	1935-36	1936-37
Shorthand I	579	691	1065	1062	1154
Shorthand II	147	127	176	246	320
Typing I	1435	1553	1622	1815	1916
Typing II	437	408	538	523	694
Bookkeeping I	606	643	791	900	972
Bookkeeping II	19	0	0	24	41
Business english	84	58	82	200	261
Business law	144	113	119	124	203
Business arithmetic	176	279	303	424	473
Commercial english	18	18	27	15	15
Office practice	51	49	35	35	37
Business practice	78	66	95	135	133
Commercial geography	21	0	0	25	0
Total	3357	4205	4853	5533	6219

TABLE IV

Estimated values of the parameters of the model for the different types of wood

Parameter	Softwood	Hardwood	Composite	Other
α_1	0.001	0.001	0.001	0.001
α_2	0.001	0.001	0.001	0.001
α_3	0.001	0.001	0.001	0.001
α_4	0.001	0.001	0.001	0.001
α_5	0.001	0.001	0.001	0.001
α_6	0.001	0.001	0.001	0.001
α_7	0.001	0.001	0.001	0.001
α_8	0.001	0.001	0.001	0.001
α_9	0.001	0.001	0.001	0.001
α_{10}	0.001	0.001	0.001	0.001
α_{11}	0.001	0.001	0.001	0.001
α_{12}	0.001	0.001	0.001	0.001
α_{13}	0.001	0.001	0.001	0.001
α_{14}	0.001	0.001	0.001	0.001
α_{15}	0.001	0.001	0.001	0.001
α_{16}	0.001	0.001	0.001	0.001
α_{17}	0.001	0.001	0.001	0.001
α_{18}	0.001	0.001	0.001	0.001
α_{19}	0.001	0.001	0.001	0.001
α_{20}	0.001	0.001	0.001	0.001

Estimated values of the parameters of the model for the different types of wood

The commercial field showed a gain of 69.8 per cent in registration. Typing I led the field with a 34.6 per cent increase, and bookkeeping I followed with an increase of 59.8 per cent to hold second place in registration. Business English led the field in gain in registration by a gain of 383.3 per cent for the period. Commercial English and office practice each showed a slight decrease, while business practice made an increase. Shorthand II, typing II, and bookkeeping II each made a decided increase. Business law and business arithmetic each showed an increase.

Jessen⁴ found that for the United States, typing, shorthand, bookkeeping, and elementary business training, showed a percentage increase greater than 21 per cent in the number of schools offering the subjects, with only one, namely, elementary business training, showing at the same time a registration increase greater than 86.5 per cent, which was the normal increase parallel with the increase in enrollment in the high schools. Elementary business training showed a gain of 258 per cent, typing 70 per cent, shorthand 59 per cent, and bookkeeping 40 per cent. In 1934 the registration for typing was 13.8 per cent, shorthand 7.4 per cent, bookkeeping 8 per cent. The gain was especially pronounced in elementary business training and was significant in typing

⁴ Carl A. Jessen, "Registration in Commercial Subjects," School Life, 6:169-172, February, 1937.

The first part of the paper is devoted to a general

discussion of the problem and the methods used.

The second part is devoted to a detailed

description of the experimental apparatus and

the results of the measurements.

The third part is devoted to a discussion of the

results and a comparison with the theoretical

predictions.

The fourth part is devoted to a discussion of the

conclusions and the prospects for future work.

The fifth part is devoted to a discussion of the

acknowledgments and the references.

The sixth part is devoted to a discussion of the

appendix and the figures.

The seventh part is devoted to a discussion of the

conclusions and the prospects for future work.

The eighth part is devoted to a discussion of the

acknowledgments and the references.

The ninth part is devoted to a discussion of the

appendix and the figures.

The tenth part is devoted to a discussion of the

conclusions and the prospects for future work.

The eleventh part is devoted to a discussion of the

acknowledgments and the references.

The twelfth part is devoted to a discussion of the

but not as great for shorthand and bookkeeping. The discrepancy between growth in number of schools offering these three subjects and trend in registration may reflect a tendency by smaller schools to introduce commercial subjects between 1928 and 1934. In other words, the number of schools would be increased out of proportion to the number added in registration. It was found true for New Mexico; a number of smaller schools were offering some type of commercial work.

TABLE VII
REGISTRATIONS IN HOUSEHOLD ARTS

SUBJECTS	1932-33	1933-34	1934-35	1935-36	1936-37
Home economics I	899	879	995	1122	1153
Home economics II	304	317	395	567	557
Home economics III	27	32	27	70	77
Home economics IV	0	0	0	8	0
Related art	127	138	144	155	130
Nursing	30	24	0	0	0
Sewing	0	4	0	0	0
Spinning-weaving	0	0	7	0	0
Foods-cooking	86	49	73	90	89
Clothing I	61	78	78	79	81
Clothing II	13	22	27	28	32
Interior decorating	25	25	19	18	20
Weaving	0	0	13	7	15
Child care	25	39	36	27	31
Total	1597	1607	1814	2171	2185

TABLE VII

POPULATION IN HONGKONG, 1950-1959

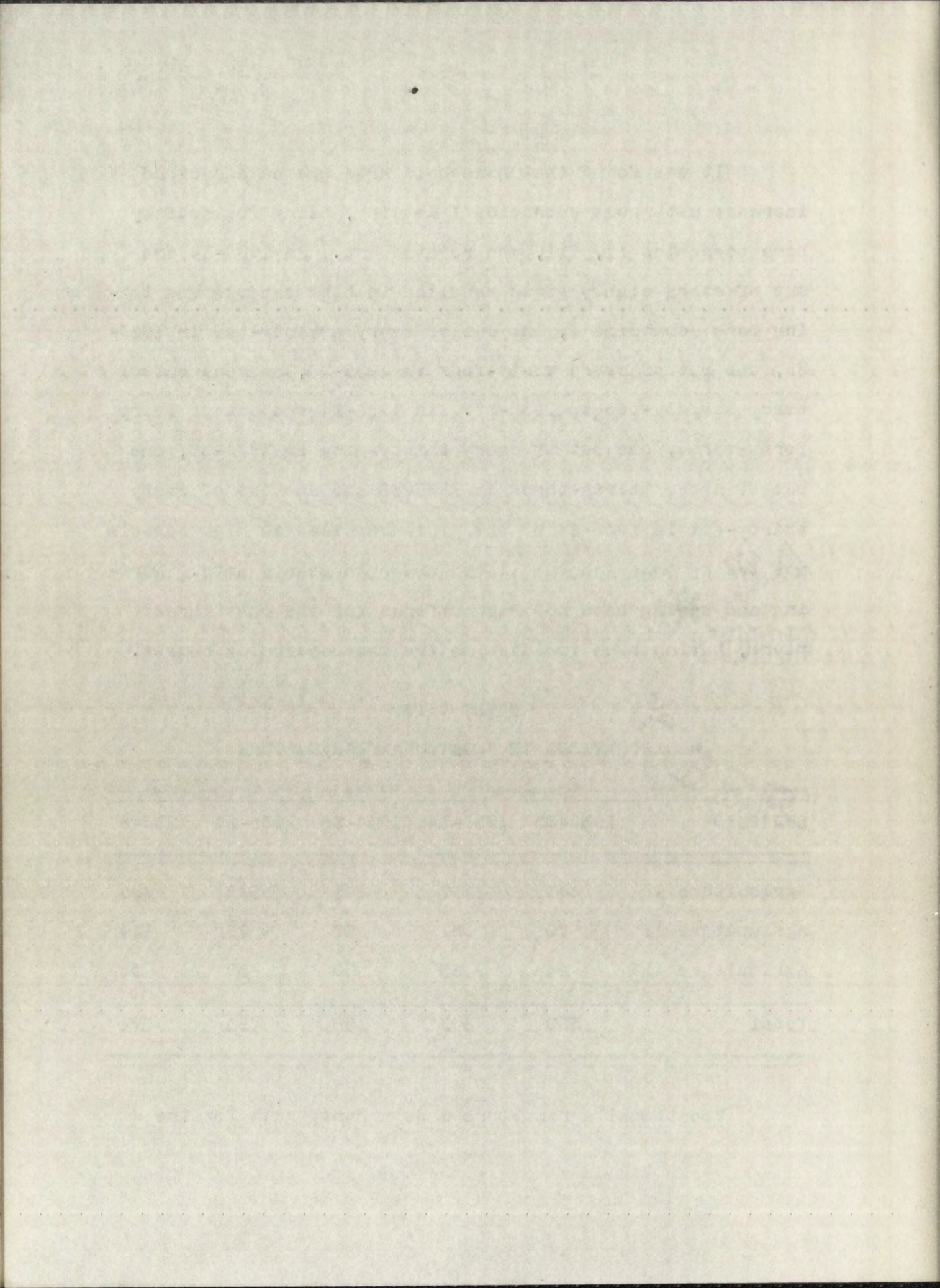
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It was found that household arts showed a decided increase with home economics I leading, being followed by home economics II, III, and related art. In 1933-34 one out of every eighty girls enrolled in high schools was taking home economics I, one out of every seventy-two in 1934-35, one out of every sixty-four in 1935-36, and one out of every seventy-two in 1936-37. In 1933-34 one out of every forty-three, one out of every thirty-nine in 1934-35, one out of every thirty-three in 1935-36 and one out of every thirty-six in 1936-37 of the girls enrolled in high schools was taking some subject listed under household arts. Nursing and sewing have not been offered for the past three years, having been included in the home economics course.

TABLE VIII
REGISTRATIONS IN VOCATIONAL AGRICULTURE

SUBJECTS	1932-33	1933-34	1934-35	1935-36	1936-37
Agriculture I	241	237	249	345	498
Agriculture II	75	31	59	79	144
Agriculture III	44	35	50	39	32
Total	360	303	358	463	674

Vocational agriculture made a rapid gain for the



first and second years but showed a decline for the third in the number registered. For the field of agriculture as a whole there was a gain of 37.2 per cent in registration, yet very few schools were offering agriculture. Agriculture I increased 102.4 per cent and agriculture II 92 per cent. There was a tendency for the smaller schools to offer agriculture, while the larger schools did not offer it in many cases.

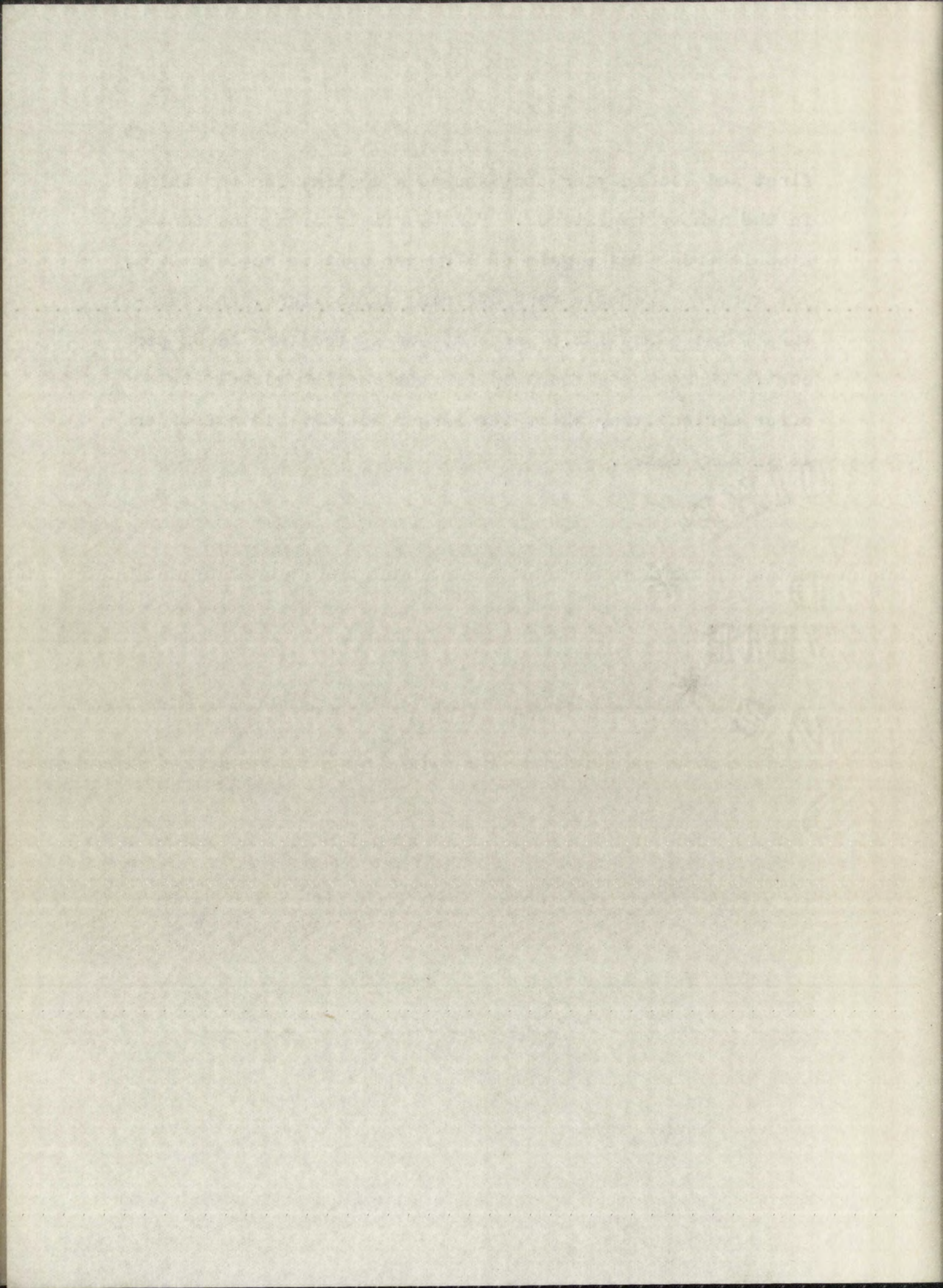


TABLE IX

28

REGISTRATIONS IN INDUSTRIAL ARTS

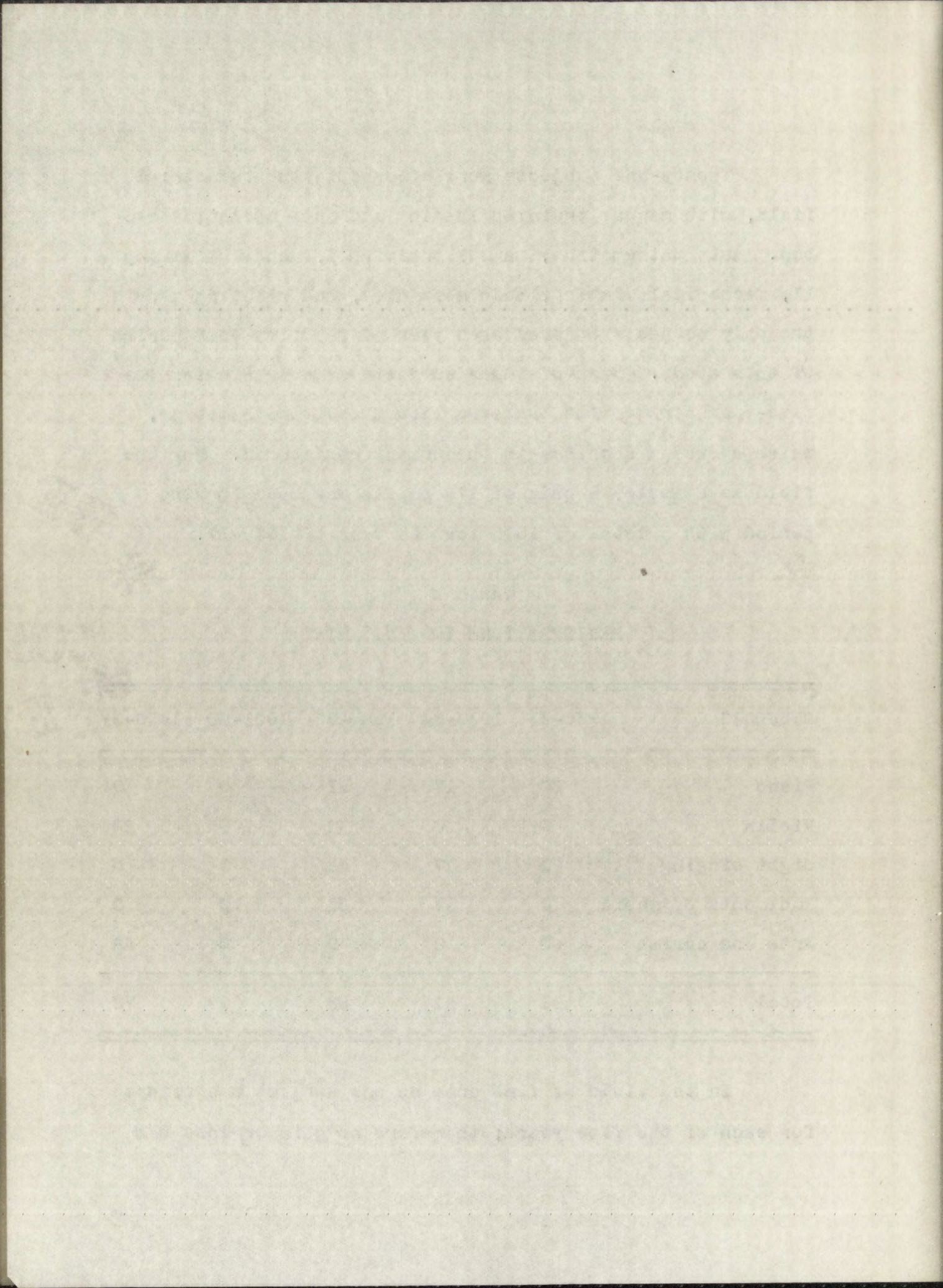
SUBJECTS	1932-33	1933-34	1934-35	1935-36	1936-37
Auto practice	89	0	0	0	0
Shop mathematics	70	0	20	20	34
Metal work	0	41	45	48	52
Architectual drawing	0	11	9	10	15
Wood shop practice	0	0	39	40	48
Auto mathematics	80	39	42	57	58
Wood work I	0	22	4	24	0
Wood work II	0	4	0	0	0
Shop I	15	0	0	0	33
Shop II	7	0	0	0	7
Shop III	0	0	0	0	9
Manual training I	381	385	470	419	453
Manual training II	44	45	45	87	72
Manual training III	0	0	0	26	6
Design	0	0	0	0	15
Mechanical drawing	27	12	25	22	32
Auto mechanics	120	100	66	126	133
Vocational mathematics	0	29	120	0	0
Tanning	0	0	4	0	0
Dyeing	0	0	0	0	18
Printing	26	44	42	44	47
Total	850	732	931	923	10

Twenty-one subjects were offered in the industrial field, with manual training leading and auto mechanics second. Auto mathematics, manual training I, manual training II, mechanical drawing, auto mechanics, and printing were the only subjects offered each year of the five-year period of this study. Each of these subjects made a gain for the five-year period with the exception of auto mathematics, which showed a decrease in the number registered. For the field as a whole, a gain of 176 pupils was made for the period with a total of 1035 for the year of 1936-37.

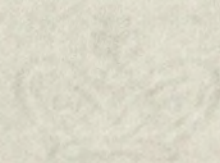
TABLE X
REGISTRATIONS IN FINE ARTS

SUBJECTS	1932-33	1933-34	1934-35	1935-36	1936-37
Piano	20	17	21	0	0
Violin	0	0	0	0	26
Sight singing	1	17	21	0	0
Rudiments of music	0	17	21	0	0
Arts and crafts	0	0	0	0	46
Total	21	51	63	0	72

In the field of fine arts no one subject was offered for each of the five years; therefore no gain or loss was



shown. This field seems to be new as far as the state is concerned in the number of registrations and the number of schools offering.



EMILY
CORRIGAN
BOND
USA
34K3M

CHAPTER III

SCHOOLS OFFERING DIFFERENT SUBJECTS

The number of schools offering different subjects varied from one to 140. Some subjects were offered by one school, some by a few schools, and only one, namely English I, was offered by all of the schools in any given year.

Since three years of English are required of all graduates, it is natural that English led the field in the number of schools offering. English I was offered by from 136 to 140 of the high schools of the state. English II varies little, being offered by 126 schools the last year. English III varies from 109 to 117 schools, being offered by 117 schools in 1933-34 but dropping to 114 in 1936-37. English IV showed a rise from seventy-four schools the first year to ninety-one the last year. Oral English showed little change, being offered at most by only two schools and dropping to one in the last year.

Journalism showed the greatest increase in the number of schools offering, gaining from two schools to eleven schools. Debate was offered only one year (the last year) by only one school, while forensics was offered by only one school in 1934-35. Public speaking varied from eight to twelve schools, being offered by twelve in 1936-37.

Dramatics dropped from four to one school for the last year. The four regular English courses seemed to hold their place, while the special courses, with the exception of journalism, seemed to be dropping out.

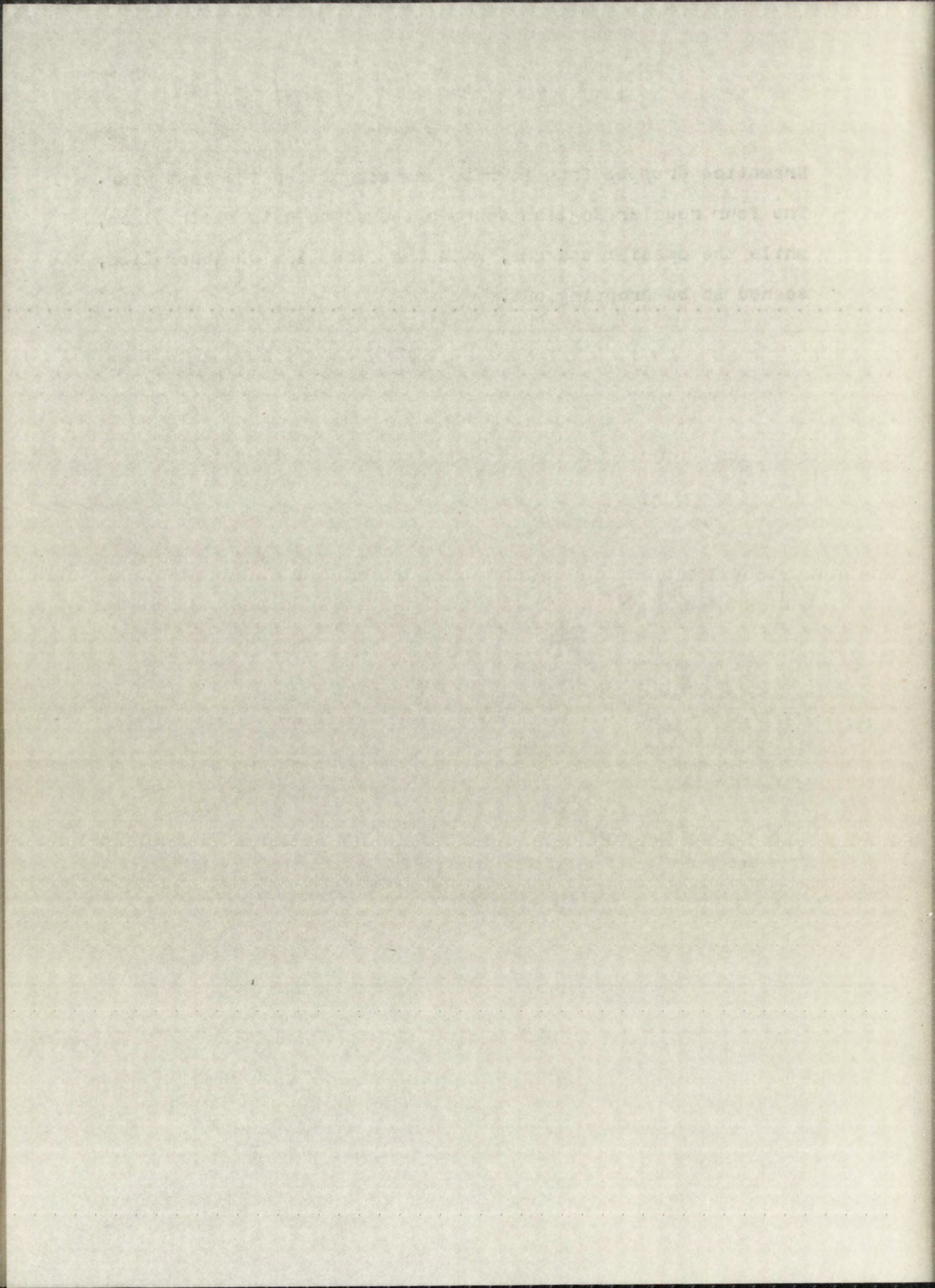


TABLE XI
NUMBER OF SCHOOLS OFFERING ENGLISH

SUBJECTS	1932-33	1933-34	1934-35	1935-36	1936-37
English I	138	138	138	137	140
English II	126	127	127	126	126
English III	109	117	111	115	114
English IV	74	77	82	86	91
Oral English	2	1	2	1	1
Journalism	2	6	8	8	11
Debate	0	0	0	0	1
Forensics	0	0	1	0	0
Public speaking	8	7	6	7	12
Dramatics	0	3	4	1	1
Penmanship	0	0	1	0	0

TABLE I

PERCENTAGE OF TOTAL POPULATION

BY SEX AND AGE GROUP, 1950

Age Group	Male	Female	Total
0-4	10.1	10.2	10.15
5-9	9.8	9.9	9.85
10-14	9.5	9.6	9.55
15-19	9.2	9.3	9.25
20-24	8.9	9.0	8.95
25-29	8.6	8.7	8.65
30-34	8.3	8.4	8.35
35-39	8.0	8.1	8.05
40-44	7.7	7.8	7.75
45-49	7.4	7.5	7.45
50-54	7.1	7.2	7.15
55-59	6.8	6.9	6.85
60-64	6.5	6.6	6.55
65-69	6.2	6.3	6.25
70-74	5.9	6.0	5.95
75-79	5.6	5.7	5.65
80-84	5.3	5.4	5.35
85-89	5.0	5.1	5.05
90-94	4.7	4.8	4.75
95-99	4.4	4.5	4.45
100+	4.1	4.2	4.15

TABLE XII
PERCENTAGE OF SCHOOLS OFFERING ENGLISH

SUBJECTS	1932-33	1933-34	1934-35	1935-36	1936-37
English I	98.5	98.5	98.5	97.8	100.0
English II	90.0	91.9	91.7	90.0	90.0
English III	77.8	83.5	79.2	82.1	81.4
English IV	52.8	55.0	58.5	61.5	65.0
Oral English	1.5	1.7	1.5	.7	.7
Journalism	1.5	4.8	5.7	5.7	7.8
Debate	.0	.0	.0	.0	.7
Forensics	.0	.0	.7	.0	.0
Public speaking	5.7	5.0	4.2	5.0	8.5
Dramatics	.0	2.1	2.8	.7	.7
Penmanship	.0	.0	.7	.0	.0

TABLE XIII

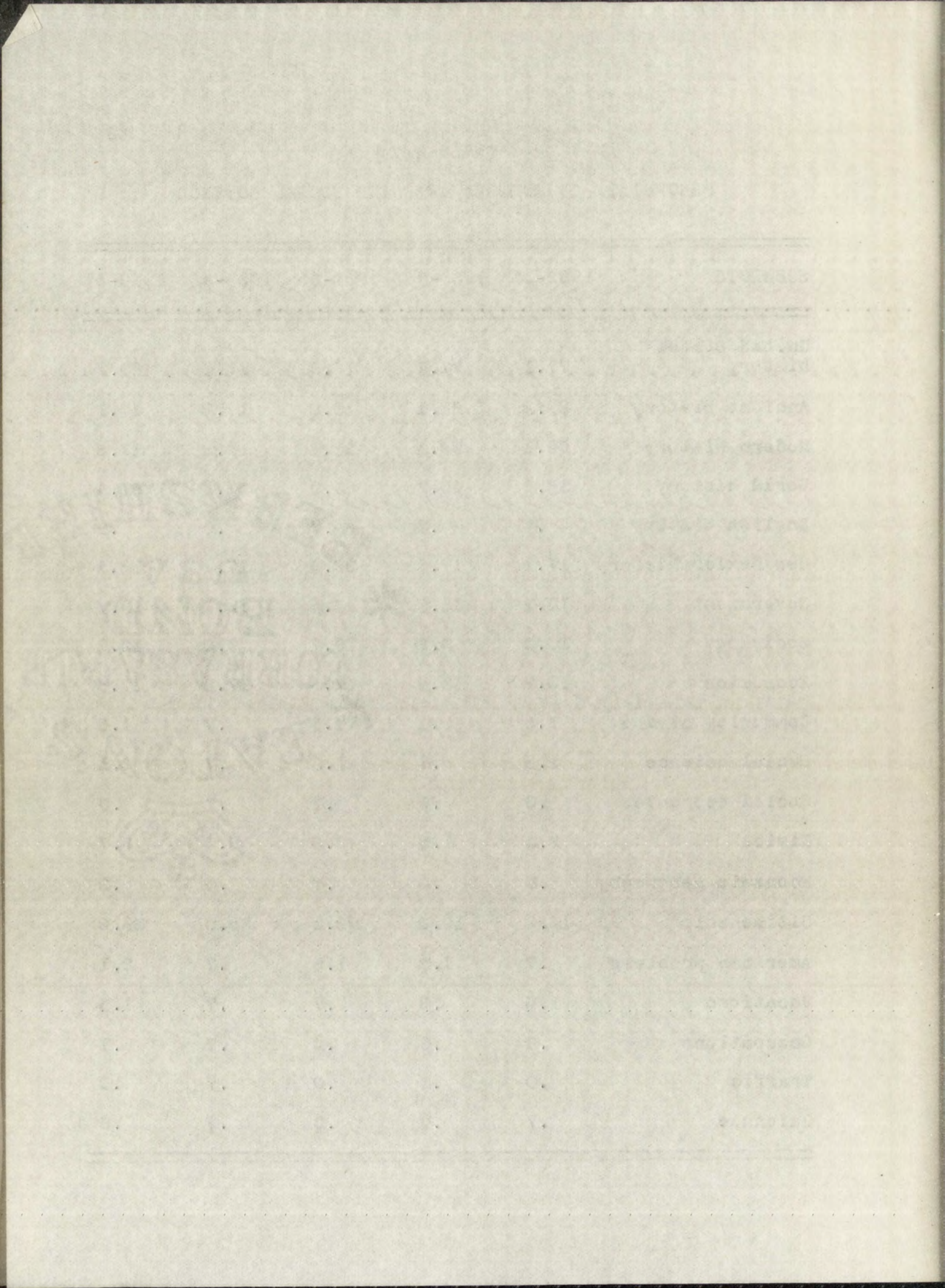
SCHOOLS OFFERING SOCIAL SCIENCE

SUBJECTS	1932-33	1933-34	1934-35	1935-36	1936-37
United States history	108	108	111	109	113
Ancient history	41	31	27	27	24
Modern history	31	31	30	27	25
World history	54	64	70	74	86
English history	1	1	1	0	0
N. M. history	24	24	37	24	31
Government	15	19	19	17	20
Sociology	14	13	15	13	17
Economics	15	19	25	25	25
Community civics	2	3	2	1	2
Social science	2	1	2	1	3
Social economics	0	0	1	1	0
Civics	4	2	4	7	8
Economic geography	0	0	1	0	0
American problems	1	2	2	1	3
Citizenship	20	27	31	40	55
Vocations	2	0	1	1	2
Occupations	0	0	0	1	1
Traffic	0	0	0	0	1
Guidance	1	0	0	1	0

TABLE XIV

PERCENTAGE OF SCHOOLS OFFERING SOCIAL SCIENCE

SUBJECTS	1932-33	1933-34	1934-35	1935-36	1936-37
United States history	77.1	77.1	79.2	77.8	80.7
Ancient history	29.2	22.1	19.2	19.2	17.1
Modern history	22.1	22.1	21.4	19.2	17.8
World history	38.5	45.7	50.0	52.8	61.4
English history	.7	.7	.7	.0	.0
New Mexico history	17.1	17.1	22.8	17.1	22.1
Government	10.7	13.5	13.5	12.1	20.7
Sociology	10.0	9.2	10.7	9.2	12.1
Economics	10.7	13.5	17.8	17.8	17.8
Community civics	1.5	2.1	1.5	.7	1.5
Social science	1.5	.7	1.5	.7	2.1
Social economics	.0	.0	.7	.7	.0
Civics	2.8	1.5	2.8	5.0	5.7
Economic geography	.0	.0	.7	.0	.0
Citizenship	14.2	19.2	22.1	28.5	39.2
American problems	.7	1.5	1.5	.7	2.1
Vocations	1.5	.0	.7	.7	1.5
Occupations	.0	.0	.0	.7	.7
Traffic	.0	.0	.0	.7	.0
Guidance	.7	.0	.0	.7	.0



In the field of social science, United States history was offered by the greatest number of schools, gaining five schools to a total of 113 schools in 1936-37. Ancient history was dropped by seventeen schools during this period to be offered by twenty-four the last year. Modern history was dropped in six schools to a total of twenty-five in 1936-37. During this period world history gained in thirty-two schools to a total of eighty-six in 1936-37. Those schools which dropped either ancient or modern history usually added world history. English history which was offered by only one school was dropped after the third year. New Mexico history showed a gain of eleven schools the third year but dropped back to a total of thirty-one schools with a final gain of six schools the last year. Sociology gained in three schools to a total of seventeen schools the final year. Government almost doubled to reach a total of twenty-nine schools in 1936-37. Economics showed a gain of ten schools to a total of twenty-five schools. Community civics, social science, and American problems showed little change, never being offered by more than three schools. Economic geography, occupations, traffic, and guidance showed no change, neither of them having been offered by more than one school and then never for all of the five years.

From reports of 14,725 high schools in the United States, it was shown that 73.5 per cent were offering

In the field of social science, limited support has

been offered by the various branches of research.

Five schools in a total of 11 schools in 1935-36.

History was dropped by seven schools in 1935-36.

To be offered by twenty-four in 1935-36.

was dropped in six schools in a total of 11 schools in

1935-36. During this period, this number changed in 1936-37.

Two schools in a total of 11 schools in 1935-36.

social science dropped by seven schools in 1935-36.

History was dropped by seven schools in 1935-36.

Two schools in a total of 11 schools in 1935-36.

History was dropped by seven schools in 1935-36.

Two schools in a total of 11 schools in 1935-36.

A total of 11 schools in 1935-36.

In three schools in a total of 11 schools in 1935-36.

Two schools in a total of 11 schools in 1935-36.

Two schools in 1935-36. Economics added a school in 1936-37.

Schools in a total of 11 schools in 1935-36.

Social science, and American studies added in 1935-36.

never being offered by more than three schools. Economics

added in 1935-36, and English and history.

added in 1935-36. History was added in 1935-36.

School and that never in all of the 11 schools.

The average of 14,732 high schools in the United

States is one school that 71.5 per cent were offering

American history. By 1934 the number of schools offering American history had risen to 80 per cent. New Mexico at the same time had 79.2 per cent of the high schools offering American history. World history is the most rapidly developing subject in the history field. In 1928 only a little more than one-fourth of the schools were offering it, but in 1934 more than one-half of the schools reported giving courses in world history. Ancient and modern history both showed significant decline in the number of schools offering them in 1934. Relatively, American history led in the number of schools offering the subject. Data available in the State Office of Education indicates a 25 per cent increase between 1928 and 1934, with half of the high schools offering community civics to pupils in the last four years of high school during 1934. American problems led in gain, being offered by 70 per cent of the schools in 1934. During the six-year period before 1934 the offerings in sociology and economics have increased 19 and 27 per cent respectively. American history still retains first place among the social studies for the United States but is being pressed for leadership by problems of American democracy.⁵

⁵ Carl A. Jessen, "Registration in Social Studies," School Life, 9:283-284, May, 1937.

TABLE XV
SCHOOLS OFFERING NATURAL SCIENCE

SUBJECTS	1932-33	1933-34	1934-35	1935-36	1936-37
General science	29	31	29	29	32
Biology	15	18	21	23	19
Physics	8	8	9	7	10
Chemistry	10	10	10	11	14
Physiology	26	18	19	18	18
Hygiene	1	0	0	0	0
Health	0	1	2	1	1
Zoology	0	1	0	0	0
Botany	1	0	0	0	0
Psychology	10	3	3	5	5
General agriculture	2	2	1	2	0
Physical geography	1	2	0	1	1

TABLE XVI
PERCENTAGE OF SCHOOLS OFFERING NATURAL SCIENCE

SUBJECTS	1932-33	1933-34	1934-35	1935-36	1936-37
General science	20.7	22.1	20.7	20.7	28.8
Biology	10.7	12.8	15.0	16.4	13.5
Physics	5.7	6.4	6.4	5.0	7.1
Chemistry	7.1	7.1	7.1	7.8	10.0
Physiology	18.5	12.8	13.5	12.8	12.8
Hygiene	.7	.0	.0	.0	.0
Health	.0	.7	1.5	.7	.7
Zoology	.0	.7	.0	.0	.0
Botany	.7	.0	.0	.0	.0
Psychology	7.1	2.1	2.1	2.1	3.5
General agriculture	2.1	2.1	.7	2.1	.0
Physical geography	.7	2.1	.0	.7	.7

In the field of natural science, general science was offered in 20.7 per cent of the schools in 1932-33 and gained to 28.8 per cent in 1936-37. Biology gained from 10.7 per cent of the schools offering in 1932-33 to 13.5 per cent in 1936-37. Chemistry made a small gain in the number of schools offering from 7.1 per cent in 1932-33 to 10 per cent of the schools offering in 1936-37. Physics was offered in ten schools in 1936-37, two more than during the first year of the five-year period. Physiology showed a loss from twenty-six schools offering in 1932-33 to eighteen schools offering in 1936-37. Hygiene was offered in the first year but dropped after that year. Health was first offered in 1934-35, but was found to be offered in only two schools the last two years. Zoology and botany were offered in only one school and that for one year for each. Psychology decreased from ten schools offering to five schools. General agriculture was offered in one or two schools until the year 1935-36, and after that it was dropped.

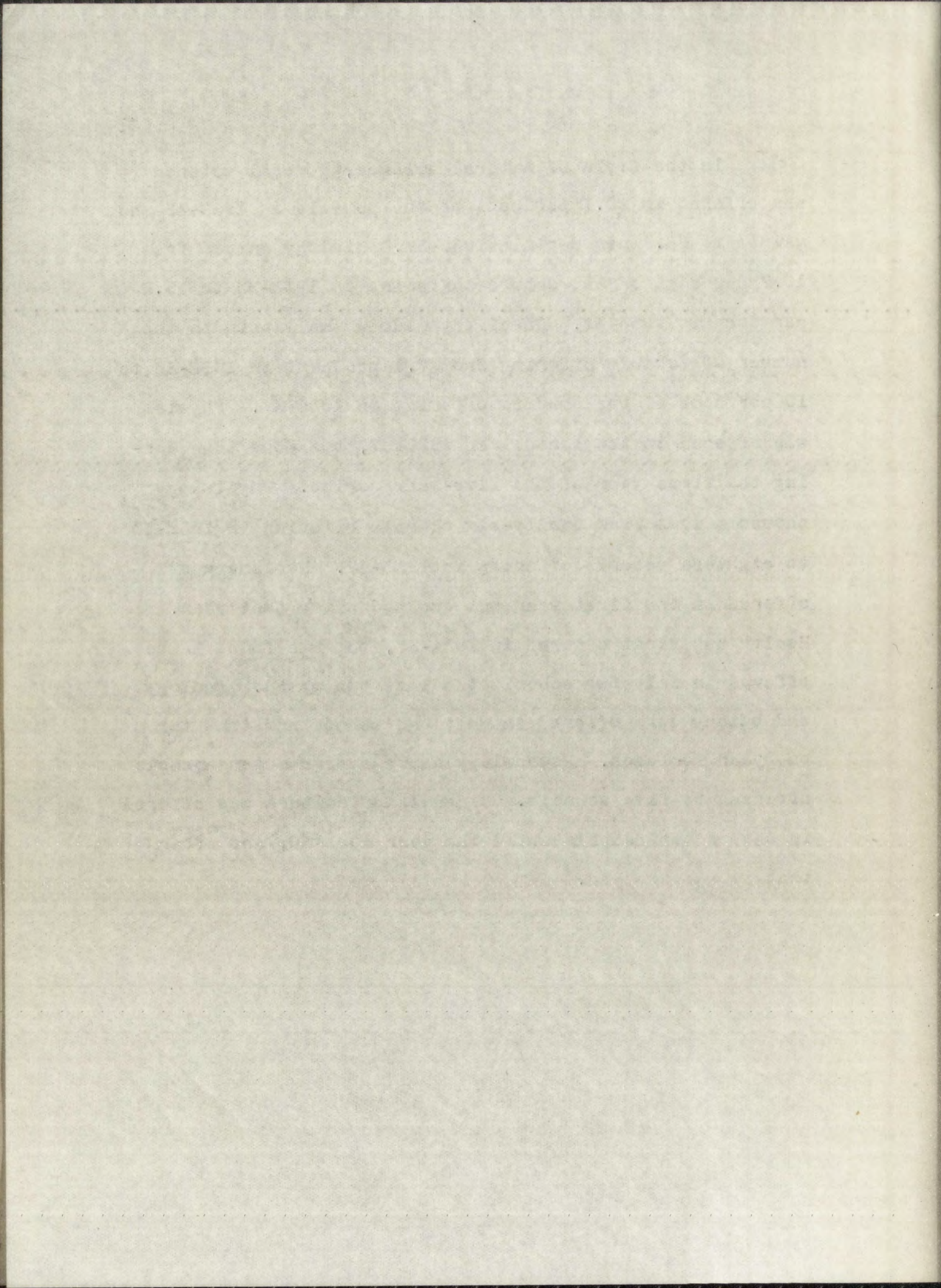


TABLE XVII
SCHOOLS OFFERING MATHEMATICS

SUBJECT	1932-33	1933-34	1934-35	1935-36	1936-37
Algebra I	125	126	124	123	122
Algebra II	37	39	31	36	32
Plane geometry	106	108	108	111	110
Solid geometry	14	12	7	6	8
Trigonometry	2	0	1	0	2
Advanced arithmetic	2	1	0	0	0
General Mathematics	4	6	6	6	11

TABLE XVIII

PERCENTAGE OF SCHOOLS OFFERING MATHEMATICS

SUBJECT	1932-33	1933-34	1934-35	1935-36	1936-37
Algebra I	89.0	90.0	88.5	87.7	87.1
Algebra II	25.4	20.7	22.8	25.5	22.8
Plane geometry	75.7	77.1	77.1	79.2	78.5
Solid geometry	10.0	8.5	5.0	4.2	5.7
Trigonometry	1.5	0	.7	0	1.5
Advanced arithmetic	1.5	.7	0	0	0
General mathematics	2.8	4.2	4.2	4.2	7.8

Algebra I, which is usually required of freshmen, led the field for mathematics, but showed a gradual loss from 126 schools in 1932-33 to 122 schools in 1936-37. While algebra I was dropped from three schools, general mathematics was added in seven schools. Those schools which have dropped algebra I have added general mathematics. Algebra II showed a loss of five schools to a total of thirty-two schools offering in 1936-37. While algebra II lost in the number of schools offering, plane geometry gained in four schools to a total of 110 in 1936-37. Solid geometry lost from six schools to eight in 1936-37. Trigonometry was offered by only two schools in the first and last years and by one in 1934-35. In 1934-35 and 1935-36 trigonometry was alternated with solid geometry. Advanced arithmetic was dropped after 1933-34.

First year algebra, advanced algebra, and plane geometry, among the mathematical subjects offered in the last four years of the public high school, all registered gains of from 16.5 per cent to 18.1 per cent in the number of schools offering the subjects in 1934 as compared with those offering them in 1928. Advanced arithmetic, solid geometry, and trigonometry all showed gains in number of schools offering from 1928 to 1934 for the United States. The smallest gain was in solid geometry with a gain of 5.7 per cent. First year

August 1, which is usually required of teachers.

had the field for maintenance, but asked a grant of \$1000.

the 1st school - in 1932-33 to 1933-34 and 1934-35.

After August 1 was moved from the school, however.

the school was closed in 1934-35, and the school was

closed in 1935-36 and 1936-37, and the school was

closed in 1937-38 and 1938-39, and the school was

closed in 1939-40 and 1940-41, and the school was

closed in 1941-42 and 1942-43, and the school was

closed in 1943-44 and 1944-45, and the school was

closed in 1945-46 and 1946-47, and the school was

closed in 1947-48 and 1948-49, and the school was

closed in 1949-50 and 1950-51, and the school was

closed in 1951-52 and 1952-53, and the school was

closed in 1953-54 and 1954-55, and the school was

closed in 1955-56 and 1956-57, and the school was

closed in 1957-58 and 1958-59, and the school was

closed in 1959-60 and 1960-61, and the school was

closed in 1961-62 and 1962-63, and the school was

closed in 1963-64 and 1964-65, and the school was

closed in 1965-66 and 1966-67, and the school was

closed in 1967-68 and 1968-69, and the school was

closed in 1969-70 and 1970-71, and the school was

closed in 1971-72 and 1972-73, and the school was

closed in 1973-74 and 1974-75, and the school was

closed in 1975-76 and 1976-77, and the school was

closed in 1977-78 and 1978-79, and the school was

closed in 1979-80 and 1980-81, and the school was

closed in 1981-82 and 1982-83, and the school was

algebra was offered by 90.2 per cent of the schools reporting.⁶

⁶ Carl A. Jessen, "Registration in Mathematics," School Life, 7:211-212, March, 1937.

1914

1914

1914

TABLE XIX

SCHOOLS OFFERING FOREIGN LANGUAGE

SUBJECTS	1932-33	1933-34	1934-35	1935-36	1936-37
Spanish I	99	113	108	107	109
Spanish II	76	75	80	69	72
Spanish III	15	16	13	17	12
Spanish IV	3	3	2	2	3
Latin I	17	19	15	16	11
Latin II	14	14	11	12	8
Latin III	5	4	2	2	1
Latin IV	0	3	1	0	0
French I	2	2	2	2	1
French II	2	1	1	1	1

TABLE XX

PERCENTAGE OF SCHOOLS OFFERING FOREIGN LANGUAGE

SUBJECTS	1932-33	1933-34	1934-35	1935-36	1936-37
Spanish I	70.1	80.7	77.0	76.5	77.8
Spanish II	54.2	53.5	57.1	49.2	51.3
Spanish III	10.7	11.3	9.2	12.1	8.5
Spanish IV	2.1	2.1	1.5	1.5	2.1
Latin I	12.1	13.5	10.7	11.3	7.8
Latin II	10.0	10.0	7.8	8.5	5.7
Latin III	3.5	2.8	1.5	1.5	.7
Latin IV	.0	2.1	.7	.0	.0
French I	1.5	1.5	1.5	1.5	.7
French II	1.5	.7	.7	.7	.7

TABLE IX

ANALYSIS OF SAMPLES OF FISHES FROM THE

SPECIES					ANALYSIS				
SPECIES					ANALYSIS				
Species I	10.1	9.7	9.5	9.3	10.1	9.7	9.5	9.3	9.1
Species II	10.2	9.8	9.6	9.4	10.2	9.8	9.6	9.4	9.2
Species III	10.3	9.9	9.7	9.5	10.3	9.9	9.7	9.5	9.3
Species IV	10.4	10.0	9.8	9.6	10.4	10.0	9.8	9.6	9.4
Species V	10.5	10.1	9.9	9.7	10.5	10.1	9.9	9.7	9.5
Species VI	10.6	10.2	10.0	9.8	10.6	10.2	10.0	9.8	9.6
Species VII	10.7	10.3	10.1	9.9	10.7	10.3	10.1	9.9	9.7
Species VIII	10.8	10.4	10.2	10.0	10.8	10.4	10.2	10.0	9.8
Species IX	10.9	10.5	10.3	10.1	10.9	10.5	10.3	10.1	9.9
Species X	11.0	10.6	10.4	10.2	11.0	10.6	10.4	10.2	10.0
Species XI	11.1	10.7	10.5	10.3	11.1	10.7	10.5	10.3	10.1
Species XII	11.2	10.8	10.6	10.4	11.2	10.8	10.6	10.4	10.2
Species XIII	11.3	10.9	10.7	10.5	11.3	10.9	10.7	10.5	10.3
Species XIV	11.4	11.0	10.8	10.6	11.4	11.0	10.8	10.6	10.4
Species XV	11.5	11.1	10.9	10.7	11.5	11.1	10.9	10.7	10.5
Species XVI	11.6	11.2	11.0	10.8	11.6	11.2	11.0	10.8	10.6
Species XVII	11.7	11.3	11.1	10.9	11.7	11.3	11.1	10.9	10.7
Species XVIII	11.8	11.4	11.2	11.0	11.8	11.4	11.2	11.0	10.8
Species XIX	11.9	11.5	11.3	11.1	11.9	11.5	11.3	11.1	10.9
Species XX	12.0	11.6	11.4	11.2	12.0	11.6	11.4	11.2	11.0

Spanish led the language field by far in the number of schools offering the subject. First year Spanish gained in fourteen schools the second year, lost in five the third year, and gained back to a total of 109 schools in 1936-37. Spanish II showed a gain from seventy-six schools to eighty schools the first two years, but dropped to sixty-nine schools the third year, and again made a gain back to seventy-two schools for the last year. Spanish III showed a decrease from fifteen schools the first year to twelve for the last year. Spanish IV remained about the same during the period, never being offered in more than three schools. Latin I decreased from seventeen schools the first year to a total of eleven for the last year. Latin II from fourteen to eight, and Latin III from five to one. French was offered by two schools the first four years but dropped to one the last year. After the first year, French II dropped from two schools to one and continued in one school the last four years.

Jessen,⁷ found that Latin dropped in registration for the United States from 1928 to 1934, while French retained its position. German has continued to gain in the United States.

⁷ Carl A. Jessen, "Registration in Language," School Life, 1:22-23, September, 1937.

TABLE XXI

SCHOOLS OFFERING COMMERCIAL WORK

SUBJECTS	1932-33	1933-34	1934-35	1935-36	1936-37
Shorthand I	32	40	51	54	58
Shorthand II	14	10	13	15	17
Typing I	73	78	85	87	93
Typing II	29	28	37	41	51
Bookkeeping I	45	40	47	54	60
Bookkeeping II	0	1	0	2	2
Business english	5	5	6	10	10
Business law	6	8	11	8	13
Business arithmetic	9	14	18	22	26
Commercial english	1	1	1	1	1
Office practice	3	2	1	1	1
Commercial geography	4	3	3	7	7

1900-1901

1900-1901		1901-1902		1902-1903		1903-1904		1904-1905		1905-1906		1906-1907		1907-1908		1908-1909		1909-1910		1910-1911		1911-1912		1912-1913		1913-1914		1914-1915		1915-1916		1916-1917		1917-1918		1918-1919		1919-1920		1920-1921		1921-1922		1922-1923		1923-1924		1924-1925		1925-1926		1926-1927		1927-1928		1928-1929		1929-1930		1930-1931		1931-1932		1932-1933		1933-1934		1934-1935		1935-1936		1936-1937		1937-1938		1938-1939		1939-1940		1940-1941		1941-1942		1942-1943		1943-1944		1944-1945		1945-1946		1946-1947		1947-1948		1948-1949		1949-1950		1950-1951		1951-1952		1952-1953		1953-1954		1954-1955		1955-1956		1956-1957		1957-1958		1958-1959		1959-1960		1960-1961		1961-1962		1962-1963		1963-1964		1964-1965		1965-1966		1966-1967		1967-1968		1968-1969		1969-1970		1970-1971		1971-1972		1972-1973		1973-1974		1974-1975		1975-1976		1976-1977		1977-1978		1978-1979		1979-1980		1980-1981		1981-1982		1982-1983		1983-1984		1984-1985		1985-1986		1986-1987		1987-1988		1988-1989		1989-1990		1990-1991		1991-1992		1992-1993		1993-1994		1994-1995		1995-1996		1996-1997		1997-1998		1998-1999		1999-2000		2000-2001		2001-2002		2002-2003		2003-2004		2004-2005		2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		2017-2018		2018-2019		2019-2020		2020-2021		2021-2022		2022-2023		2023-2024		2024-2025		2025-2026		2026-2027		2027-2028		2028-2029		2029-2030		2030-2031		2031-2032		2032-2033		2033-2034		2034-2035		2035-2036		2036-2037		2037-2038		2038-2039		2039-2040		2040-2041		2041-2042		2042-2043		2043-2044		2044-2045		2045-2046		2046-2047		2047-2048		2048-2049		2049-2050		2050-2051		2051-2052		2052-2053		2053-2054		2054-2055		2055-2056		2056-2057		2057-2058		2058-2059		2059-2060		2060-2061		2061-2062		2062-2063		2063-2064		2064-2065		2065-2066		2066-2067		2067-2068		2068-2069		2069-2070		2070-2071		2071-2072		2072-2073		2073-2074		2074-2075		2075-2076		2076-2077		2077-2078		2078-2079		2079-2080		2080-2081		2081-2082		2082-2083		2083-2084		2084-2085		2085-2086		2086-2087		2087-2088		2088-2089		2089-2090		2090-2091		2091-2092		2092-2093		2093-2094		2094-2095		2095-2096		2096-2097		2097-2098		2098-2099		2099-2100		2100-2101		2101-2102		2102-2103		2103-2104		2104-2105		2105-2106		2106-2107		2107-2108		2108-2109		2109-2110		2110-2111		2111-2112		2112-2113		2113-2114		2114-2115		2115-2116		2116-2117		2117-2118		2118-2119		2119-2120		2120-2121		2121-2122		2122-2123		2123-2124		2124-2125		2125-2126		2126-2127		2127-2128		2128-2129		2129-2130		2130-2131		2131-2132		2132-2133		2133-2134		2134-2135		2135-2136		2136-2137		2137-2138		2138-2139		2139-2140		2140-2141		2141-2142		2142-2143		2143-2144		2144-2145		2145-2146		2146-2147		2147-2148		2148-2149		2149-2150		2150-2151		2151-2152		2152-2153		2153-2154		2154-2155		2155-2156		2156-2157		2157-2158		2158-2159		2159-2160		2160-2161		2161-2162		2162-2163		2163-2164		2164-2165		2165-2166		2166-2167		2167-2168		2168-2169		2169-2170		2170-2171		2171-2172		2172-2173		2173-2174		2174-2175		2175-2176		2176-2177		2177-2178		2178-2179		2179-2180		2180-2181		2181-2182		2182-2183		2183-2184		2184-2185		2185-2186		2186-2187		2187-2188		2188-2189		2189-2190		2190-2191		2191-2192		2192-2193		2193-2194		2194-2195		2195-2196		2196-2197		2197-2198		2198-2199		2199-2200		2200-2201		2201-2202		2202-2203		2203-2204		2204-2205		2205-2206		2206-2207		2207-2208		2208-2209		2209-2210		2210-2211		2211-2212		2212-2213		2213-2214		2214-2215		2215-2216		2216-2217		2217-2218		2218-2219		2219-2220		2220-2221		2221-2222		2222-2223		2223-2224		2224-2225		2225-2226		2226-2227		2227-2228		2228-2229		2229-2230		2230-2231		2231-2232		2232-2233		2233-2234		2234-2235		2235-2236		2236-2237		2237-2238		2238-2239		2239-2240		2240-2241		2241-2242		2242-2243		2243-2244		2244-2245		2245-2246		2246-2247		2247-2248		2248-2249		2249-2250		2250-2251		2251-2252		2252-2253		2253-2254		2254-2255		2255-2256		2256-2257		2257-2258		2258-2259		2259-2260		2260-2261		2261-2262		2262-2263		2263-2264		2264-2265		2265-2266		2266-2267		2267-2268		2268-2269		2269-2270		2270-2271		2271-2272		2272-2273		2273-2274		2274-2275		2275-2276		2276-2277		2277-2278		2278-2279		2279-2280		2280-2281		2281-2282		2282-2283		2283-2284		2284-2285		2285-2286		2286-2287		2287-2288		2288-2289		2289-2290		2290-2291		2291-2292		2292-2293		2293-2294		2294-2295		2295-2296		2296-2297		2297-2298		2298-2299		2299-2300		2300-2301		2301-2302		2302-2303		2303-2304		2304-2305		2305-2306		2306-2307		2307-2308		2308-2309		2309-2310		2310-2311		2311-2312		2312-2313		2313-2314		2314-2315		2315-2316		2316-2317		2317-2318		2318-2319		2319-2320		2320-2321		2321-2322		2322-2323		2323-2324		2324-2325		2325-2326		2326-2327		2327-2328		2328-2329		2329-2330		2330-2331		2331-2332		2332-2333		2333-2334		2334-2335		2335-2336		2336-2337		2337-2338		2338-2339		2339-2340		2340-2341		2341-2342		2342-2343		2343-2344		2344-2345		2345-2346		2346-2347		2347-2348		2348-2349		2349-2350		2350-2351		2351-2352		2352-2353		2353-2354		2354-2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TABLE XXII
PERCENTAGE OF SCHOOLS OFFERING COMMERCIAL WORK

SUBJECTS	1932-33	1933-34	1934-35	1935-36	1936-37
Shorthand I	21.4	25.0	34.2	34.2	37.8
Shorthand II	9.2	7.1	7.8	10.0	10.7
Typing I	52.1	55.7	60.7	63.1	66.4
Typing II	20.7	20.0	26.4	29.2	36.4
Bookkeeping I	32.1	28.5	33.5	38.5	42.8
Bookkeeping II	.0	.7	.0	1.5	1.5
Stenography I	1.5	3.5	4.2	4.2	3.5
Stenography II	.7	.0	.7	.7	1.5
Business english	3.5	3.5	4.2	7.1	7.1
Business law	4.2	5.7	7.8	5.7	9.2
Business arithmetic	6.4	10.0	12.8	15.7	18.5
Commercial english	.7	.7	.7	.7	.7
Office practice	2.1	1.5	.7	.7	.7
Commercial geography	2.8	2.1	2.8	5.0	5.0

TABLE X

EDUCATIONAL OR OCCUPATIONAL EXPERIENCE

1930-31					1931-32
Portland I	21.0	20.0	20.0	20.0	20.0
Portland II	20.0	20.0	20.0	20.0	20.0
Portland III	20.0	20.0	20.0	20.0	20.0
Portland IV	20.0	20.0	20.0	20.0	20.0
Portland V	20.0	20.0	20.0	20.0	20.0
Portland VI	20.0	20.0	20.0	20.0	20.0
Portland VII	20.0	20.0	20.0	20.0	20.0
Portland VIII	20.0	20.0	20.0	20.0	20.0
Portland IX	20.0	20.0	20.0	20.0	20.0
Portland X	20.0	20.0	20.0	20.0	20.0
Portland XI	20.0	20.0	20.0	20.0	20.0
Portland XII	20.0	20.0	20.0	20.0	20.0
Portland XIII	20.0	20.0	20.0	20.0	20.0
Portland XIV	20.0	20.0	20.0	20.0	20.0
Portland XV	20.0	20.0	20.0	20.0	20.0
Portland XVI	20.0	20.0	20.0	20.0	20.0
Portland XVII	20.0	20.0	20.0	20.0	20.0
Portland XVIII	20.0	20.0	20.0	20.0	20.0
Portland XIX	20.0	20.0	20.0	20.0	20.0
Portland XX	20.0	20.0	20.0	20.0	20.0
Portland XXI	20.0	20.0	20.0	20.0	20.0
Portland XXII	20.0	20.0	20.0	20.0	20.0
Portland XXIII	20.0	20.0	20.0	20.0	20.0
Portland XXIV	20.0	20.0	20.0	20.0	20.0
Portland XXV	20.0	20.0	20.0	20.0	20.0
Portland XXVI	20.0	20.0	20.0	20.0	20.0
Portland XXVII	20.0	20.0	20.0	20.0	20.0
Portland XXVIII	20.0	20.0	20.0	20.0	20.0
Portland XXIX	20.0	20.0	20.0	20.0	20.0
Portland XXX	20.0	20.0	20.0	20.0	20.0

In the commercial field typing I, led the field being offered by 52.1 per cent of the schools the first year and by 66.4 per cent of the schools the last year. Bookkeeping I was second with 32.1 per cent of the schools offering the first year and 42.8 per cent offering the last year. Typing II was offered by 20.7 per cent of schools the first year and gained until 36.4 per cent were offering the subject the last year. Shorthand I gained from 21.4 per cent of the schools offering the first year to 37.8 per cent offering the last year. Business english doubled in the number of schools offering but was offered by only ten schools the last year. Business law made about the same gain of business english, gaining from six schools the first year to thirteen schools the last year. Business arithmetic made a still greater gain to nearly treble in number from nine the first year to twenty-six the last year. Commercial english remained the same, being offered in only one school each year. Office practice declined from three schools the first year to one the last year.

For the United States the number of schools offering typing in 1928 was 39.9 per cent while in 1934 it was 48.1 per cent. Shorthand was offered in 29 per cent of the schools in 1928 and by 33.5 per cent of the schools in 1934. In bookkeeping the percentage offering the subject in 1928 was 39.4 and had reached 42 per cent in 1934. For the same years

In the summer of 1911, I was

being offered by the University of

Yale a position of research fellow

in the Department of History, and

accepting the offer, I was

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the percentage of schools offering elementary business was 8.8 and 25.9 respectively.

For New Mexico in 1934, 60.7 per cent of the schools were offering typing; 44.2 per cent of the schools were offering shorthand; 33.5 per cent of schools were offering bookkeeping. The percentage of typing for the state was above that of the nation. While it was somewhat above the national percentage in shorthand, bookkeeping fell below the national percentage.

the percentage of schools offering elementary business was

8.8 and 12.7 respectively.

For New Mexico in 1924, 12.7 per cent of the schools

were offering training for the general public.

Offering instruction, 35.5 per cent of schools were offering

bookkeeping. The percentage of types for the state was

above that of the nation, while in the general public the

national percentage is somewhat higher than the state.

the national percentage.

TABLE XXIII

SCHOOLS OFFERING HOUSEHOLD ARTS

SUBJECTS	1932-33	1933-34	1934-35	1935-36	1936-37
Home economics I	53	50	62	76	77
Home economics II	21	24	31	41	40
Home economics III	1	1	2	4	3
Home economics IV	0	0	0	1	0
Related art	7	7	7	7	6
Nursing	1	0	0	0	0
Sewing	0	1	0	0	0
Spinning-weaving	0	0	1	0	0
Foods-cookery	2	2	2	2	2
Clothing I	1	1	1	1	1
Clothing II	1	1	1	1	1
Interior decorating	1	1	1	1	1
Weaving	0	1	1	0	0
Child care	1	1	1	1	1

In household arts, home economics I led the field with fifty-three schools (or 37.8 per cent of the schools) offered it the first year and it gained until seventy-seven schools (or 55 per cent of the schools) were offering the subject the last year. Home economics II continued to gain and nearly doubled to reach the total of forty schools the last year as compared with twenty-one the first year. Home economics III trebled in number of schools offering, but was offered in only three schools. Related art remained steady the first four years, to be dropped from one school the last year leaving a total of six schools. Both nursing and sewing were dropped after the second year. Food and cooking were offered by two schools each year, while clothing I and II, interior decorating, and child care, were each offered by one school each year of the entire period.

TABLE XXV

SCHOOLS OFFERING VOCATIONAL AGRICULTURE

SUBJECTS	1932-33	1933-34	1934-35	1935-36	1936-37
Agriculture I	16	16	19	25	34
Agriculture II	5	3	4	6	11
Agriculture III	3	2	3	2	2

is considered as a, since no other is left in the
when fifty-two schools for 37.5 per cent of the schools
offered in the first year and is gained until no more
schools for 50 per cent of the schools, were offering the
subject the last year. Some education is considered to gain
and nearly doubled in each the total of forty schools the
last year as compared with twenty-one the first year. These
operations all resulted in number of schools, which, was
not offered in only three schools. Subjects not mentioned
during the first four years, to be dropped from one school
the last year leaving a total of six schools. Both nursing
and social work dropped after the second year. Food and
cooking were offered by two schools each year, while civics
and I and II, interior decorating, and public care, were
each offered by one school each year of the entire series.

TABLE XVI

SCHOOLS OFFERING VARIOUS SUBJECTS

SUBJECTS					
1922-23 1923-24 1924-25 1925-26 1926-27					
Agriculture I	10	10	10	10	10
Agriculture II	5	5	5	5	5
Agriculture III	5	5	5	5	5

TABLE XXVI

PERCENTAGE OF SCHOOLS OFFERING VOCATIONAL AGRICULTURE

SUBJECTS	1932-33	1933-34	1934-35	1935-36	1936-37
Agriculture I	11.3	11.3	13.5	17.8	24.2
Agriculture II	3.5	2.1	2.8	4.2	7.8
Agriculture III	2.1	1.5	2.1	1.5	1.5

Three years of agriculture were offered each of the five years. Agriculture I led the field with sixteen schools offering the first two years, nineteen schools offering the third year, twenty-five schools the fourth year and thirty-four the last year. This increase was from 11.3 per cent of the schools offering the subject the first year to 24.2 per cent of the schools offering the last year. Agriculture II a little more than doubled in the number of schools offering, with five schools the first year and eleven the last year. Agriculture III varied a little in number of schools offering, with three schools offering the first year and two schools offering the last year.

TABLE XXVII

SCHOOLS OFFERING INDUSTRIAL ARTS

SUBJECT	1932-33	1933-34	1934-35	1935-36	1936-37
Auto practice	1	0	0	0	0
Shop mathematics	1	0	0	0	0
Metal work	0	1	1	1	1
Architectural drawing	0	1	1	1	1
Work shop practice	0	0	1	1	1
Auto mathematics	1	1	1	1	1
Wood work I	0	2	1	1	0
Wood work II	0	1	0	0	0
Shop I	1	0	0	0	2
Shop II	1	0	0	0	1
Shop III	0	0	0	0	1
Manual training I	20	18	18	19	20
Manual training II	4	4	3	5	4
Manual training III	0	0	0	1	1
Design	0	0	0	0	1
Auto mechanics	1	1	2	3	3
Vocational mathematics	0	2	1	0	0
Tanning	0	0	1	0	0
Dying	0	0	0	0	1
Printing	2	1	1	1	1
Mechanical drawing	2	1	1	1	1

TABLE XVII

PERCENTAGE OF STUDENTS ATTENDING VARIOUS TYPES OF SCHOOLS

SCHOOL TYPE					TOTAL
1900-1901	1901-1902	1902-1903	1903-1904	1904-1905	
Elementary	100	100	100	100	100
High School	100	100	100	100	100
Normal	100	100	100	100	100
Teachers Training	100	100	100	100	100
Commercial	100	100	100	100	100
Technical	100	100	100	100	100
Artistic	100	100	100	100	100
Medical	100	100	100	100	100
Law	100	100	100	100	100
Theology	100	100	100	100	100
Music	100	100	100	100	100
Drama	100	100	100	100	100
Physical Education	100	100	100	100	100
Home Economics	100	100	100	100	100
Foreign Languages	100	100	100	100	100
Science	100	100	100	100	100
Mathematics	100	100	100	100	100
History	100	100	100	100	100
Geography	100	100	100	100	100
Political Science	100	100	100	100	100
Social Science	100	100	100	100	100
Psychology	100	100	100	100	100
Philosophy	100	100	100	100	100
Religion	100	100	100	100	100
English Literature	100	100	100	100	100
Comparative Literature	100	100	100	100	100
Classical Languages	100	100	100	100	100
Modern Languages	100	100	100	100	100
International Law	100	100	100	100	100
Public Administration	100	100	100	100	100
Political Economy	100	100	100	100	100
Statistics	100	100	100	100	100
Accounting	100	100	100	100	100
Banking	100	100	100	100	100
Insurance	100	100	100	100	100
Real Estate	100	100	100	100	100
Shipping	100	100	100	100	100
Navigation	100	100	100	100	100
Aeronautics	100	100	100	100	100
Automobile Engineering	100	100	100	100	100
Mechanical Engineering	100	100	100	100	100
Electrical Engineering	100	100	100	100	100
Civil Engineering	100	100	100	100	100
Sanitary Engineering	100	100	100	100	100
Chemical Engineering	100	100	100	100	100
Metallurgical Engineering	100	100	100	100	100
Textile Engineering	100	100	100	100	100
Leather Engineering	100	100	100	100	100
Food Engineering	100	100	100	100	100
Pharmaceutical Engineering	100	100	100	100	100
Medical Engineering	100	100	100	100	100
Dental Engineering	100	100	100	100	100
Veterinary Engineering	100	100	100	100	100
Marine Engineering	100	100	100	100	100
Naval Engineering	100	100	100	100	100
Air Engineering	100	100	100	100	100
Space Engineering	100	100	100	100	100

TABLE XXVIII

PER CENT OF SCHOOLS OFFERING INDUSTRIAL ARTS

SUBJECT	1932-33	1933-34	1934-35	1935-36	1936-37
Auto practice	.7	0	0	0	0
Shop mathematics	.7	0	0	0	0
Metal work	0	.7	.7	.7	.7
Architectural drawing	0	.7	.7	.7	.7
Wood shop practice	0	0	.7	.7	.7
Auto mathematics	.7	.7	.7	.7	.7
Wood work I	0	1.5	.7	.7	0
Wood work II	0	.7	0	0	0
Shop I	.7	0	0	0	1.5
Shop II	.7	0	0	0	.7
Shop III	0	0	0	0	.7
Manual training I	14.2	12.8	12.8	13.5	14.2
Manual training II	2.8	2.8	2.1	3.5	2.8
Manual training III	0	0	0	.7	.7
Design	0	0	0	0	.7
Auto mechanics	.7	.7	1.5	2.1	2.1
Vocational math.	0	1.5	.7	0	0
Tanning	0	0	.7	0	0
Dying	0	0	.7	0	0
Printing	1.5	.7	.7	.7	.7
Mechanical drawing	1.5	.7	.7	.7	.7

1. The first part of the report is a general introduction to the subject of the study. It discusses the importance of the problem and the objectives of the research. It also mentions the scope of the study and the methods used.

2. The second part of the report is a detailed description of the experimental work. It includes a description of the apparatus used, the procedure followed, and the results obtained. It also discusses the errors and uncertainties involved in the measurements.

3. The third part of the report is a discussion of the results. It compares the results with the theoretical predictions and with the results of other experiments. It also discusses the implications of the results and the conclusions drawn from the study.

4. The fourth part of the report is a summary of the work. It briefly reviews the main points of the report and states the conclusions. It also mentions the limitations of the study and the suggestions for further work.

Only six subjects were offered by schools each year of the five-year period in the industrial field, namely: auto mechanics, manual training I and II, auto mathematics, printing and mechanical drawing. Manual training I led the field with twenty schools offering the subject the first year, eighteen schools the second and third years, nineteen schools the fourth, and twenty schools the last year. This was 14.2 per cent of the schools offering manual training the first and last years. Manual training II varied from four to five schools offering during the period. Auto mechanics was offered by one school for each of the five years. Printing and mechanical drawing were each offered by two schools the first year and by one school for each of the last four years. Auto practice and shop mathematics were each dropped after being offered by one school the first year. Metal work and architectural drawing were each offered by one school for each of the last four years, not being offered the first year. Wood work was offered the second, third and fourth years, but not the first and last years. Other subjects were offered from one to two years by one or two schools and then dropped. Dying, designing and shop III were the only subjects added the last year. Shop I and II were each offered the first year, dropped the second year and reinstated the last year.

Only six schools were offered by schools each year
of the five-year period in the industrial field, namely:
also vocational, regional training I and II, and agricultural
training and vocational training. Regional training I and II
closed with twenty schools offering the majority the first
year, fifteen schools the second and third years, and fifteen
schools the fourth, and twenty schools the fifth year. This
was 14.5 per cent of the schools offering manual training
the first and last years. Manual training I and II closed
last as five schools offering during the period, and
vocational training I and II closed by one school each the first year
and vocational training I and II closed by one school each the
second, third, fourth, fifth and sixth years and by one school for each of the
last four years. Adult practice and shop maintenance were
each stopped after being offered by one school the first
year. Manual work and agricultural training were each
offered by one school for each of the first three years, and
being offered the first year, and each year the first and
second, third and fourth years, but not the fifth and sixth
years. Other subjects were offered the first and second years
by one of two schools and then dropped. Physical training
and shop III were the only subjects which the first year
Shop I and II were each offered the first year, dropped the
second year and replaced the last year.

TABLE XXIX

SCHOOLS OFFERING FINE ARTS

SUBJECTS	1932-33	1933-34	1934-35	1935-36	1936-37
Piano	1	1	1	0	0
Violin	0	0	0	0	1
Sight singing	0	1	1	0	0
Rudiments of music	0	1	1	0	0
Arts-crafts	0	0	0	0	0

No one subject in the fine arts field was offered for each of the five years. Piano was offered by one school each year for the first three years, violin by one school the last year, sight singing and rudiments of music by one school for the second and third years. Arts and crafts were introduced in two schools the last year. It was difficult to obtain data in this field, as much of the work is extra-curricular, and therefore was not listed in many instances as regular class work.

TABLE I

SCHOOLS LISTED BY TYPE

SCHOOLS LISTED BY TYPE				
TYPE	1910-11	1911-12	1912-13	1913-14
Public	1	1	1	1
Private	0	0	0	0
State	0	0	0	0
Religious	0	0	0	0
Other	0	0	0	0

No one subject in the list of schools was reported in each of the five years. There was a list of schools in each year for the first three years, viz. 1910-11, 1911-12, and 1912-13, eight religious and technical schools, and in 1913-14 the second and third years. There were no schools in the list in the fourth year, and in 1914-15 no schools. In this list, as well as the list of schools, and therefore was not listed in any of the years as in the class work.

CHAPTER III

SUMMARY AND CONCLUSIONS

With the ever increasing demands made by society upon the schools for training of citizens to meet its many problems, it is necessary for our schools to modify their offerings to meet these demands. Progressive schools are modifying their offerings for this purpose and are increasing the opportunities for training in the vocational fields.

From the interpretation and analysis of the data presented in this study the following conclusions are made:

1. English had the highest registration of all subjects and was offered in more schools than any other subject. This is because of the fact that three years of English are required of all graduates.
2. United States history led the field of social science. This is partly because of the fact that United States history is required of all students before graduation. World history is gradually taking the place of ancient and modern history. This shows a tendency to do away with the old idea of two years of European history and to place stress on the general problems of the world instead. The subjects which deal with

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the problems of the American people are rapidly gaining in importance. This shows a trend toward the new idea of educating the child for the problems of society.

3. General science continues to be the principal science course for freshmen. Biology is gaining in registration and in the number of schools offering at the expense of physics, chemistry, and physiology. Separate courses in botany and zoology are being combined into the single course of biology. Psychology is decreasing in number of schools offering, and is offered principally in the larger schools.
4. Algebra I and plane geometry continue to be the principal subjects in the mathematics field. Algebra II, solid geometry, and advanced arithmetic are on the decline both in registration and the number of schools offering. General mathematics is becoming a basic course for more specialized subjects in mathematics.
5. Spanish continues to be the principal foreign language taught in New Mexico high schools. Latin and French show a decline in registration as well as in the number of schools offering.

The first of these is the fact that the
country is a very large one, and the
population is very small.

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country is a very large one, and the
population is very small.

The third is the fact that the
country is a very large one, and the
population is very small.

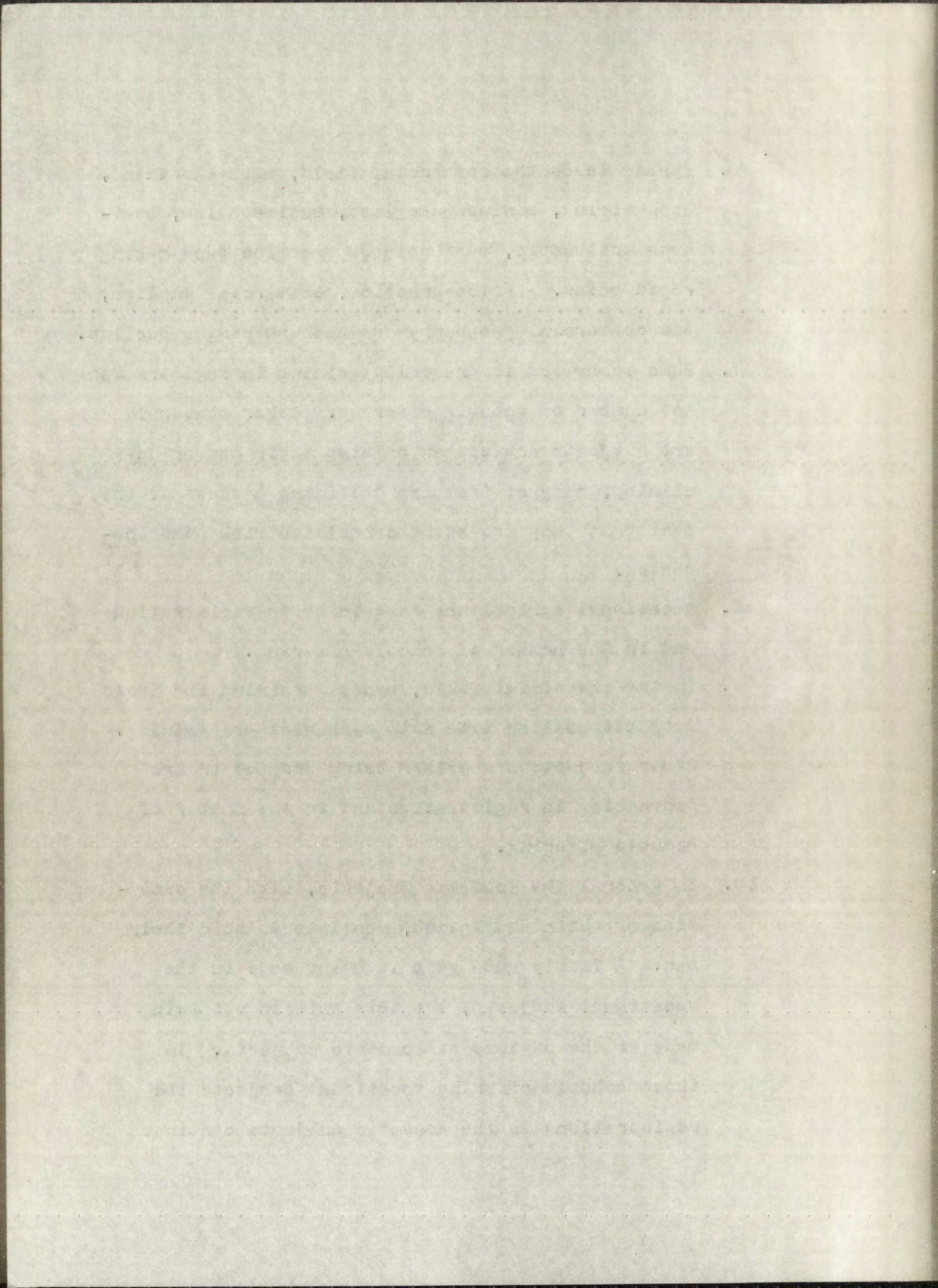
The fourth is the fact that the
country is a very large one, and the
population is very small.

The fifth is the fact that the
country is a very large one, and the
population is very small.

The sixth is the fact that the
country is a very large one, and the
population is very small.

The seventh is the fact that the
country is a very large one, and the
population is very small.

6. Typing leads the commercial field, with shorthand, bookkeeping, business English, business law, business arithmetic, and business practice each making rapid gains. Office practice, commercial English, and commercial geography are each showing a decline.
7. Home economics is gradually gaining in registration and number of schools offering. Other household art subjects are either holding their own or declining; many of them are declining because of the fact that they are being correlated with home economics.
8. Vocational agriculture is gaining in registration and in the number of schools offering.
9. In the industrial field, manual training and those subjects dealing with auto mechanics are gaining. Other subjects are either being dropped or are decreasing in registration and in the number of schools offering.
10. In general the academic subjects, with the exception of Latin and French, continue to hold their own. A fairly good gain is being made in the vocational subjects, but this gain is not being made at the expense of academic subjects. In those schools offering vocational subjects the registrations in the academic subjects continue



to hold their own. As a whole, New Mexico is about on a par with the average of the United States.

11. The trends in course offerings and pupil registrations noted throughout this study shows that in common with high schools throughout the United States, the schools of New Mexico are moving in the direction of greater functional utility for those enrolled.

1. The first part of the report is devoted to a general survey of the situation in the country.

2. The second part of the report is devoted to a detailed analysis of the economic situation.

3. The third part of the report is devoted to a detailed analysis of the social situation.

4. The fourth part of the report is devoted to a detailed analysis of the political situation.

5. The fifth part of the report is devoted to a detailed analysis of the cultural situation.

6. The sixth part of the report is devoted to a detailed analysis of the international situation.

7. The seventh part of the report is devoted to a detailed analysis of the future prospects of the country.

8. The eighth part of the report is devoted to a detailed analysis of the conclusions and recommendations.

9. The ninth part of the report is devoted to a detailed analysis of the appendixes.

10. The tenth part of the report is devoted to a detailed analysis of the bibliography.

11. The eleventh part of the report is devoted to a detailed analysis of the index.

12. The twelfth part of the report is devoted to a detailed analysis of the list of abbreviations.

13. The thirteenth part of the report is devoted to a detailed analysis of the list of symbols.

14. The fourteenth part of the report is devoted to a detailed analysis of the list of tables.

15. The fifteenth part of the report is devoted to a detailed analysis of the list of figures.

16. The sixteenth part of the report is devoted to a detailed analysis of the list of maps.

17. The seventeenth part of the report is devoted to a detailed analysis of the list of photographs.

18. The eighteenth part of the report is devoted to a detailed analysis of the list of films.

19. The nineteenth part of the report is devoted to a detailed analysis of the list of sound recordings.

20. The twentieth part of the report is devoted to a detailed analysis of the list of publications.

21. The twenty-first part of the report is devoted to a detailed analysis of the list of documents.

22. The twenty-second part of the report is devoted to a detailed analysis of the list of sources.

23. The twenty-third part of the report is devoted to a detailed analysis of the list of references.

24. The twenty-fourth part of the report is devoted to a detailed analysis of the list of footnotes.

25. The twenty-fifth part of the report is devoted to a detailed analysis of the list of endnotes.

26. The twenty-sixth part of the report is devoted to a detailed analysis of the list of appendices.

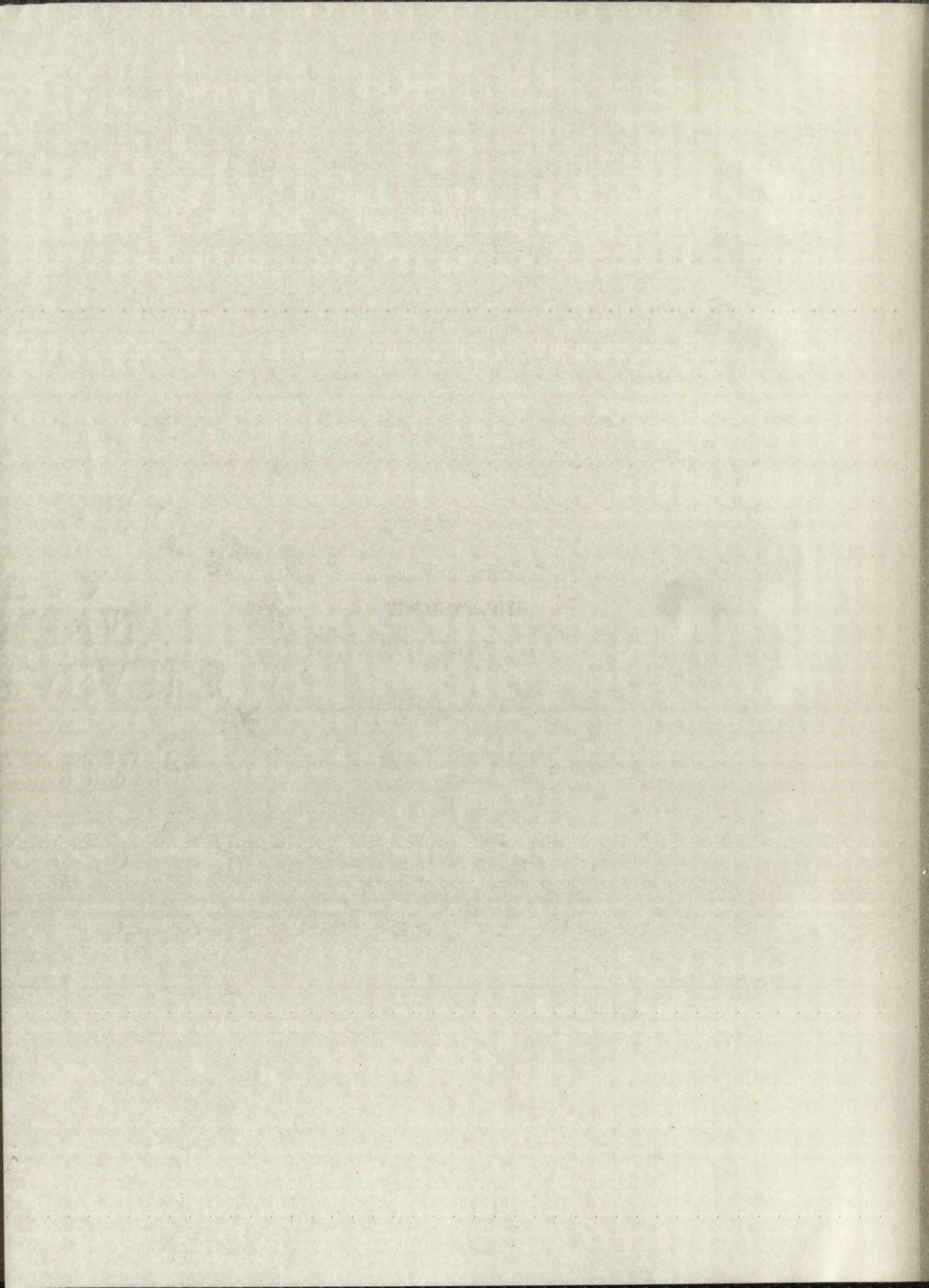
27. The twenty-seventh part of the report is devoted to a detailed analysis of the list of tables.

28. The twenty-eighth part of the report is devoted to a detailed analysis of the list of figures.

29. The twenty-ninth part of the report is devoted to a detailed analysis of the list of maps.

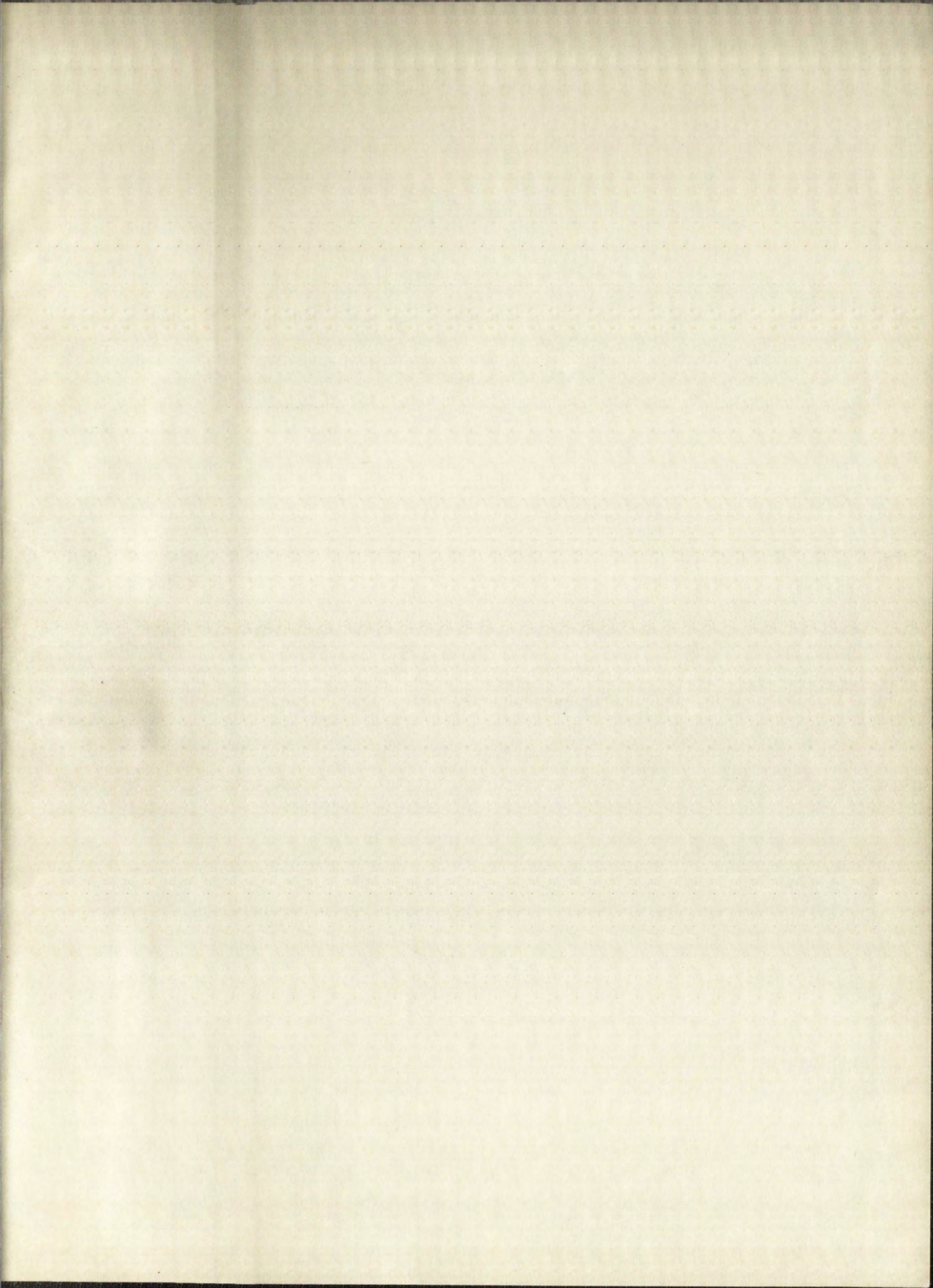
30. The thirtieth part of the report is devoted to a detailed analysis of the list of photographs.

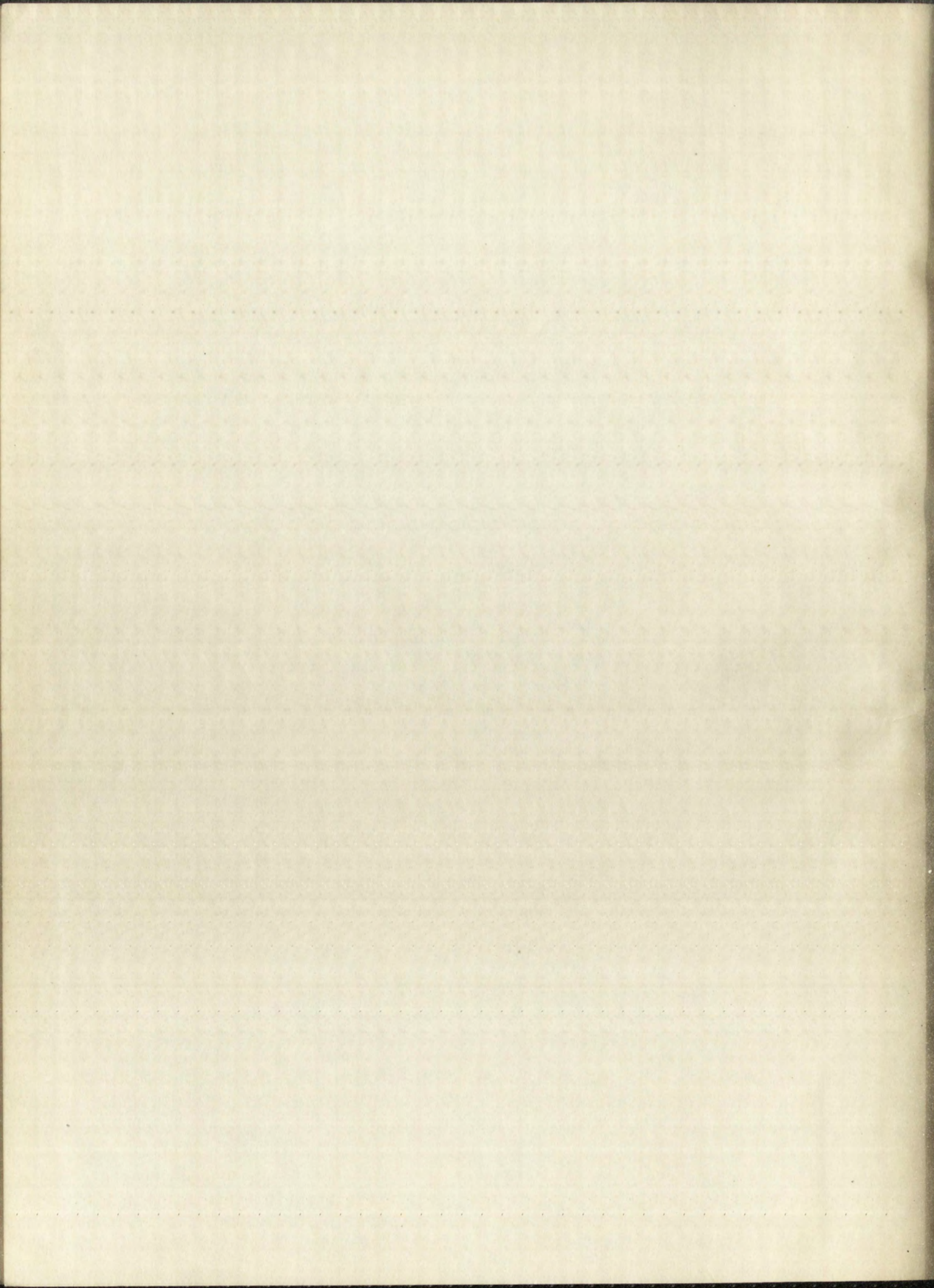
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