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A Comparative Study of Certain Objective Factors of the Protestant and the Public High Schools of New Mexico

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A COMPARATIVE STUDY OF CERTAIN OBJECTIVE FACTORS
OF THE PROTESTANT AND THE PUBLIC
HIGH SCHOOLS OF NEW MEXICO

By

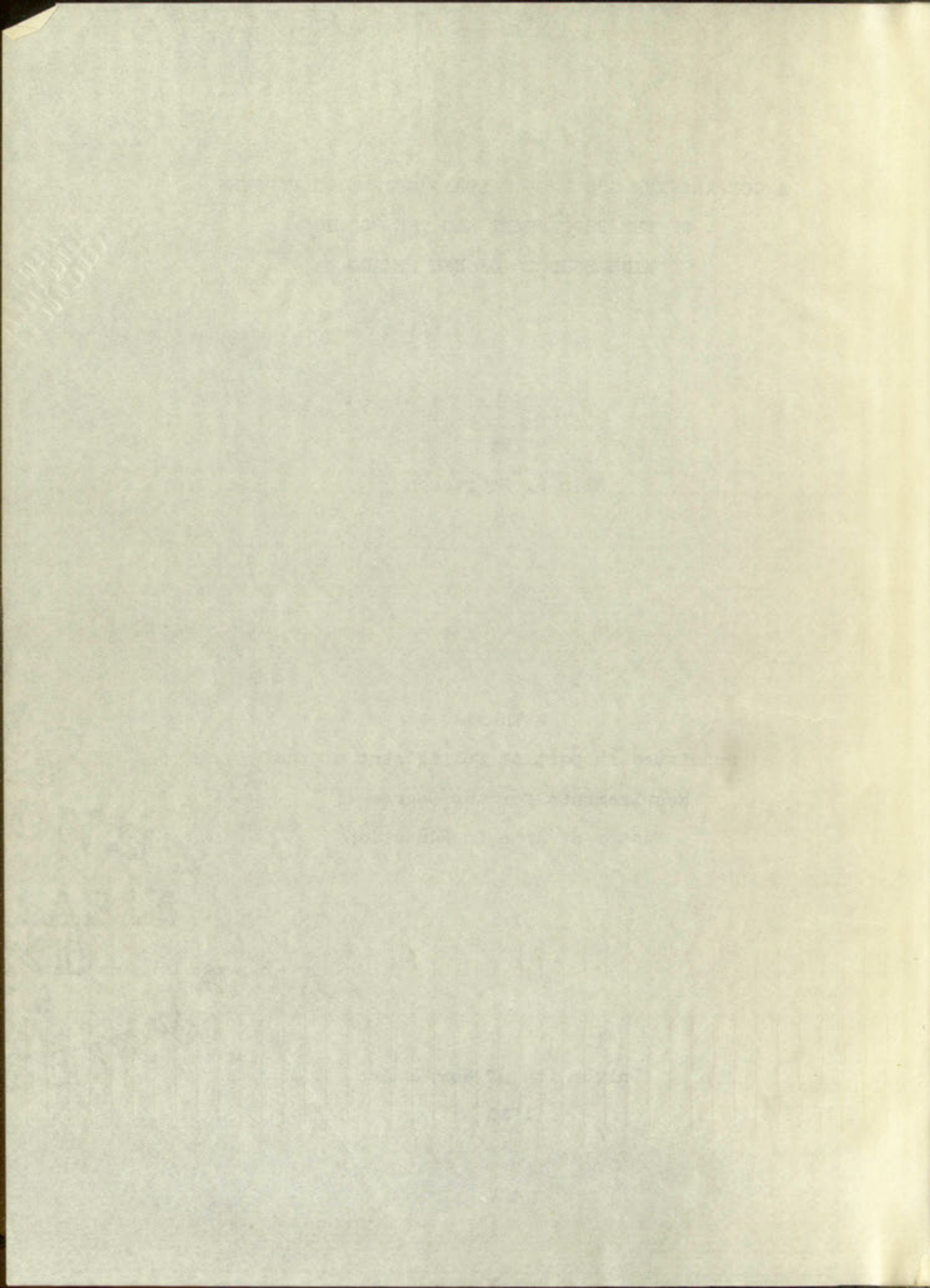
Glen F. McCracken

A Thesis

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

University of New Mexico

1939



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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

Geo R Hammond
DEAN

May 29/39
DATE

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Committee on Police
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Members: Mr. John F. Johnson, Mr. John F. Johnson, Mr. John F. Johnson

Committee on Fire
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Members: Mr. John F. Johnson, Mr. John F. Johnson, Mr. John F. Johnson

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Committee on Sewers
Chairman: Mr. John F. Johnson
Members: Mr. John F. Johnson, Mr. John F. Johnson, Mr. John F. Johnson

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CHAPTER I

INTRODUCTION

Parochial schools have always played an important part in the educational system of New Mexico. Educators have questioned the advisability of these schools continuing to operate since our state system has grown and improved in recent years. The accusation that the private and parochial schools are using poorly trained teachers and that the teaching equipment is inadequate for efficient instruction has been made.

Proponets of the parochial schools are of the opinion that these schools employ just as well trained teachers, pay just as high salaries, and have just as good equipment as the public schools of New Mexico. The majority of the claims made by the proponets of these two systems have been based upon limited observation and in no instance has evidence been presented to support these contentions.

I. THE PROBLEM

Statement of the problem. It was the purpose of this study to compare the Protestant high schools with the state accredited public high schools of New Mexico (1) as to the beginning teachers employed;

CHAPTER I

INTRODUCTION

Parochial schools have always played an important part in the educational system of New England. The State has questioned the advisability of these schools continuing to operate since our State system has been approved in recent years. The assumption that the private and parochial schools are being poorly trained teachers and that the teaching equipment is inadequate for efficient instruction has been made.

Proponents of the parochial schools are of the opinion that these schools supply teachers well trained teachers, pay part as high salaries, and have had a long history of the public schools of New England. The majority of the money made by the parochial schools is used for the benefit of the poor upon limited observation and in no manner has been presented to support these conclusions.

THE CHURCH

Statement of the Church is the first of the study to compare the parochial schools with the State accredited public schools of New England. The beginning concerns are:

(2) teacher tenure; (3) professional training of teachers; (4) teachers' salaries; (5) ratio of teachers' salaries to pupils in average daily attendance; (6) teaching aids; and (7) teachers' experience.

Delimitations of the problem. This investigation was confined to fifty-eight senior public high schools and four Protestant high schools. These schools were accredited by the State Department of Education, Santa Fe, New Mexico, but not by the North Central Association of Colleges and Secondary Schools. This study was made for the five-year period, 1931-32 to 1935-36 inclusive. Socorro was a member of the North Central Association for one year but was dropped the next year and was included in this report.

II. SOURCES OF THE DATA

Data pertaining to the fifty-eight public high schools and the four Protestant high schools of New Mexico, accredited by the State Department of Education, but not by the North Central Association, were obtained from the following sources:

1. The Official state reports on file in the office of the State Superintendent of Public Instruction.
2. Transcripts of college work on file in the New Mexico State Department of Education, Santa Fe, New Mexico.

3. Educational Directory, a publication by the State Department of Education, Santa Fe, New Mexico.
4. Superintendents' Annual Report to the State Department of Education, Santa Fe, New Mexico.
5. Tenure, Salaries, and Professional Training of Teachers in New Mexico, by L. W. Ripple.
6. Statistics of State School Systems, 1931-32.
7. Biennial Survey of Education, 1930-32. Chapter I.
8. United States Bureau of Education, Bulletin 1933, No. 2.

III. DEFINITIONS OF TERMS USED

Protestant high schools. Protestant high schools are those schools authorized, directed, and supported by the governing body of a Protestant Church organization.

Public senior high schools. This term was used in this study to include county, independent, municipal, and union senior high schools accredited by the State Department of Education of New Mexico, but not by the North Central Association of Colleges and Secondary Schools.

Tenure. Tenure was used to signify the number of years a teacher had been teaching in one school system up to and including 1935-36.

Experience. Experience was the number of years a teacher had taught in any school system up to and including the year 1935-36.

Salary. Salary was used to designate the amount of money received annually by a teacher from the school board on either a nine months or a twelve months basis.

Professional courses. Professional courses were spoken of as those courses designed primarily to give teachers a knowledge of students, the problems of the teaching profession, and teaching methods.

College credit. College credit was used to designate the number of semester hours. One semester hour was credit for one hour of classroom work or two hours of laboratory work per week for eighteen weeks.

Teaching aids. Throughout the report the term teaching aids was used to designate the materials used in high schools in the dissemination of knowledge through regular classroom recitation aside from the regular textbooks.

IV. METHODS OF PROCEDURE

The collection of data pertaining to employment, tenure, experience, professional training of teachers, salary, ratio of salary to pupils in average daily attendance, and teaching aids for the fifty-eight public senior high schools and the four Protestant high schools were tabulated and central tendencies and variations noted. The high school reports and the Superintendents' Annual Reports as filed in the State

History of the United States

History of the United States is a subject of great interest and importance. It is a subject which has attracted the attention of many writers and readers.

The history of the United States is a story of growth and development. It is a story of a people who have built a great nation out of a small colony.

One of the most important factors in the history of the United States is the influence of the American Indians. They were the first people to inhabit the continent.

The American Indians were a people of many different tribes and languages. They were a people who lived in harmony with nature.

The American Indians were a people who were very skilled in the arts of hunting and agriculture. They were a people who were very brave and courageous.

The American Indians were a people who were very wise and thoughtful. They were a people who had a deep understanding of the world around them.

The American Indians were a people who were very loyal and devoted. They were a people who were very proud of their heritage and traditions.

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Department of Education showed the number of high school teachers, their names, annual salaries, years of tenure, experience, pupils in average daily attendance, value of teaching aids, and beginning teachers employed. The names of the teachers for each of the schools of the study were copied and used in locating the transcript of credits in State Department of Education for determining the professional training of teachers.

The information derived from these data was compared with the recommendations of authorities in other states and United States as a whole. The findings from the comparison of these two groups of schools were compared with the findings of the North Central Schools of New Mexico where parallel data were available. From these findings certain conclusions were drawn.

V. REVIEW OF RELATED STUDIES

Much has been written on the strength and weakness of both the public high schools and the private and parochial schools in the United States, but very little has been written on these schools in New Mexico. Only a summary of the studies pertaining to the problems closely related to the one at hand will be given.

Literature on public schools of New Mexico. A study

Department of Education showed the number of high school teachers, their names, annual salaries, years of service, experience, pupils in average daily attendance, value of teaching aids, and beginning teachers employed. The names of the teachers for each of the schools of the study were copied and used in locating the abstracts of studies in State Department of Education for determining the professional training of teachers.

The information derived from these data was compared with the recommendations of authorities in other studies and United States as a whole. The findings from the comparison of these two groups of schools were compared with the findings of the Texas Capital Schools of New Mexico where possible. Data were available. From these findings certain conclusions were drawn.

7. REVIEW OF RELATED STUDIES

There has been written on the equipment and resources of both the public high schools and the private and parochial schools in the United States, but very little has been written on these schools in New Mexico. Only a summary of the studies pertaining to the problems closely related to the one at hand will be given.

Literature on public schools in New Mexico. A study

has been made of the North Central High Schools of New Mexico for the year 1931-32 by Ripple¹. He concluded that 50 percent of the teachers in the North Central Schools of New Mexico were receiving less salary than teachers of the United States as a whole. This study showed the average years of experience of the teachers of the North Central Schools of New Mexico to be five years.

Williams² made a study of thirty-nine independent schools of New Mexico not accredited by the North Central Association of Secondary Schools from 1931-32 to 1935-36 inclusive. This was a general study covering all the school systems, including both high schools and grades. He found one out of four teachers were new to their positions, and that the percentage of beginning teachers ran higher than that for the United States as a whole.

Literature on Protestant Church high schools. Falls³ made a study of the private and parochial schools of United

¹ L. W. Ripple, "Experience, Tenure, Salary, and Professional Training of Teachers", (unpublished Master's thesis, University of New Mexico, Albuquerque, 1933), p. 43.

² B. T. Williams, "Tenure, Turnover of Public School Teachers of New Mexico," (unpublished Master's thesis, University of New Mexico, Albuquerque, 1937), p. 60.

³ Anna Falls, "The Place of the Private and Parochial Schools in the Education of the State," (unpublished Master's thesis, University of New Mexico, Albuquerque, 1929), p. 80.

has been made of the North Central High Schools of New Mexico for the year 1931-32 by Willis. He concluded that 50 percent of the teachers in the North Central High Schools of New Mexico were specialists, less than 10 percent of the United States as a whole. This study showed the average years of experience of the teachers in the North Central Schools of New Mexico to be 12.5 years.

Willis also made a study of the high schools in the North Central States of New Mexico and concluded that the high schools reported to be secondary schools from 1911-12 to 1931-32 included. This was a general study covering all the states, including both high schools and colleges. He found that the percentage of secondary teachers was 10 percent, and that for the United States as a whole.

Statement on Independent Study High Schools. Willis made a study of the private and independent schools of United

1. W. E. Willis, "Experience, Training, Salary, and Professional Training of Teachers," (unpublished report), Thesis, University of New Mexico, Albuquerque, 1932, p. 25.

2. W. E. Willis, "Training of Public School Teachers of New Mexico," (unpublished report), Thesis, University of New Mexico, Albuquerque, 1932, p. 60.

3. Willis, "The Effect of the Public and Private Schools in the Education of the State," (unpublished report), Thesis, University of New Mexico, Albuquerque, 1932, p. 25.

States. She concluded that the private and parochial schools were pioneers in education; that the extension of supervision over the private and parochial schools was desirable; and that some small proportion of children will always receive better educational opportunities in the smaller private and denominational schools than in the public schools systems.

VI. ORGANIZATION OF THE REMAINDER OF THE STUDY

The remainder of this investigation will compare the data of the public and Protestant high schools of New Mexico as to number of new teachers employed, years of teachers' tenure, and teachers' salaries for the years 1931-32 to 1935-36 inclusive. The teachers of the public and Protestant high schools will also be compared as to Professional training, and the years of experience. The two groups of schools will also be compared as to the amount of salary each group is paying per pupil in average daily attendance as well as in the value of teaching aids each school has per pupil in average daily attendance.

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VI. CONCLUSION

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CHAPTER II

EMPLOYMENT, TENURE, SALARIES, AND PROFESSIONAL TRAINING OF TEACHERS

I. INTRODUCTION

There were in 1931-32 to 1935-36 inclusive, fifty-eight public high schools in New Mexico which were not accredited by the North Central Association of Colleges and Secondary Schools. These schools were regulated and supervised by the state Department of Education. These schools were fairly well distributed over the state. The average daily attendance for the five-year period studied was eighty-four. The number of teachers ranged from three to fifteen.

There were four Protestant high schools accredited and regulated by the State Department of Education for the years 1931-32 to 1935-36 inclusive. The number of teachers in these schools ranged from six to fourteen and the average daily attendance was ninety-one.

II. EMPLOYMENT

The efficiency of any school system is judged to a large extent by the quality of teachers employed and the ability of the school to retain its good teachers by adequate salary. It is estimated that a teacher does not reach maximum efficiency until the fifth year of teaching.

A teacher transferring from one school to another does not reach maximum efficiency until the third year in the new system.⁴

Employment of new teachers in public high schools.

The average number of teachers employed by these fifty-eight schools for the five-year period was 271, or 4.6 teachers per school. The average number of teachers new to their positions was twenty-six, or 28 per cent of all the teachers.

TABLE I

NEW TEACHERS EMPLOYED IN PUBLIC HIGH SCHOOLS
OF NEW MEXICO

| YEARS | 1931-32 | 1932-33 | 1933-34 | 1934-35 | 1935-36 | 5 yr. avg. |
|--|---------|---------|---------|---------|---------|---------------|
| Teachers new to their position | 89 | 57 | 71 | 72 | 92 | 76 |
| Total number of teachers employed | 256 | 232 | 250 | 274 | 294 | 271 |
| Percentage of all teachers new to their position | 34.7 | 20.2 | 28.4 | 26.2 | 31.2 | 28 |

This table shows that more than one out of four of the members

⁴ E. E. Lewis, Personnel Problems of the Teaching Staff (Boston: Century Company, 1926), p. 342.

A summary of the results of the study is given in the following table. The results are given in the form of percentages of the total number of teachers in the system.

Summary of the results of the study

The results of the study are given in the following table. The results are given in the form of percentages of the total number of teachers in the system. The results are given in the form of percentages of the total number of teachers in the system.

Table 1

Summary of the results of the study

| Percentage of teachers in the system | | | | | |
|--------------------------------------|--------------------------------------|--------------------------------------|--------------------------------------|--------------------------------------|--------------------------------------|
| Percentage of teachers in the system | Percentage of teachers in the system | Percentage of teachers in the system | Percentage of teachers in the system | Percentage of teachers in the system | Percentage of teachers in the system |
| 100 | 100 | 100 | 100 | 100 | 100 |
| 90 | 90 | 90 | 90 | 90 | 90 |
| 80 | 80 | 80 | 80 | 80 | 80 |
| 70 | 70 | 70 | 70 | 70 | 70 |
| 60 | 60 | 60 | 60 | 60 | 60 |
| 50 | 50 | 50 | 50 | 50 | 50 |
| 40 | 40 | 40 | 40 | 40 | 40 |
| 30 | 30 | 30 | 30 | 30 | 30 |
| 20 | 20 | 20 | 20 | 20 | 20 |
| 10 | 10 | 10 | 10 | 10 | 10 |
| 0 | 0 | 0 | 0 | 0 | 0 |

This table shows the results of the study. The results are given in the form of percentages of the total number of teachers in the system.

(Source: Summary of the results of the study)

in the fifty-eight public high schools. Judging from the mean percentage for the five-year period, it is apparent that more than one out of four teachers had not reached his maximum efficiency.

New teachers employed in the Protestant high schools.

Table II sets forth the new teachers employed in the Protestant high schools of New Mexico. The average number of teachers employed in these four high schools for the five-year period was thirty-five. The average number of teachers new to their position was 5.2, which was 16.3 per cent of the teachers employed. The Protestant high schools had one teacher out of six new to their position in comparison to one out of four in the public high schools.

TABLE II

NEW TEACHERS EMPLOYED IN THE PROTESTANT HIGH
SCHOOLS OF NEW MEXICO

| YEARS | 1931-32 | 1932-33 | 1933-34 | 1934-35 | 1934-36 | 5 yr. ave. |
|--|---------|---------|---------|---------|---------|---------------|
| Teachers new to their positions | 8 | 3 | 2 | 10 | 6 | 5.2 |
| Total number teachers employed | 34 | 34 | 32 | 37 | 37 | 35.0 |
| Percentage all teachers new to their position | 23.5 | 8.8 | 6.2 | 27.0 | 16.2 | 16.3 |

in the 1950-1951 school year, the number of students
participating in the physical education program was 1,200.
This was an increase of 100 students from the previous
year.

The following table shows the number of students
participating in the physical education program by grade
and sex for the 1950-1951 school year. The total number
of students participating was 1,200. The number of students
participating by grade and sex is as follows:

| Grade | Sex | Number |
|-------------|--------|--------|
| Elementary | Male | 600 |
| | Female | 600 |
| High School | Male | 400 |
| | Female | 200 |
| College | Male | 100 |
| | Female | 100 |

The following table shows the number of students
participating in the physical education program by grade
and sex for the 1951-1952 school year. The total number
of students participating was 1,300. The number of students
participating by grade and sex is as follows:

| 1951-1952 | | |
|-------------|--------|--------|
| Grade | Sex | Number |
| Elementary | Male | 650 |
| | Female | 650 |
| High School | Male | 450 |
| | Female | 200 |
| College | Male | 100 |
| | Female | 100 |

III. TENURE

Tenure is one of the most difficult problems faced by the teaching profession. Educational improvement and secure tenure go together. The State Department of Education, Santa Fe, New Mexico, published a Handbook on Organization and Practices for Secondary Schools which states schools having insecure tenure and large teacher turnover may be removed from the accredited list.

The Superintendents' Annual Reports to the State Department of Education show a tenure from one to twenty-one or more years for the teachers in both public and Protestant schools for 1931-32 to 1935-36 inclusive. The total years of tenure for all the members of the teaching staff in a high school divided by the number on the teaching staff gave the average years of tenure for that school. This method reveals rather conservatively short average tenures, as many teachers probably had more than twenty-one years, the highest tenure recorded on the report.

Tenure in the public high schools. Table III not only shows average years of tenure for each of the public high schools for each of the five years of the period, but also gives the average tenure for each school for the five-year period and the mean years of tenure for all the schools for each year.

There is no doubt that the following is a true

by the following statement. The above statement is

across from the house. The house is located at

San Francisco, California, and is located at

and is located at the corner of the street and

having been built by the same person who built

removed from the house and is now located at

The above statement is true and is located at

part of the house and is located at the corner

at the corner of the street and is located at

located at the corner of the street and is located

of the house and is located at the corner of the

high school and is located at the corner of the

have the same value of the house and is located

located at the corner of the street and is located

as many houses and is located at the corner of the

the house and is located at the corner of the

There is no doubt that the following is a true

only those houses and is located at the corner

high school and is located at the corner of the

also given the same value of the house and is located

year period and is located at the corner of the

for each year.

TABLE III

AVERAGE TENURE IN YEARS OF THE STATE ACCREDITED HIGH SCHOOLS
ON NEW MEXICO NOT MEMBERS OF NORTH CENTRAL ASSOCIATION

| SCHOOL | YEARS | | | | | 5 yr. ave. |
|-----------------|---------|---------|---------|---------|---------|------------|
| | 1931-32 | 1932-33 | 1933-34 | 1934-35 | 1935-36 | |
| Attec | | | | 2.50 | 2.62 | 2.56 |
| Bellevue | 2.20 | 1.20 | 1.75 | 2.75 | 1.25 | 1.83 |
| Bernalillo | 3.00 | 3.66 | 4.33 | 4.66 | 2.75 | 3.66 |
| Capitan | 2.83 | 4.16 | 4.16 | 2.66 | 3.83 | 3.52 |
| Central Consldt | 3.20 | 3.25 | 3.50 | 4.25 | 2.25 | 3.39 |
| Cerrillos | 3.00 | 3.00 | 3.75 | 3.75 | 4.33 | 3.56 |
| Chimarron | 1.25 | 2.00 | 2.60 | 3.00 | 4.00 | 2.57 |
| Cliff | 3.00 | 3.25 | 4.00 | 3.25 | 4.00 | 3.50 |
| Coudcroft | 1.00 | 1.33 | 2.33 | 2.33 | 1.75 | 1.75 |
| Crona | 4.50 | 2.20 | 3.00 | 2.40 | 1.60 | 2.74 |
| Costilla | 1.33 | 1.33 | 2.33 | 2.75 | 1.20 | 1.78 |
| Des Moines | 1.60 | 2.00 | 2.50 | 3.00 | 1.16 | 2.05 |
| Exeter | 3.66 | 4.16 | 4.71 | 3.14 | 2.37 | 3.60 |
| Farlee | 2.25 | 2.50 | 1.66 | 2.33 | 1.00 | 1.94 |
| Farpanola | 2.00 | 3.00 | 1.66 | 3.57 | 2.00 | 2.45 |
| Estancia | 4.75 | 4.62 | 6.00 | 6.75 | 3.66 | 5.10 |
| Floyd | 3.25 | 3.75 | 3.75 | 2.66 | 2.40 | 3.16 |
| Forrest Consldt | 1.80 | 2.60 | 3.00 | 1.40 | 1.83 | 2.12 |
| Grady | 1.00 | 1.66 | 2.33 | 1.25 | 1.50 | 1.54 |
| Greenville | 3.25 | 2.75 | 1.50 | 1.25 | 1.50 | 2.05 |
| Hillsboro | 2.00 | 1.00 | 2.00 | 2.66 | 2.00 | 1.93 |
| Hobbs | 3.16 | 2.33 | 3.20 | 3.16 | 2.41 | 2.85 |
| Hondo | 2.80 | 3.40 | 4.00 | 3.16 | 3.33 | 3.33 |
| Hoppe | 3.60 | 3.75 | 2.25 | 1.00 | 1.60 | 2.44 |
| House | 2.80 | 2.40 | 3.25 | 3.40 | 2.40 | 2.85 |
| Iowa | 2.75 | 3.00 | 4.33 | 4.66 | 2.50 | 3.44 |
| La Joya | 4.60 | 5.20 | 5.80 | 5.40 | 4.80 | 5.16 |
| Lake Arthur | 2.25 | 2.75 | 2.50 | 3.25 | 2.75 | 2.80 |
| Logan | 1.40 | 2.80 | 3.00 | 3.80 | 1.80 | 2.56 |
| Livingston | 3.60 | 4.25 | 3.75 | 3.00 | 4.25 | 3.77 |
| Ladalina | 1.60 | 2.00 | 3.25 | 2.70 | 1.20 | 2.13 |
| Maxwell | 1.66 | 2.75 | 3.60 | 3.80 | 5.00 | 3.36 |
| McAllister | 4.00 | 3.00 | 3.90 | 4.66 | 5.33 | 3.99 |
| McLrose | 4.16 | 4.80 | 2.40 | 4.00 | 4.00 | 3.89 |
| McLora | 1.75 | 2.75 | 5.00 | 5.75 | 4.50 | 3.95 |
| McQuero | 2.60 | 1.75 | 1.60 | 2.50 | 2.00 | 2.09 |
| Mountainsair | 3.00 | 1.80 | 2.00 | 2.25 | 2.50 | 2.31 |
| Nara Visa | 2.00 | 2.00 | 2.20 | 2.50 | 2.20 | 2.18 |
| Necos | 2.25 | 3.00 | 3.00 | 3.75 | 3.25 | 3.05 |
| Nena Blanca | 4.33 | 2.00 | 1.66 | 3.00 | 2.66 | 2.73 |
| Nemasco | 3.33 | 4.00 | 4.33 | 3.00 | 2.00 | 3.33 |
| Nessent Hill | 1.33 | 1.33 | 2.66 | 2.00 | 2.66 | 1.99 |
| Orter | 2.00 | 1.00 | 2.33 | 2.00 | 2.25 | 1.91 |
| Orchvale | 2.00 | 2.50 | 2.50 | 2.50 | 2.50 | 2.40 |
| Orserve Union | 3.50 | 2.50 | 3.00 | 1.00 | 2.75 | 2.55 |
| Orgers | 1.50 | 2.75 | 3.00 | 3.25 | 1.50 | 2.40 |

TABLE III (continued)

AVERAGE TENURE IN YEARS OF THE STATE ACCREDITED HIGH SCHOOLS
OF NEW MEXICO NOT MEMBERS OF NORTH CENTRAL ASSOCIATION

| SCHOOL | YEARS | | | | | 5 yr. ave. |
|-----------------|---------|---------|---------|---------|---------|------------|
| | 1931-32 | 1932-33 | 1933-34 | 1934-35 | 1935-36 | |
| San Jon | 2.40 | 2.16 | 3.33 | 3.50 | 5.66 | 3.41 |
| Santa Cruz | 6.00 | 3.25 | 3.75 | 4.60 | 3.57 | 4.23 |
| Santa Rosa | 1.57 | 1.66 | 1.42 | 2.14 | 2.62 | 1.88 |
| Occorro | 1.88 | 2.88 | 3.00 | 3.75 | 3.44 | 2.99 |
| Blomon Luna | 3.14 | 4.14 | 4.71 | 4.14 | 4.00 | 4.02 |
| Los | 2.57 | 3.00 | 4.20 | 3.00 | 2.44 | 3.04 |
| Mexico | 3.20 | 3.20 | 1.20 | 3.00 | 2.00 | 2.62 |
| Tierra Amarilla | 1.00 | 2.00 | 3.50 | 3.00 | 2.50 | 2.40 |
| Arden | 1.66 | 2.25 | 1.00 | 1.50 | 2.16 | 1.71 |
| Agon Mound | 2.00 | 2.80 | 4.40 | 2.00 | 2.66 | 2.77 |
| Willard | 2.00 | 2.33 | 3.00 | 3.66 | 5.33 | 3.26 |
| Mean | 2.61 | 2.74 | 3.04 | 3.10 | 2.92 | 2.88 |

Aztec filed no reports on tenure for the first three years of this study. The five-year average for this school was calculated on the reports for two years of the five-year period. The mean years of tenure for all the schools for the first three years were based upon fifty-seven schools instead of fifty-eight. The computing of the average tenure on the basis of fifty-seven schools instead of fifty-eight probably did not affect the mean for these three years at all, since Aztec was one of the medium size schools of the group. It was also very likely that the five-year average for Aztec being based on the two years made little

if any change in the mean tenure for all the schools for the five-year period.

La Joya and Estancia had the highest average teacher tenure for the period, with 5.16 and 5.10 respectively. The lowest mean tenure was 1.54 at Grady. Ten schools had mean teacher tenure of less than two years for the five-year period.

Tenure improved considerably during the five-year period. The highest mean years of tenure for any one year was 3.10. The mean tenure for the North Central Association schools of New Mexico was 5.65 for the same five-year period.

The low teacher tenure in these schools was not due to a few schools but tenure was low in practically every school, as not one of these schools had average teacher tenure for the five-year period as high as the average for the North Central Association schools of New Mexico. It is probable that improved teaching conditions was one means needed to improve the power of these schools for holding teachers. Since in many of the smaller public schools the school board often feels it must run the schools instead of having trained educators to conduct them, the teacher turnover is increased.

Tenure of Protestant high school teachers. Teacher tenure in years for the four Protestant high schools is set forth in Table IV. The average years of teacher tenure in these schools was also found by adding together the number of years the various teachers in a school had served in the school and dividing by the number of teachers.

TABLE IV

AVERAGE TENURE IN YEARS OF TEACHERS IN THE PROTESTANT HIGH SCHOOLS OF NEW MEXICO

| YEARS | 1931-32 | 1932-33 | 1933-34 | 1934-35 | 1935-36 | 5 yr. ave. |
|---|---------|---------|---------|---------|---------|---------------|
| Allison-James Harwood Girls' School | 3.27 | 4.50 | 5.12 | 1.81 | 5.91 | 4.72 |
| Menaul School | 3.17 | 3.33 | 4.83 | 4.14 | 4.37 | 3.96 |
| Edith McCurdy | 6.36 | 5.92 | 6.50 | 4.80 | 5.36 | 5.78 |
| | 4.60 | 5.25 | 4.80 | 5.80 | 6.60 | 5.41 |
| MEAN | 4.35 | 4.75 | 5.31 | 4.68 | 5.36 | 4.96 |

The highest average years of tenure for the five-year period were 5.78 and 5.41 for Menaul and Edith McCurdy, respectively. The lowest was 4.72 years for Allison-James. Teacher tenure has improved considerably in all the schools except Menaul during the period and in that school it was only slightly lower. The mean years for all the schools for the individual years varied from the lowest, 4.35 years in

Table IV. Present and Past School Enrollment.
 Figures in years for the four present high schools in the
 fourth in Table IV. The average years of present enrollment in
 these schools was also found by adding together the number
 of years the various teachers in a school had worked in the
 school and dividing by the number of teachers.

TABLE IV

AVERAGE YEARS IN SCHOOL OF TEACHERS IN THE PRESENT AND PAST
 SCHOOLS OF THE DISTRICT

| YEAR | 1921-22 | 1922-23 | 1923-24 | 1924-25 | 1925-26 | 1926-27 | 1927-28 |
|----------------|---------|---------|---------|---------|---------|---------|---------|
| Alison-Jones | 3.27 | 4.00 | 3.12 | 1.42 | 2.42 | 4.72 | |
| Harwood Girls' | | | | | | | |
| Central | 3.19 | 4.21 | 4.22 | 4.16 | 4.27 | 4.22 | |
| Manual School | 3.55 | 3.52 | 3.52 | 3.52 | 3.52 | 3.75 | |
| Edith McCarty | 4.20 | 3.22 | 4.20 | 3.20 | 4.20 | 4.20 | |
| Mean | 4.35 | 4.12 | 4.01 | 4.12 | 4.22 | 4.44 | |

The highest average years of service for any teacher in the
 period were 4.72 and 4.16 for Central and Edith McCarty,
 respectively. The lowest was 3.12 for Alison-Jones.
 Teacher tenure has improved considerably in all the schools
 except Manual during the period and in the school 1926-27
 only slightly lower. The mean years for all the schools for
 the indicated years varied from 4.12 to 4.44 years.

1931-32, to 5.36 years in 1935-36. The mean for the five-year period average was 4.96 years. This shows the mean tenure of these schools to be 172 per cent of that of the tenure of the public high schools, and less than 88 per cent of the tenure in North Central schools.

IV. SALARIES

Adequate salary is one of the important considerations in securing and maintaining well-qualified teachers. Salaries have usually been higher for other forms of labor than for teaching.⁵ Adequate financial support is essential to an efficient school system. The securing and maintaining of good class-room teachers is one of the big problems in the good school system, and no one thing helps to fulfill this need more than adequate salaries.⁶

Teachers' salaries in this study were secured from the high school reports filed for each year in the State Department of Education, Santa Fe, New Mexico. Teachers' salaries were listed under the heading of high school and elementary teachers. Only the high school salaries were used and these included those of superintendents and principals along with

⁵ E. E. Lewis, Personnel Supervision in the Public Schools (New York: Century Company, 1926), p. 5.

⁶ E. P. Cubberley, State School Administration (Boston: Houghton Mifflin Company, 1927), p. 652.

the other members of the teaching staff for each school. These data were tabulated and central tendencies noted for each school for each year of the period 1931-32 to 1935-36 inclusive. The average salaries for the teachers of the individual schools for the five-year period were calculated and the central tendency of these averages found. These salaries were given as annual salaries, which made it impossible to determine if the teachers of the various schools were paid on the nine, ten, or twelve months basis. This in no way affected the annual salaries paid.

Teachers' salaries of the public high schools of New Mexico. Table V sets forth the salaries for the public high schools for the period covered in this study.

The average of the five-year period showed Lovington highest in teachers' salaries with \$1573. Only three other schools had mean salaries for the period of \$1500 or more. The table also shows Pecos lowest in salary for the five-year period with only \$872. It is also apparent that twenty-one schools, or 36 per cent, had average salaries less than \$1200 for the five-year period.

If the schools paying the highest salaries and those paying the lowest salaries to teachers are contrasted, some teachers were receiving annual salaries 180 per cent that of others. An average of 6.6 high schools were paying less than \$1000 average salary per year per teacher.

TABLE V

AVERAGE SALARIES OF TEACHERS IN THE FIFTY*EIGHT PUBLIC HIGH SCHOOLS OF NEW MEXICO NOT ACCREDITED BY THE NORTH CENTRAL ASSOCIATION

| SCHOOL | YEARS | | | | | 5 yr. ave. |
|------------------|---------|---------|---------|---------|---------|------------|
| | 1931-32 | 1932-33 | 1933-34 | 1934-35 | 1935-36 | |
| Attec | \$1300 | \$1300 | \$1367 | \$1311 | \$1353 | \$1326 |
| Bellevue | 1085 | 825 | 826 | 999 | 990 | 945 |
| Bernalillo | 1260 | 1230 | 933 | 930 | 900 | 1050 |
| Capitan | 1525 | 1193 | 1138 | 1181 | 1071 | 1221 |
| Central Consoltd | 1309 | 1205 | 1087 | 1275 | 1080 | 1191 |
| Chillico | 1410 | 1281 | 1078 | 1160 | 1125 | 1211 |
| Dimmaron | 1600 | 1475 | 1410 | 1500 | 1325 | 1462 |
| Eliff | 1590 | 1318 | 1293 | 1383 | 1410 | 1399 |
| Floudcroft | 1366 | 1367 | 1133 | 1305 | 1229 | 1280 |
| Grona | 1742 | 1314 | 1224 | 1224 | 1100 | 1321 |
| Hestilla | 1125 | 1125 | 1013 | 915 | 990 | 1035 |
| Les Moines | 1478 | 1506 | 1516 | 1375 | 1175 | 1390 |
| Lexter | 1777 | 1546 | 1414 | 1359 | 1252 | 1470 |
| Madee | 1353 | 1273 | 1000 | 1225 | 1250 | 1220 |
| Manola | 1107 | 1107 | 895 | 950 | 753 | 962 |
| Mancia | 1225 | 1393 | 1353 | 1225 | 1243 | 1288 |
| Moyd | 1471 | 1145 | 1020 | 1085 | 1145 | 1173 |
| Orrest Consoltd | 968 | 1250 | 1875 | 1145 | 1266 | 1301 |
| Rady | 1174 | 817 | 872 | 1014 | 1033 | 982 |
| Renville | 1431 | 1501 | 1479 | 1475 | 1332 | 1444 |
| Robbs | 1509 | 1506 | 1597 | 1485 | 1375 | 1494 |
| Rollsboro | 1500 | 1365 | 1410 | 1410 | 1140 | 1385 |
| Rondo | 1521 | 1368 | 1188 | 1192 | 1080 | 1270 |
| Rope | 1543 | 1320 | 1074 | 1133 | 1140 | 1242 |
| Rouse | 1372 | 1250 | 1100 | 1144 | 1285 | 1230 |
| Riowa | 1290 | 1198 | 1318 | 1421 | 1185 | 1282 |
| La Joya | 1440 | 1440 | 1440 | 1253 | 1350 | 1385 |
| Lake Arthur | 1647 | 1589 | 1422 | 1422 | 1187 | 1453 |
| Logan | 1569 | 1250 | 1122 | 1140 | 1275 | 1271 |
| Lovington | 1586 | 1515 | 1510 | 1590 | 1666 | 1573 |
| Lagdalena | 1590 | 1125 | 1406 | 1350 | 1350 | 1344 |
| Laxwell | 1900 | 1448 | 1347 | 1464 | 1352 | 1502 |
| McAllister | 1306 | 1213 | 1183 | 1248 | 1299 | 1346 |
| McLose | 1456 | 1447 | 1406 | 1425 | 1146 | 1376 |
| Mora | 1143 | 1057 | 1057 | 1057 | 1044 | 1072 |
| Mosquero | 1425 | 1024 | 1087 | 1092 | 973 | 1100 |
| Mountainair | 1410 | 1301 | 1370 | 1354 | 1225 | 1332 |
| Mara Visa | 1133 | 1215 | 1058 | 1242 | 1332 | 1235 |
| Moscos | 990 | 825 | 862 | 855 | 872 | 872 |
| Mrs. Blanca | 1225 | 1225 | 927 | 927 | 930 | 1072 |
| Messers | 1125 | 1125 | 1125 | 1125 | 1125 | 1125 |
| Messant Hill | 1170 | 878 | 891 | 999 | 1065 | 1001 |
| Morter | 1382 | 1466 | 1185 | 1209 | 1227 | 1294 |
| Manchvale | 1113 | 834 | 988 | 841 | 999 | 955 |
| Messerve Union | 1245 | 1131 | 1087 | 1087 | 954 | 1132 |

TABLE V (continued)

AVERAGE SALARIES OF TEACHERS IN THE FIFTY-EIGHT PUBLIC
HIGH SCHOOLS OF NEW MEXICO NOT ACCREDITED BY THE NORTH
CENTRAL ASSOCIATION

| SCHOOL | YEARS | | | | | 5 yr. ave. |
|----------------|---------|---------|---------|---------|---------|------------|
| | 1931-32 | 1932-33 | 1933-34 | 1934-35 | 1935-36 | |
| ogers | \$1380 | \$1185 | \$1052 | \$1098 | \$1042 | \$1117 |
| an Jon | 1294 | 1176 | 1070 | 1189 | 1206 | 1187 |
| anta Cruz | 1260 | 1159 | 1040 | 1080 | 1156 | 1139 |
| olomon Luna | 1732 | 1567 | 1438 | 1369 | 1344 | 1488 |
| anta Rosa | 1485 | 1471 | 1275 | 1264 | 1168 | 1332 |
| ocorro | 1288 | 1388 | 1522 | 1370 | 1368 | 1387 |
| aos | 1247 | 1164 | 874 | 1204 | 1198 | 1135 |
| atum | 1667 | 1667 | 1603 | 1459 | 1478 | 1555 |
| exico | 1182 | 1088 | 1024 | 1110 | 1055 | 1092 |
| ierra Amarilla | 1220 | 1161 | 1161 | 1214 | 1125 | 1176 |
| arden | 1547 | 1457 | 1325 | 1368 | 1229 | 1385 |
| agon Mound | 1572 | 1315 | 1760 | 1762 | 1134 | 1509 |
| illard | 1393 | 1419 | 1425 | 1818 | 1215 | 1454 |
| MEAN | 1383 | 1270 | 1229 | 1235 | 1176 | 1259 |
| RANGE | 809 | 850 | 1050 | 977 | 913 | 701 |

The mean salaries of teachers for the various years of the study varied from \$1883 in 1931-32 to \$1176 in 1935-36. This shows a gradual decline in teachers' salaries for the five-year period. This decline in the median annual salary of all the public high schools was not due to a few schools paying lower salaries, but to lower salaries by these schools in general. These schools as a group lowered teachers' salaries approximately 15 per cent during the five-year

TABLE 7 (Continued)

PERCENTAGE OF PUPILS IN THE FIVE-YEAR PERIOD
 HIGH SCHOOLS OF NEW YORK CITY AND DISTRICT OF COLUMBIA
 1937-38

| Group | 1937-38 | 1938-39 | 1939-40 | 1940-41 | 1941-42 | 1942-43 |
|---------------|---------|---------|---------|---------|---------|---------|
| Boys | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| Girls | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| Total | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| White | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| Black | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| Hispanic | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| Other | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| Foreign born | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| Native born | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| Urban | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| Rural | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| Suburban | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| Other | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| Public | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| Private | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| Religious | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| Non-religious | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| Other | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| Day | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| Night | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| Other | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |

The mean relative of students for the five-year period

of the high-school period for the five-year period

1937-38. This shows a general decline in the relative

for the five-year period. The decline is the result of

entry of all the high-school students for the five-year

schools being lower relative, and the lower relative of these

schools in general. These schools are of high and low

are, relative approximately 12 per cent of the five-year

period. This lowering of salaries did not come all at once but was rather constant except for the year 1934-35, at which time the average teachers' salary was increased \$6.00. However, the next year, 1935-36, salaries were more drastically lowered than in any year of the period.

The range in salaries for teachers varied from \$809 in 1931-32 to \$1050 in 1933-34. The range in salaries was more than 127 per cent of the lowest salary. With some systems paying an average teacher salary 227 times as great as others, one could not expect a large measure of teaching efficiency from those high school teachers receiving low wages.

The average teachers' salary for all the schools for the five-year period was \$1259. The mean for the North Central Association High Schools of New Mexico for the same period was \$1500.

Of the fifty-eight schools listed in Table V, fifty-two, or more than 89 per cent, were paying lower salaries the last year of the five-year period. This shows beyond a doubt that the lowering of salaries in these schools was due to a general reduction in salaries and not due to a few schools making drastic reduction.

Teachers' salaries of the Protestant high schools.

Since all four of the Protestant high schools of this

investigation were boarding schools having their teachers living in school property and boarding at dining rooms provided by the various schools, all salaries were marked on the reports to State Department of Education as the amount of money paid plus maintenance. All four of the administrators were asked the amount they allowed or considered for maintenance for a teacher for a year. All four schools stated the Home Mission Boards under which they operated allowed \$400 per year per teacher. In cases where married workers requiring a separate house for the family were on the force, the house and furnishings were considered as \$400, the same as for single workers who received board, room, lights, fuel, and other necessities.

In determining the individual salaries of teachers in these schools, \$400 was added to each salary for board and room. The salaries of high school teachers were listed under "high school teachers", which made it easy to distinguish between high school and grade teachers' salaries.

The data for these schools were tabulated and central tendencies noted. The averages of these individual schools were secured by adding the salaries of all teachers in the system and dividing this sum by the total number of teachers.

investigation was conducted among the members
 living in several groups and holding of living room
 provided by the various groups, all attention was turned
 on the reports to State Department of education in the
 amount of money paid for maintenance. All part of the
 administration were asked the amount they claimed to contribute
 for maintenance for a teacher for a year. All 1922 schools
 stated the same amount because under which they operated
 allowed \$400 per year per teacher. In cases where more
 workers regarding a separate house for the family were
 the house, the house and furnishings were considered as \$400.
 The same as for other workers and received nearly 1000
 lights, fuel, and other necessities.
 In determining the individual salaries of teachers in
 these schools, \$400 was added to each salary for fuel and
 room. The salaries of high school teachers were listed under
 "high school teachers", after which it was to be determined
 between high school and these teachers' salaries.
 The data for these schools were found and corrected
 tendencies noted. The average of these individual schools
 were secured by adding the salaries of all teachers in the
 system and dividing this sum by the total number of
 teachers.

TABLE VI
AVERAGE SALARIES OF TEACHERS IN THE PROTESTANT
HIGH SCHOOLS OF NEW MEXICO

| SCHOOLS | YEARS | | | | | 5 yr. ave. |
|----------------|---------|---------|---------|---------|---------|------------|
| | 1931-32 | 1932-33 | 1933-34 | 1934-35 | 1935-36 | |
| Ellison-James | \$1114 | \$1079 | \$1022 | \$1088 | \$1196 | \$1100 |
| Harwood Girls' | | | | | | |
| School | 1073 | 958 | 852 | 852 | 912 | 929 |
| Menaul | 1355 | 1224 | 1220 | 1194 | 1313 | 1260 |
| North McCurdy | 1300 | 1193 | 1154 | 1154 | 1154 | 1191 |
| MEAN | 1211 | 1113 | 1062 | 1071 | 1144 | 1120 |
| RANGE | 282 | 262 | 368 | 342 | 401 | 331 |

Table VI shows the average salaries for the teachers of each school for each of the years of the five-year period. The highest salary for the five-year averages was Menaul with \$1260. The lowest mean salary for the period was Harwood Girls' School with \$929.

The mean salary for the schools for the years of the period varied from \$1211 in 1931-32 to \$1062 in 1933-34. The mean salary for these four schools again increased the last two years of the period. The mean for the five-year averages for these schools was \$1120, while that for the public high schools and the North Central Association High Schools of New Mexico for the same period were \$1259 and \$1500 respectively. This shows the teachers in the public high schools were receiving 112 per cent of that of the Protestant high schools for the five-year period and less than 72 percent of the

TABLE VI
AVERAGE SALARIES OF TEACHERS IN THE PROTESTANT
HIGH SCHOOLS OF NEW MEXICO

| SCHOOLS | 1921-22 | 1922-23 | 1923-24 | 1924-25 | 1925-26 | 5 Yr. Avg. |
|---------------|---------|---------|---------|---------|---------|------------|
| Alison-James | \$1114 | \$1079 | \$1023 | \$1088 | \$1138 | \$1109 |
| Arwood Girls' | 1073 | 983 | 983 | 983 | 913 | 987 |
| Bohannon | 1388 | 1224 | 1229 | 1193 | 1213 | 1290 |
| Central | 1300 | 1193 | 1138 | 1138 | 1138 | 1191 |
| High Meadows | 1211 | 1113 | 1063 | 1071 | 1143 | 1120 |
| MAN | 883 | 883 | 883 | 883 | 883 | 883 |

Table VI shows the average salaries for the teachers of each school for each of the years of the five-year period. The highest salary for the five-year average was \$1138, with \$1100. The lowest mean salary for the period was \$883. The mean salary for the schools for the years of the period varied from \$1111 in 1921-22 to \$1003 in 1923-24. The mean salary for these four schools again increased the last two years of the period. The mean for the five-year average for these schools was \$1100, while that for the public high schools and the North Central Association High Schools of New Mexico for the same period were \$1109 and \$1100 respectively. This shows the teachers in the public high schools were receiving 113 per cent of that of the Protestant high schools for the five-year period and less than 78 percent of the

salary in the North Central High Schools of New Mexico.

The salary range for these four schools was from \$401 to \$262. This was a considerable variation in salaries. The slight decrease in salary in these schools was due to three schools, 75 per cent, gradually reducing salaries. However, salaries improved considerably during the last two years of the five-year period.

V. PROFESSIONAL TRAINING OF TEACHERS

The amount and kind of professional training a teacher has is generally considered a mark of ability to teach. Certain courses seem more helpful than others and are usually required. A choice from among a large number of courses for professional training is left to the individuals own discretion.

Names of high school teachers for the schools of this study were secured from the reports of superintendents and principals filed in the State Department of Education, Santa Fe, New Mexico. The names of the teaching staff for each of the schools were listed at the left hand side of a sheet of typing paper. At the right of these names the paper was ruled from top to bottom in ten columns. As checking of the credits proceeded other names or fields were added as long as other professional courses were found.

The transcript of every teacher in the schools of this investigation was carefully copied from transcripts of credits

salary in the North for the first half of the year.
The salary scale for these four schools was \$1000
to \$1200. This was a considerable variation in salary. The
slight decrease in salary in these schools was due to three
schools, 75 per cent, probably including the three
schools involved considerably during the last two years of
the five-year period.

V. PROFESSIONAL TRAINING OF TEACHERS

The amount and kind of professional training a teacher
has is generally considered a mark of ability to teach.
Certain courses have been required from others and are usually
required. A school has among a large number of courses for
professional training in the field of the individual's education.
These of high school teachers for the schools of this
study were secured from the report of the superintendent and
principals filed in the State Department of Education, Santa
Fe, New Mexico. The names of the schools, principal, and
the schools were listed at the top of the report. At the end of
typing paper. At the right of these names was a space for
rating from top to bottom in the column. In the center of the
grades presented other names or initials were listed as being
as other professional courses were found.
The transcript of every teacher in the schools of this
investigation was carefully copied from its records of credits

on file in the State Department of Education of New Mexico. All credits not in semester hours were changed into semester hours. Catalogs from many schools and help from the certification clerk were employed more than once during this laborious task. Credit in each subject was carefully computed and placed under the appropriate headings opposite the teachers' name.

Professional training of teachers in the public schools.

Table VII shows the professional training of the 294 high school teachers in the public high schools of New Mexico. The highest percentage of the teachers, 93.19 per cent, had credit in methods courses. The highest semester hours of credit per teacher was 7.93 in methods courses. The average teacher credit in psychology was 6.99 semester hours, which was next highest. No other subjects in the table were so popular as the methods and psychology courses. The teachers had an average credit of 1.83 semester hours in administrative courses for the third highest credit for the courses in the table. All credits in other subjects were lower. The teachers in these schools had .25 of a semester hour in educational statistics, the lowest credit in the table. The per teacher credit in practice teaching was 1.64 semester hours. History of education courses were taken by 46.96 per cent of the teachers and the per teacher credit was 1.16 hours. Secondary

education courses were taken by 46.25 per cent of the teachers, the average credit was 1.27 semester hours.

It was evident that the teachers of this group had the greatest training in methods and psychology courses, two subjects in which teachers should have credit to secure certificates to teach. The average credit in these two subjects exceeded any requirement as to certification. In courses other than psychology and methods, the average credits in no case reached 2.00 semester hours. It appeared that these teachers as a group had small amount of credit in eight of the ten professional courses. Less than half these teachers had credit in supervised teaching, secondary education, history of education, and administrative courses. Less than one teacher in four had credit in supervisory courses.

More credit in the professional courses would have improved the efficiency of a large majority of the teachers in the public high schools of New Mexico.

Professional training of teachers in the Protestant high schools. Table VIII shows the subjects, the number of teachers with credit, percentage of teachers with credit, and the average credit in each subject per teacher.

The greatest percentage of the teachers, 91.9 per cent, had credit in psychology and methods courses, while the smallest percentage, 13.5, had credit in educational statistics.

TABLE VII

PROFESSIONAL TRAINING OF THE 294 TEACHERS IN
FIFTY-EIGHT HIGH SCHOOLS OF NEW MEXICO FOR
THE YEAR 1935-36

| Subject | Number of teachers with credit | Percentage of teachers with credit | Mean Semester hours credit per teacher |
|------------------------|--------------------------------------|--|--|
| Methods Courses | 256 | 93.19 | 7.93 |
| Psychology | 256 | 93.19 | 6.99 |
| Practice Teaching | 141 | 47.95 | 1.64 |
| History of Education | 137 | 46.59 | 1.16 |
| Secondary Education | 136 | 46.25 | 1.27 |
| Administration Courses | 129 | 43.87 | 1.83 |
| High School Problems | 92 | 31.29 | .65 |
| Supervisory Courses | 73 | 24.82 | 1.09 |
| Educational Tests | 71 | 24.14 | .55 |
| Educational Statistics | 25 | 8.50 | .25 |

TABLE VIII

PROFESSIONAL CREDITS OF THE 35 TEACHERS IN THE PROTES-
TANT HIGH SCHOOLS FOR 1935-36

| Subject | Number of teachers with credit | Percentage of teachers with credit | Average credit per teacher |
|------------------------|--------------------------------------|--|----------------------------------|
| Psychology | 34 | 91.9 | 8.77 |
| History of Education | 20 | 54.0 | 1.80 |
| Methods Courses | 34 | 91.9 | 10.83 |
| Practice Teaching | 27 | 72.7 | 1.70 |
| Educational Statistics | 5 | 13.5 | .45 |
| Secondary Education | 13 | 35.1 | 1.06 |
| Supervisory Subjects | 14 | 37.8 | 2.96 |
| Administration | 13 | 48.6 | 6.16 |
| High School Problems | 14 | 37.8 | .96 |
| Educational Tests | 12 | 32.4 | 1.16 |

TABLE VII

PROFESSIONAL TRAINING OF THE 50 TEACHERS IN
FIFTY-SEVEN HIGH SCHOOLS OF THE DISTRICT FOR
THE YEAR 1932-33

| Subject | Number of Teachers with credit | Percentage of Teachers with credit | Hours earned per teacher |
|------------------------|--------------------------------------|--|-----------------------------|
| Method Courses | 286 | 57.2 | 7.56 |
| Psychology | 288 | 57.6 | 8.00 |
| Principles Teaching | 131 | 26.2 | 1.54 |
| History of Education | 127 | 25.4 | 1.52 |
| Secondary Education | 120 | 24.0 | 1.57 |
| Administrative Courses | 122 | 24.4 | 1.53 |
| High School Problems | 82 | 16.4 | .88 |
| Supervisory Courses | 78 | 15.6 | 1.00 |
| Educational Tests | 71 | 14.2 | .85 |
| Educational Statistics | 58 | 11.6 | .72 |

TABLE VIII

PROFESSIONAL CREDITS OF THE 50 TEACHERS IN THE DISTRICT
TENTH HIGH SCHOOLS FOR 1932-33

| Subject | Number of Teachers with credit | Percentage of Teachers with credit | Hours earned per teacher |
|------------------------|--------------------------------------|--|--------------------------------|
| Psychology | 24 | 48.0 | 8.77 |
| History of Education | 20 | 40.0 | 1.50 |
| Method Courses | 24 | 48.0 | 11.33 |
| Principles Teaching | 27 | 54.0 | 1.50 |
| Educational Statistics | 8 | 16.0 | .88 |
| Secondary Education | 18 | 36.0 | 1.75 |
| Supervisory Subjects | 14 | 28.0 | 1.58 |
| Administration | 18 | 36.0 | 4.15 |
| High School Problems | 14 | 28.0 | .88 |
| Educational Tests | 18 | 36.0 | 4.15 |

The two groups of schools in this study seem to be very much alike in the courses which have the greatest and the least credits.

The greatest average teacher credit for these schools was 10.83 semester hours in methods courses. The average credit in psychology was 8.77 semester hours. The teachers in the Protestant high schools had 6.16 semester hours of credit in administrative courses in comparison to 1.83 semester hours of the public high school teachers. Table VIII shows only .45 semester hours for educational statistics and .96 semester hours for high school problems.

More than 72 per cent of the teachers had credit in practice teaching. The public high school teachers claim only 47.95 per cent having credit. It would seem that every teacher should have training in this course before beginning to teach. Another very important subject in a teacher's professional training is secondary education. Some states require credit in this field for a licence to teach in high school. It will be noted from the table that only 35.1 per cent of the teachers in the Protestant high schools had credit in secondary education. This was the only field in which the public high school teachers had more average credit per teacher than did the teachers in the Protestant high schools.

The two groups of schools in this study seem to be very much alike in the sources which have the greatest and least credit.

The greatest average teacher credit for these schools was 10.63 semester hours in methods courses. The average credit in psychology was 8.77 semester hours. The teachers in the Protestant high schools had 8.16 semester hours in credit in administrative courses in comparison to 1.43 semester hours in the public high school teachers. Table VIII shows only .45 semester hours for vocational education and .75 semester hours for high school problems.

More than 75 per cent of the teachers had credit in practice courses. The public high school teachers had an average of 47.33 per cent having credit. It would seem that these teachers should have training in this course before being able to teach. Another very important subject in a teacher's professional training is secondary education. This subject receives credit in this field for a license to teach in a high school. It will be noted from the table that only 33.1 per cent of the teachers in the Protestant high schools had credit in secondary education. This was the only field in which the public high school teachers had more credit than the Protestant high school teachers. The teachers in the Protestant high schools had more credit in high schools.

VI. SUMMARY

The mean average daily attendance of pupils in these two groups of schools was practically the same. The size of the teaching staff of the Protestant high schools was twice as large as that of the public high schools. This indicates that the number of pupils in average daily attendance per teacher employed was practically twice that for the public high schools. All other factors being equal, the teachers in the Protestant high schools should have fewer pupil recitations than the teachers in the public high schools.

The number of teachers new to their position was considerably greater in the public high schools than in the Protestant high schools, the means for the five-year averages being 28.0 and 16.3 per cent, respectively. Since teachers new to their position have not reached their maximum efficiency, it appears that the group of schools having the greater number of new teachers would be the least efficient.

Teacher tenure was very low in the public high schools. Since long tenure is essential to building up an efficient school system, it would seem that the length of tenure should be increased as one method of improving the public schools of New Mexico. The mean tenure of the public schools for the five-year period was 2.88 years. The mean for the Protestant high schools was 4.96 years, and that for the North Central

The mean average daily attendance of pupils in these two groups of schools was practically the same. The mean of the teaching staff of the Protestant high schools was larger as large as that of the public high schools. This indicates that the number of pupils in average daily attendance per teacher employed was practically the same for the public high schools. All other factors being equal, the teachers in the Protestant high schools should have lower daily expenditures than the teachers in the public high schools. The number of teachers now in their position was considerably greater in the public high schools than in the Protestant high schools. The mean for the five-year period being 28.0 and 12.3 per cent, respectively. These figures now to their position have not reached their maximum efficiency, it appears that the work of schools is being done greater number of new teachers would be the least efficient. Teacher tenure was very low in the public high schools. These long tenure is essential to building up an efficient school system. It would seem that the length of tenure should be increased as one school of teachers for public schools of the nation. The mean tenure of the public schools for the five-year period was 3.83 years. The mean for the Protestant high schools was 4.83 years, and that for the public schools

Association High Schools of New Mexico was 5.65 years for the same period. Both groups of schools in our study should improve teacher tenure as a step to greater educational accomplishment.

Teachers' salaries in the fifty-eight schools were low at the beginning of the period as compared to those of the United States as a whole, and they were much lower at the end of the period than they were at the beginning. A large percentage had reduced salaries at the end of the five-year period. This made it impossible to secure and hold the best teachers. Teachers' salaries were even lower in the Protestant high schools than in the public schools. Higher teachers' salaries would attract better teachers and improve education in these schools.

The teachers in the Protestant high schools have greater mean semester hours of credit in nine of ten professional courses than the teachers in the public high schools of New Mexico. The teachers in the two groups of schools had the greatest credit in methods and psychology courses, as these are stressed by the State Department of Education for certification. More professional training is needed by both groups of teachers to broaden their training for more efficient teaching.

Association High Schools of the United States for the same period. Both groups of schools have shown a marked increase in the number of students enrolled in the high school department.

Teachers' salaries in the United States for the year ending 1910-11 were \$1,000,000,000, or 10% of the total cost of the education of the nation. This is a very small percentage of the total cost of the education of the nation, and it is a very small percentage of the total cost of the education of the nation. This is a very small percentage of the total cost of the education of the nation, and it is a very small percentage of the total cost of the education of the nation.

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CHAPTER III

RATIO OF TEACHERS' SALARIES TO PUPILS, TEACHING AIDS, TEACHERS' EXPERIENCE

I. INTRODUCTION

Data pertaining to thirty-five schools, public high schools, were available for this chapter. These schools represented all the different sections of the State of New Mexico and were of as many different sizes as the fifty-eight schools studied in Chapter II. The one year of 1935-36 was studied in this report.

The data for the following pages had to be taken from the high school reports made to the State Department of Education of New Mexico and from the superintendents' Annual Reports. Since the county high schools were reported by the county superintendents in their annual reports, several of the county high schools were not included in this study. Reports of county superintendents from counties having only one public high school were used in this study. Reports from county superintendents to the State Department of Education could not be used to secure individual data, as the reports for all the schools were combined.

II. RATIO OF TEACHERS' SALARIES TO PUPILS IN AVERAGE DAILY ATTENDANCE

One method of determining if a school is properly staffed with teachers is the ratio of teachers' salaries to pupils in average daily attendance. Teachers in one system or group of schools may be teaching twice as many pupils as a teacher in another system and receive the same or even less salary. The total expenditure for teachers' salaries in a high school divided by the pupils in average daily attendance gave the teachers' salary cost per pupil.

Ratio of salary to pupils in average daily attendance in the public schools. Table IX sets forth the pupils in average daily attendance, the aggregate teachers' salaries, the number of teachers employed, and the cost in teachers' salaries per pupil in average daily attendance for each school.

Considerable variation existed in the average daily attendance of pupils in the individual schools, the variation being from forty-two to 237. The mean average daily attendance for all the schools was eighty-four pupils. The mean average daily attendance in the Protestant high schools for the same year was ninety-one. This shows the two groups of schools to have approximately the same number of students in average daily attendance.

The method of collecting the data was as follows: The schools were visited and the principal or teacher was interviewed. In some cases the principal or teacher was not available and the data were obtained from the school records. The data were then entered on a card and the cards were sorted by school and by district. The data were then summarized by district and by school.

Public Schools. There are 100 public schools in the district. The average daily attendance is 1,200. The average number of teachers is 100. The average number of pupils per teacher is 12. The average number of pupils per school is 120. The average number of pupils per district is 12,000. The average number of pupils per county is 12,000. The average number of pupils per state is 12,000. The average number of pupils per nation is 12,000. The average number of pupils per world is 12,000.

TABLE IX

RATIO OF TEACHERS' SALARIES IN DOLLARS TO PUPILS IN THIRTY-FIVE
PUBLIC HIGH SCHOOLS OF NEW MEXICO FOR THE YEAR 1935-36

| SCHOOL | Average daily attendance | Aggregate salary | Number of teachers | Salaries per pupil in average daily attendance |
|----------------------|--------------------------------|---------------------|--------------------------|--|
| Aztec | 122 | \$10825 | 8 | \$ 89 |
| Bernalillo | 89 | 3600 | 4 | 40 |
| Capitan | 71 | 6426 | 6 | 91 |
| Central Consolidated | 69 | 4320 | 4 | 63 |
| Cimmaron | 55 | 6625 | 5 | 120 |
| Cliff | 42 | 4935 | 4 | 115 |
| Corona | 43 | 5500 | 5 | 128 |
| Des Moines | 61 | 7050 | 6 | 116 |
| Dexter | 76 | 10016 | 8 | 132 |
| Espanola | 72 | 3012 | 4 | 42 |
| Estancia | 105 | 11187 | 9 | 107 |
| Grenville | 68 | 5328 | 4 | 78 |
| Hillsboro | 44 | 3420 | 3 | 78 |
| Hobbs | 237 | 20625 | 15 | 87 |
| Hondo | 75 | 6480 | 6 | 86 |
| Hope | 55 | 5700 | 5 | 104 |
| La Joya | 54 | 6750 | 5 | 125 |
| Lake Arthur | 37 | 4748 | 4 | 131 |
| Lovington | 200 | 19992 | 12 | 100 |
| Magdalena | 84 | 6250 | 5 | 74 |
| Maxwell | 62 | 8112 | 6 | 131 |
| Mora | 75 | 4176 | 4 | 56 |
| Melrose | 93 | 6876 | 6 | 74 |
| Mosquero | 39 | 3692 | 4 | 100 |
| Mountainair | 131 | 8575 | 7 | 65 |
| Pecos | 39 | 3420 | 4 | 88 |
| Reserve Union | 52 | 3816 | 4 | 73 |
| Santa Rosa | 118 | 9344 | 8 | 79 |
| Socorro | 187 | 12312 | 9 | 66 |
| Taos | 136 | 10692 | 9 | 79 |
| Tatum | 89 | 10346 | 7 | 116 |
| Texico | 47 | 5275 | 5 | 112 |
| Virden | 75 | 7374 | 6 | 98 |
| Wagon Mound | 84 | 6804 | 6 | 81 |
| Willard | 42 | 3645 | 3 | 87 |
| MEAN | 84 | \$ 7356 | 6 | \$ 92 |

In aggregate salaries Hobbs had the largest as well as the largest number of teachers. Espanola had the smallest aggregate salaries, \$3012, with four teachers employed.

The amount paid in teachers' salaries for each pupil in average daily attendance for the various schools and the mean for all the schools is shown in the last column of Table IX. The variation in the amount the different schools were paying in teachers' salaries for each pupil in average daily attendance was quite great. The variations ranged from \$40.00 at Bernalillo to \$132 at Dexter. Fourteen schools, or 40 per cent, were paying \$100 or more in teachers' salaries for each pupil in average daily attendance. Some of the public schools were paying almost three and one-half times as much as others.

Examination of Table IX also shows there was little or no relationship between the number of pupils in average daily attendance in the various schools and the instructional cost in teachers' salaries. Hobbs had the largest average daily attendance, though the teachers' salary per pupil in average daily attendance was \$87.00, exactly the same as that for Willard, the smallest in average daily attendance. Dexter had the highest paid teachers in the group, with an average daily attendance of seventy-six pupils, and paid \$132 per pupil in average daily attendance. Lovington had

an average daily attendance of 200 pupils and paid teachers only \$100 per pupil in average daily attendance. This proved that an increase in the size of the school did not mean more teachers' salaries were paid per pupil in average daily attendance.

The mean amount these schools paid in teachers' salaries per pupil in average daily attendance was \$92.00. Separately organized high schools of the United States paid \$89.00 for each pupil in average daily attendance for the year 1931-32.⁸ The public high schools of New Mexico were paying slightly higher salaries per pupil than the high schools of the United States as a whole.

Ratio of teachers' salaries to pupils in average daily attendance in Protestant high schools of New Mexico. The Protestant high schools all have a large portion of their student body as boarders in the boarding schools. This made the average daily attendance higher, as these students are naturally more regular in attendance.

Table X shows the amount each school paid in teachers' salaries for each pupil in average daily attendance for the year 1935-36.

⁸ "Statistics of State School Systems," Biennial Survey of Education, Chapter I (Washington, D. C.: Government Printing Office, 1935), No.2, p. 10.

Considerable variation existed in the number of pupils in average daily attendance for the four Protestant high schools. Allison-James had ninety-eight pupils in average daily attendance. Harwood Girls' School had an average daily attendance of fifty-one and paid \$125 in teachers' salaries for each pupil in average daily attendance. Menaul, the largest school of the four, had an average daily attendance of 143 and paid \$119 in teachers' salaries for each pupil in average daily attendance.

TABLE X

RATIO OF TEACHERS' SALARIES TO PUPILS IN AVERAGE DAILY ATTENDANCE IN THE PROTESTANT HIGH SCHOOLS FOR THE YEAR 1935-36

| SCHOOL | Average daily attendance | Aggregate salary | Number of teachers | Ratio of salary to pupils |
|-----------------------|--------------------------|------------------|--------------------|---------------------------|
| Allison-James | 98 | \$13156 | 10 | \$130 |
| Harwood Girls' School | 51 | 6384 | 7 | 125 |
| Menaul | 143 | 17063 | 14 | 119 |
| Edith McCurdy | 71 | 6864 | 6 | 97 |
| MEAN | 91 | 10867 | 9 | 119 |

Considering the average daily attendance, the size of the schools, and the amount paid teachers for each pupil in average daily attendance, there appears no relationship between the size of the school and the amount paid teachers in

salary per pupil in average daily attendance, yet this is an important factor in considering school efficiency and in apportioning school funds.⁹

These schools paid an average of \$119 in teachers' salaries per pupil in average daily attendance. This was 22.7 per cent more than the \$92.00 paid by the public schools for the same year. The mean salaries, however, for the public schools for the five-year period studied in the first chapter were \$1259 and for the Protestant schools for the same period were \$1120. Since the salaries in the public schools were 11 per cent higher than in the Protestant high schools and the salaries in the Protestant high schools per pupil in average daily attendance were 22.7 higher than in the public schools, it is evident that the Protestant high school teachers were teaching fewer pupils on an average than the public high schools and therefore, should be more efficient.

III. TEACHING AIDS

One of the essentials of a good school system is a generous supply of good equipment and materials to assist in the instruction of pupils.¹⁰

⁹ E. P. Cubberley, State School Administration (Boston: Houghton Mifflin Company, 1927), pp. 470-475.

¹⁰ E. E. Lewis, Personnel Supervision in the Public Schools (New York: Century Company, 1926), p. 5.

The Supervisor of Secondary Education usually checks the teaching aids in the schools he visits, and any deficiencies in materials and equipment are pointed out as weaknesses in the school system. In fact schools may be removed from the accredited list if a certain amount of equipment is not supplied by the school.

Teaching aids in the public high schools. The thirty-five public high schools in Table XI were chosen because data were available for them from High School Reports and Superintendents' Annual Reports filed in the State Department of Education, Santa Fe, New Mexico. The data for each of the individual schools were tabulated and central tendencies noted. Two classes of teaching aids, periodicals and library equipment, were combined, and charts and maps were placed in with the science and laboratory equipment. Since the teaching aids were listed on the blanks filed in the State Department of Education under certain heads as library, home economics, and others, those heads were used on the table. The high school reports were used so that high school values would not be confused with grade school values.

One of the factors affecting the efficiency of a school system is the amount of teaching aids the school has. Schools may have considerable money invested in teaching aids and have an enrollment entirely too large for the investment, while

schools with smaller enrollment may have large investments in teaching aids as compared to the number of pupils to use the equipment. Probably the best way to determine the adequacy of the investment in teaching aids is to determine the value of the investment per pupil in average daily attendance. Schools may have large enrollments and large investments. Small schools may have large investments in teaching aids. The investment per pupil in average daily attendance will at least be an indicator to the adequacy of the teaching aids in a school as well as a comparative basis.

Table XI sets forth the average daily attendance values in the various kinds of teaching aids and the total amount of money invested in the various kinds of teaching aids for the individual schools.

The largest investment for any one kind of teaching aid was \$41,550 for libraries and periodicals. The smallest investment was \$16,155 in material for teaching industrial arts. Only a little over one-third of the schools had any investment at all in industrial arts. Only two schools reported no investment in library equipment. Doubtless they have some equipment but it was not listed.

The mean investment on an average attendance basis in teaching aids varied from \$14.00 to \$6.00. The mean total investment per pupil in average attendance for all the schools

TABLE XI

TEACHING AIDS IN THE PUBLIC HIGH SCHOOLS
OF NEW MEXICO FOR 1935-1936

| SCHOOL | En- roll- ment | Ave. daily Att. | Values in Dollars | | | | | Total | Value per pupil in ave. daily att. |
|-------------------|----------------------|-----------------------|---|----------------------|--|---------------------|-----------------|----------|---|
| | | | Lib- rary and peri- odicals | Com- mer- cial | Sci- ence Lab. Charts Maps | Home Ec. Arts | Indus- trial | | |
| Attec | 157 | 122 | \$1050 | \$750 | \$3350 | \$1300 | | \$6450 | \$ 53 |
| Bernalillo | 110 | 89 | 600 | 375 | 600 | | | 1575 | 18 |
| Capitan | 96 | 71 | 1150 | 300 | 300 | 400 | | 2150 | 30 |
| Central Consolida | 84 | 69 | 800 | 120 | 250 | 500 | | 1670 | 24 |
| Dimmaron | 61 | 55 | 1380 | 1200 | 350 | 1000 | 1200 | 5130 | 93 |
| Eliff | 60 | 43 | 100 | | 144 | | | 244 | 6 |
| Elorona | 72 | 43 | 450 | 900 | 500 | 2500 | 500 | 4850 | 113 |
| El Moines | 75 | 61 | 2000 | 890 | 900 | 1100 | 500 | 5390 | 88 |
| Elexter | 87 | 76 | 3000 | 1500 | 2000 | 2000 | 2000 | 10500 | 138 |
| Elspanola | 84 | 72 | 1939 | 350 | 100 | 75 | 100 | 2584 | 36 |
| Elstancia | 135 | 105 | 2000 | 1000 | 600 | 1000 | 1000 | 5600 | 53 |
| Elvenville | 72 | 68 | 450 | 525 | 350 | 50 | 350 | 1725 | 25 |
| Elillsboro | 51 | 44 | 775 | 200 | 200 | 100 | | 1275 | 29 |
| Elbbbs | 292 | 237 | 4000 | 1500 | 2000 | 1500 | 2000 | 11000 | 46 |
| Elondo | 97 | 75 | 350 | 200 | 125 | 300 | 30 | 1005 | 13 |
| Elpe | 67 | 55 | 1000 | 500 | 500 | | 500 | 2500 | 55 |
| El Joya | 67 | 54 | 845 | 845 | 500 | | 675 | 2865 | 53 |
| Elake Arthur | 44 | 37 | 1160 | 580 | 1175 | | 590 | 3505 | 95 |
| Elvington | 224 | 200 | 3050 | 1940 | 2070 | 2360 | 335 | 9755 | 49 |
| Elagdalena | 101 | 84 | 1000 | 680 | 1000 | | | 2680 | 32 |
| Elaxwell | 69 | 62 | | | | 2500 | 2000 | 4500 | 75 |
| Elrose | 128 | 93 | 3150 | 1100 | 2900 | 1650 | | 8800 | 95 |
| Elora | 94 | 75 | 205 | 30 | 325 | 75 | 150 | 785 | 10 |
| Elsquero | 54 | 39 | 500 | 500 | 250 | 250 | | 1500 | 38 |
| Elountainair | 158 | 131 | | 1050 | | | | 1050 | 6 |
| Elcos | 52 | 39 | 2411 | 300 | 300 | 855 | | 3566 | 91 |
| Elserve Union | 61 | 52 | 150 | 500 | 50 | | | 700 | 15 |
| Elanta Rosa | 139 | 118 | 900 | 900 | 2075 | 725 | 300 | 4900 | 42 |
| Elcorro | 227 | 187 | 800 | 1500 | 2300 | 100 | 1500 | 6200 | 33 |
| Elas | 192 | 136 | 1200 | 400 | 700 | 500 | 200 | 3000 | 22 |
| Elatum | 107 | 89 | 1500 | 700 | 250 | 1000 | 500 | 3950 | 20 |
| Elxico | 63 | 47 | 1250 | 1000 | 750 | 1000 | 750 | 4750 | 101 |
| Elrden | 85 | 75 | 555 | 300 | 450 | | 200 | 1505 | 20 |
| Elagon Mound | 94 | 84 | 810 | 420 | 1120 | 810 | 750 | 3910 | 47 |
| Elillard | 46 | 42 | 1000 | 150 | 1200 | 100 | 25 | 2475 | 59 |
| TOTALS | 3606 | 2929 | \$41550 | \$22135 | \$31289 | \$22395 | \$16155 | \$134024 | |
| Mean on | | | | | | | | | |
| Average Daily | | | | | | | | | |
| Attendance Basis | | 84 | 14 | 8 | 11 | 8 | 6 | 46 | |

in teaching aids was \$46.00. No data on trends for the United States or other states could be secured.

Some of the high schools of this group had an investment twenty-three times as great as others based on average attendance. It was also noted that the fact that schools had large enrollments or small enrollments had nothing to do with the per pupil investment in teaching aids. For example, Texico had an enrollment of sixty-three and an investment of \$101 in teaching equipment per pupil. Willard, the smallest school of the group, had an enrollment of forty-two pupils and an investment of \$59.00 per pupil in teaching equipment. Hobbs, the largest in the group, had an enrollment of 292 and an investment of only \$46.00 per pupil in teaching aids.

Teaching aids in the Protestant high schools. Teaching aids seem to be regarded as being very important in the Protestant high schools. Table XII shows that these schools were fairly well supplied with teaching aids in comparison with the public schools of New Mexico. The data for this table were taken from High School Reports and from Superintendents' Annual Reports to the State Department of Education, as the Protestant high schools are required to make reports the same as the public schools.

Considering the various kinds of teaching aids for the individual schools, Allison-James reported no equipment

TABLE XII

TEACHING AIDS IN THE PROTESTANT HIGH
SCHOOLS OF NEW MEXICO FOR 1935-1936

| SCHOOL | En- roll- ment | Ave. daily att. | VALUES IN DOLLARS | | | | | Total | Value per pupil in ave. daily attendance |
|--|----------------------|-----------------------|---|----------------------|-----------------------------------|-----------------------------|-------------------------|---------|--|
| | | | Lib- rary and peri- odicals | Com- cer- cial | Science Lab. charts maps | Home Eco- nom- ics | Indust- rial Arts | | |
| Allison-James | 108 | 98 | \$4100 | \$ | \$ 750 | \$1575 | \$1250 | \$ 7675 | \$ 78 |
| Harwood Girls' | | | | | | | | | |
| School | 55 | 51 | 600 | 600 | 400 | 2000 | | 3600 | 71 |
| Menaul | 152 | 141 | 2200 | 450 | 785 | 700 | 3200 | 7335 | 51 |
| Edith McCurdy | 77 | 71 | 800 | 800 | 700 | 875 | 800 | 3975 | 56 |
| Totals | 392 | 363 | 7700 | 1850 | 2635 | 5150 | 5350 | 22585 | 256 |
| Mean value per pupil on average daily attendance | | | 21 | 5 | 7 | 14 | 14 | 63 | |

for teaching commercial subjects and Harwood had no equipment for teaching industrial arts. Allison-James had \$4100 in library and periodicals for the highest investment in that field. Edith McCurdy had the largest investment in commercial equipment, and Harwood Girls' School had the highest in home economics. Menaul ranked highest in equipment for industrial arts, with \$3200 invested in that field.

The means for the four schools in teaching aids based on the average daily attendance varied from \$21.00 invested for library and periodicals to \$5.00 invested for commercial equipment. The average invested by all the schools for all

TABLE II

TECHNICAL DATA ON THE
STANDARD OF LIVING

| NAME | AGE | SEX | EDUCATION | OCCUPATION | INCOME | EXPENSES | SAVINGS | DEBT | TOTAL ASSETS |
|---------------|-----|-----|-------------|------------|---------|----------|---------|------|--------------|
| | | | | | | | | | |
| Ellison-Jones | 100 | 28 | High School | Teacher | \$1,200 | \$800 | \$400 | \$0 | \$1,600 |
| Woodward | 85 | 45 | High School | Farmer | \$1,500 | \$1,000 | \$500 | \$0 | \$2,000 |
| Smith | 105 | 15 | High School | Student | \$1,800 | \$1,200 | \$600 | \$0 | \$2,400 |
| With McGee | 95 | 21 | High School | Student | \$1,600 | \$1,100 | \$500 | \$0 | \$2,100 |
| Stable | 100 | 30 | High School | Teacher | \$1,400 | \$900 | \$500 | \$0 | \$1,900 |
| Average | | | | | | | | | |
| Standard | | | | | | | | | |

For technical educational purposes and standard of living
 went for technical educational purposes, Ellison-Jones and
 in library and public health for the purpose of
 that field. With McGee and McGee and McGee and
 educational purposes, and Ellison-Jones and McGee and
 highest in home ownership, McGee and McGee and McGee
 went for industrial purposes, McGee and McGee and McGee
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 equipment. The McGee and McGee and McGee and McGee

kinds of teaching aids was \$63.00 per pupil in average daily attendance.

Comparing the means in Tables XI and XII, the Protestant high schools had 33 per cent more invested in library and periodicals per pupils in average daily attendance than the public high schools had. The Protestant high schools had \$14.00 per pupil in average daily attendance in home economics and industrial arts, while the public high schools had \$8.00 and \$6.00 invested in the same teaching aids. The mean for the four Protestant high schools was \$63.00 per pupil in average daily attendance, while for the public high schools it was \$46.00. In other words the Protestant high schools had 23 per cent more invested in teaching aids per pupil in average daily attendance than the public schools had.

IV. EXPERIENCE

One of the items entering into a salary schedule is the teaching experience a teacher has had.¹¹ Many of the larger schools prefer to hire teachers with experience and even smaller schools often give preference to those having had experience in employing teachers. School systems having qualified teachers who have had several years of experience are usually classified as superior schools.

¹¹ E. P. Cubberley, State School Administration (Boston: Houghton Mifflin Company, 1927), p. 855.

Experience in the public high schools. Table XIII shows that of the 210 teachers employed in these thirty-five high schools, sixty-five teachers, or 31 per cent, had experience of six to ten years. The table shows that more than 50 per cent of the teachers had six years or more experience. Almost one out of six teachers in these high schools were beginning teachers. The average teacher experience for all the schools was 4.38 years. It appears that the public schools were employing more beginning teachers and teachers of six or more years of experience than those having from three to five years experience.

Experience in the Protestant high schools of New Mexico. Experience is one of the important factors considered in the development of an efficient teaching staff. School reports to the State Department of Education all call for the years of experience of teachers in the school.

Table XIV shows that five teachers, 13.5 per cent, were serving their first year. Allison-James had 30 per cent, or practically one-third, beginning teachers and 60 per cent with five years or more experience. Menaul had 80 per cent or eleven teachers who had taught five years or more. McCurdy had no teachers who had less than three years of experience, and two thirds of them had five or more years of teaching experience. Harwood Girls' School had 57 per cent or four teachers teaching their fifth year or more.

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TABLE XIV

PERCENTAGE OF TEACHERS IN THE PROTESTANT HIGH SCHOOLS OF NEW MEXICO
SERVING FOR VARIOUS EXPERIENCE PERIODS FOR THE YEAR 1935-1936

| SCHOOL | Total Teach- ers | YEARS OF EXPERIENCE | | | | | | | |
|--|------------------------|---------------------|-----|-------|------|------|------|-------|-------|
| | | One | Two | Three | Four | Five | Six | Seven | Eight |
| Allison-James | 10 | 30 | 10 | | | 30 | | 20 | 10 |
| Harwood Girls' | | | | | | | | | |
| School | 7 | 14 | | 14 | 14 | 43 | | | 14 |
| Menaul | 14 | 7 | | 7 | | 7 | 44 | 15 | 15 |
| Edith McCurdy | 6 | | | 17 | 17 | 17 | 17 | | 32 |
| Mean Percentages | | 13.5 | 2.7 | 8.1 | 5.4 | 21.6 | 18.9 | 10.8 | 16.2 |
| Average years of experience for all teachers employed-----5.08 | | | | | | | | | |

V. SUMMARY

The mean ratio of teachers' salaries to pupils in average daily attendance in these two groups of schools shows the public high schools of New Mexico were paying on an average of \$92.00 and the Protestant high schools \$119 in teachers' salaries for each pupil. In other words the Protestant high schools were paying teachers 22.8 per cent more salary per pupil in average daily attendance than the public schools.

A comparison of the teaching aids of the two groups of schools revealed that the Protestant high schools were spending more in library and periodicals, home economics, and industrial arts than the public schools. The public

PERCENTAGE OF TEACHERS IN THE
SERVICES FOR YOUNG CHILDREN

| SOURCES | Total | | Total | |
|-----------------------------|---------|---------|---------|---------|
| | 1930-31 | 1931-32 | 1932-33 | 1933-34 |
| Allison-Jones | 10 | 10 | 10 | 10 |
| Harwood Girls' | 7 | 7 | 7 | 7 |
| Seaboard | 14 | 14 | 14 | 14 |
| General | 9 | 9 | 9 | 9 |
| State Society | 10 | 10 | 10 | 10 |
| From Publications | 10 | 10 | 10 | 10 |
| Average years of experience | 10 | 10 | 10 | 10 |

The main reason for the increase in the number of teachers in the services for young children is the increase in the number of children in the population. The increase in the number of children in the population is the result of the increase in the birth rate. The increase in the birth rate is the result of the increase in the number of children in the population. The increase in the number of children in the population is the result of the increase in the birth rate. The increase in the birth rate is the result of the increase in the number of children in the population.

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schools were spending more per pupil in average daily attendance on science and laboratory and commercial equipment than were the Protestant schools. The mean value of teaching aids per pupil in average daily attendance for the Protestant high schools was \$63.00 and for the public high schools was \$46.00.

The teachers' experience for the two groups was quite similar. The experience of the teachers in the Protestant high schools was highest about years five to eight. In the public high schools it was highest about years six and seven. In both groups the years of experience was probably too low for the greatest efficiency in the teaching staff.

schools were especially those that had been established in the
past on a voluntary basis. The schools were established in the
past by the people of the community. The schools were established
for the purpose of providing education for the children of the
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CHAPTER IV

SUMMARY AND CONCLUSIONS

I. SUMMARY

The interpretation of the data of this investigation is summed up in this chapter. The placing of the outstanding factors in this summary will help to fix in mind some of the most important features of this study.

In the public high schools of New Mexico an average of seventy-six teachers, or 28 per cent of the total number of teachers employed, were required to fill the vacancies each year. The percentage of new teachers was quite large and was due to a general employment of new teachers. The efficiency of a large group of the public high schools was greatly lowered by this changing of teachers so often. The Protestant high schools had one teacher out of six new to her position in comparison to the public high schools' one out of four.

The mean tenure in years based on the five-year averages for all the schools was 2.86 years in public high schools, and 4.96 years in Protestant schools. The North Central schools of New Mexico reported tenure of 5.65 years. Average tenure was 70 per cent longer in Protestant high schools than in public high schools of New Mexico.

The importance of adequate salaries for teachers cannot be over-estimated. The public high schools paid an average salary of \$1259 while the Protestant high schools paid an average of \$1120 for the five-year period. Salaries in both groups of schools were considerably reduced during the period.

As to professional training, psychology and methods courses were the most popular courses taken by both groups. Many teachers in both groups of schools had no credit in secondary education, supervised teaching, or history of education, courses basic to the professional studies. Teachers in both groups had the least credit in educational statistics of any courses among the ten highest. In nine of the ten professional courses the Protestant high school teachers had more credit than the public school teachers.

Ratio of teachers' salaries on the basis of pupil average daily attendance showed Protestant high schools spending \$119 per pupil and the public high schools \$92. The Protestant high schools were paying \$27 more per pupil in teachers' salaries than the public high schools were paying. This was true even though the teachers in the Protestant high schools were receiving lower salaries than the public high school teachers. The average daily attendance of the two groups of schools was practically the same, although the

number of teachers in the Protestant schools had approximately half as many pupils to teach on an average. This was for the year 1935-1936.

The amount invested in teaching aids for the Protestant high schools and the public high schools of New Mexico, per pupil in average daily attendance, was \$63.00 and \$46.00 respectively. It is apparent from the study of this phase of school work that the public schools of New Mexico were placing more emphasis on science and commercial work while the Protestant schools were emphasizing home economics, industrial arts, and library equipment.

The Protestant high schools of New Mexico had 67.5 per cent teachers with five or more years of experience, while the public high schools had 62.3 per cent who had taught five years or more. If teachers do not reach their maximum efficiency until the fifth year of experience, the Protestant schools' teaching staff had a larger percentage of teachers working at maximum efficiency than the public schools had.

The mean years of experience for all teachers within the groups for 1935-1936 was 2.88 for public high schools and 4.96 for the Protestant high schools. Both the groups were low in experience, though the mean tenure for the Protestant group was 172 per cent of that for the public high school group.

II. CONCLUSIONS

The data of this investigation lead to the following conclusions in comparing the relative merits of the Protestant and the public high schools of New Mexico:

1. The Protestant high schools were employing 12 per cent fewer teachers new to their positions and were superior to the public high schools in the matter of holding the teachers in service. There will always be some teachers leaving the service, but 28 per cent teachers new to their positions over the five-year period was far too great. The State Board of Education should send out printed matter to school boards and administrators in both groups of schools emphasizing necessity of fewer changes in teaching staffs.

2. The mean teacher tenure in years for the two groups of schools for the five-year period shows the teachers in the Protestant group had an average of two years more than those of the public high schools. All other factors being equal, the Protestant high schools should be a superior teaching staff. The 2.88 years of tenure in the public school group was very low. This indicates that a large part of our public high schools were operating under conditions unsatisfactory to the teaching staff. The education of administrators and school boards to an

THE HISTORY OF THE UNITED STATES

The history of the United States is a story of growth and development. It begins with the first settlers who came to the shores of North America. These settlers were men of courage and vision who sought a new life in a new land. They were men who were not content with the limitations of their old world and who sought a better future for themselves and their children.

The early years of the United States were a time of struggle and hardship. The settlers faced many difficulties, from the harsh weather to the lack of resources. But they were men of determination and they overcame these difficulties. They built a new society, one that was based on the principles of liberty and justice for all.

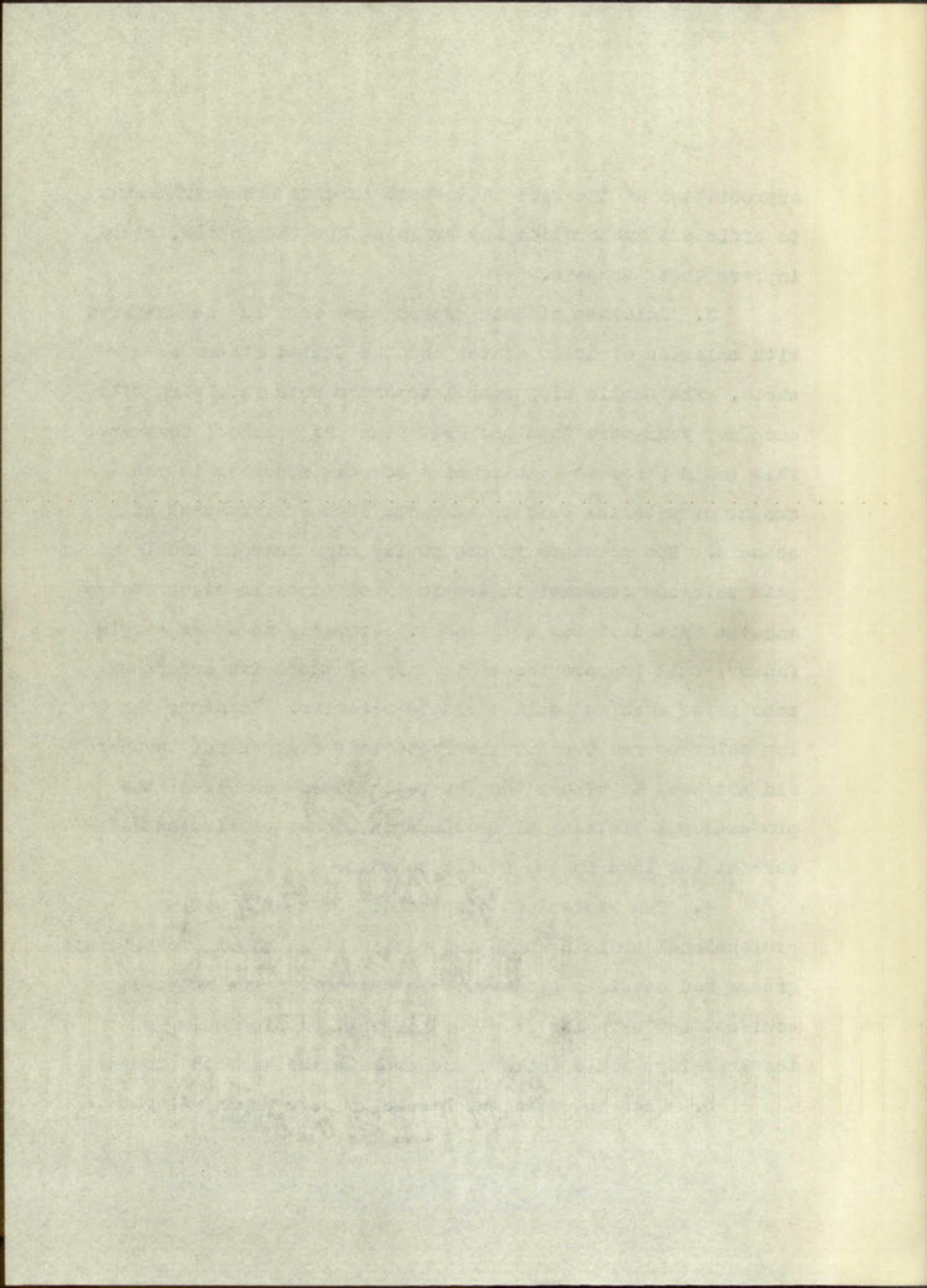
The United States has come a long way since those early years. It has grown from a small colony to a great nation. It has become a land of opportunity and a place where people from all over the world can find a better life. The history of the United States is a story of hope and achievement. It is a story that inspires us to strive for a better future for ourselves and for our country.

appreciation of the fact that short tenures are detrimental to efficient instruction and training for the pupils, would improve their schools.

3. Salaries of both groups were very low as compared with salaries of other states and the United States as a whole. The public high school teachers were receiving \$139 each per year more than the Protestant high school teachers. This would place the public high schools superior in the amount of salaries paid to teachers of the Protestant high schools. The teachers in the public high schools should be paid salaries somewhat in keeping with those in other states and the United States as a whole. Probably no other single factor would improve the efficiency of these two groups of schools so much as would adequate salaries. However, the low salaries received by the Protestant high school teachers did not seem to affect the tenure in those schools or the professional training of teachers in those schools, as both were higher than in the public schools.

4. The Protestant high school group had better professional training than the public high school group. Both groups had considerable credit in psychology and methods courses, but were low in other courses. A broadening of the training should improve the preparation in both groups.

5. The Protestant high schools were paying \$27.00



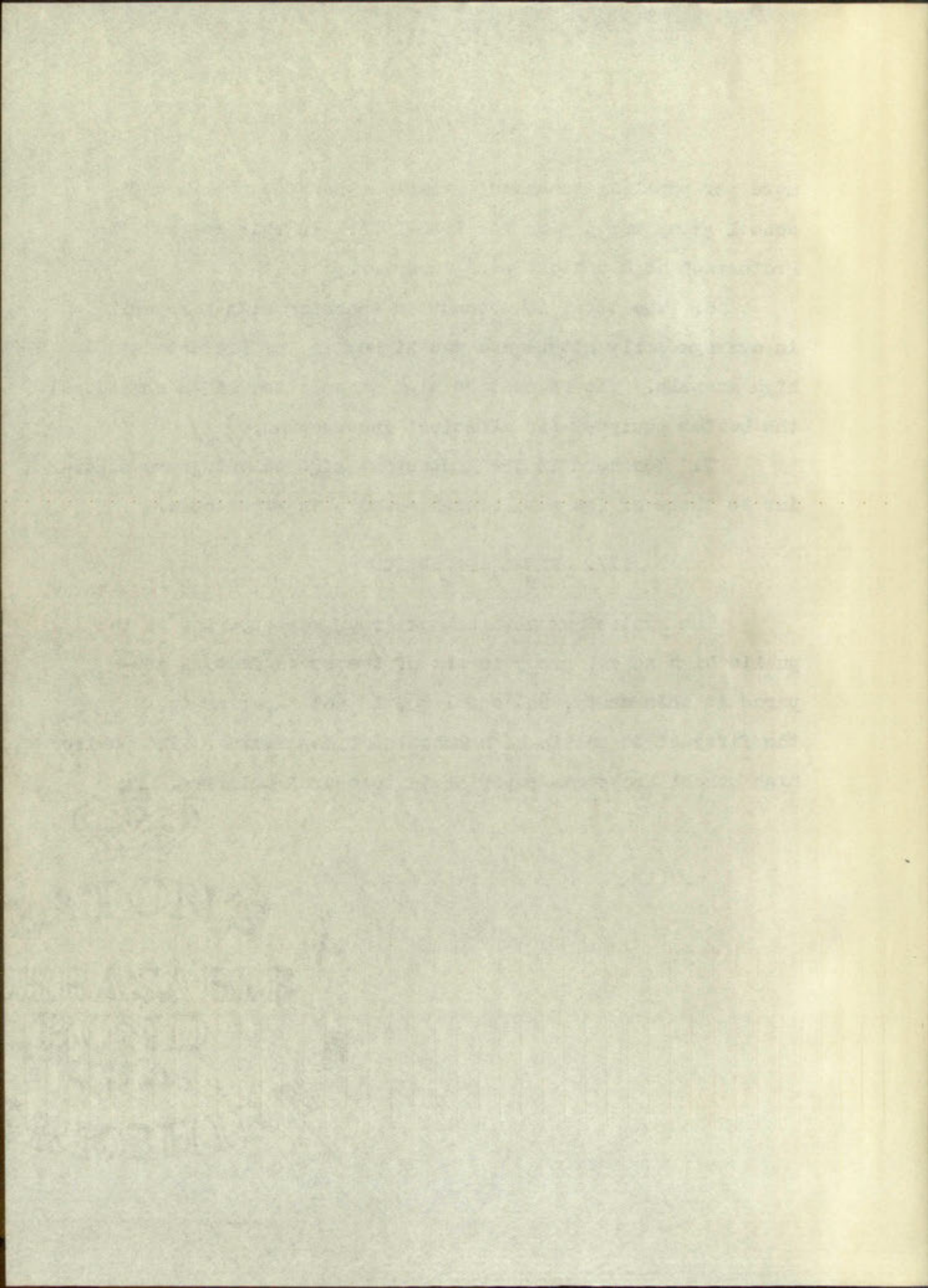
more per pupil in teachers' salaries than the public high school group was paying for 1935-1936. In this respect the Protestant high schools were superior.

6. The total investment in teaching aids per pupil in average daily attendance was higher in the Protestant high schools. The Protestant high schools should be considered the better equipped for efficient instruction.

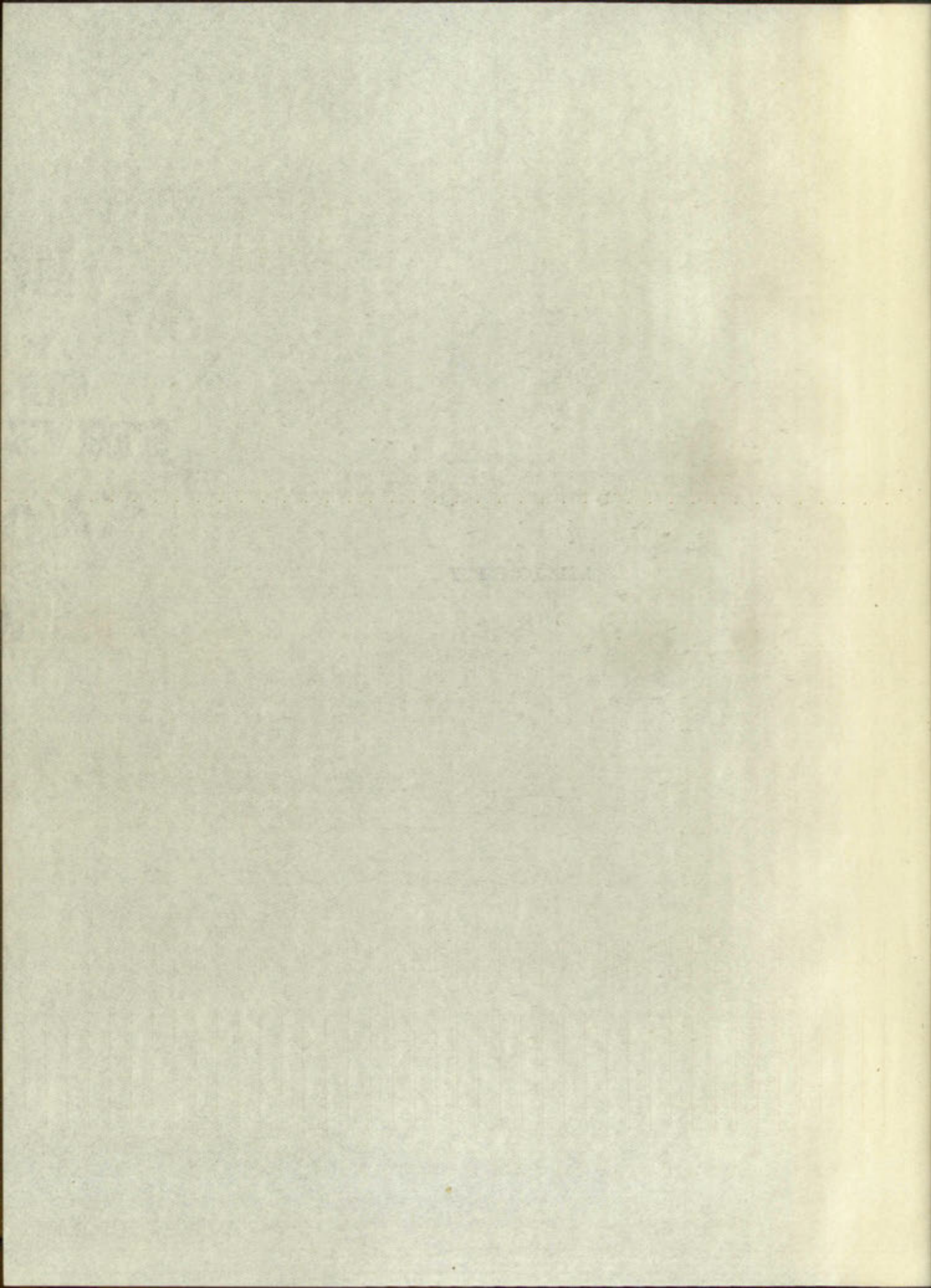
7. Teachers in the Protestant high schools were superior to those of the public high schools in experience.

III. FINAL CONCLUSION

The Protestant high school group was superior to the public high school group in six of the seven factors compared in this study, and equal to, if not superior to, the fifty-eight public high schools of New Mexico. The public high school group was superior in teachers' salaries.



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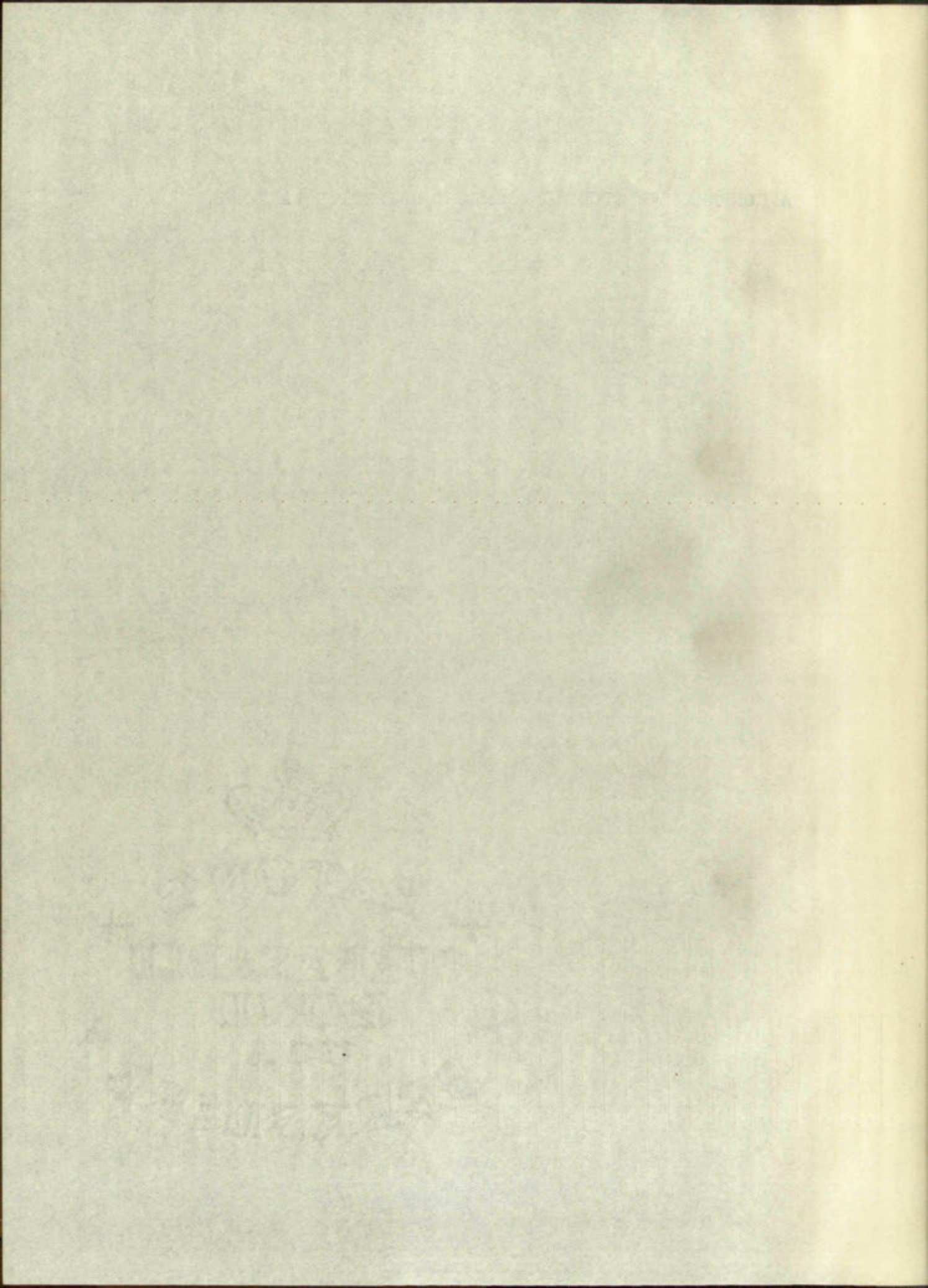
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A COMPARATIVE STUDY OF CERTAIN OBJECTIVE FACTORS



A COMPARATIVE STUDY OF CERTAIN OBJECTIVE FACTORS
OF THE PROTESTANT AND THE PUBLIC
HIGH SCHOOLS OF NEW MEXICO

By

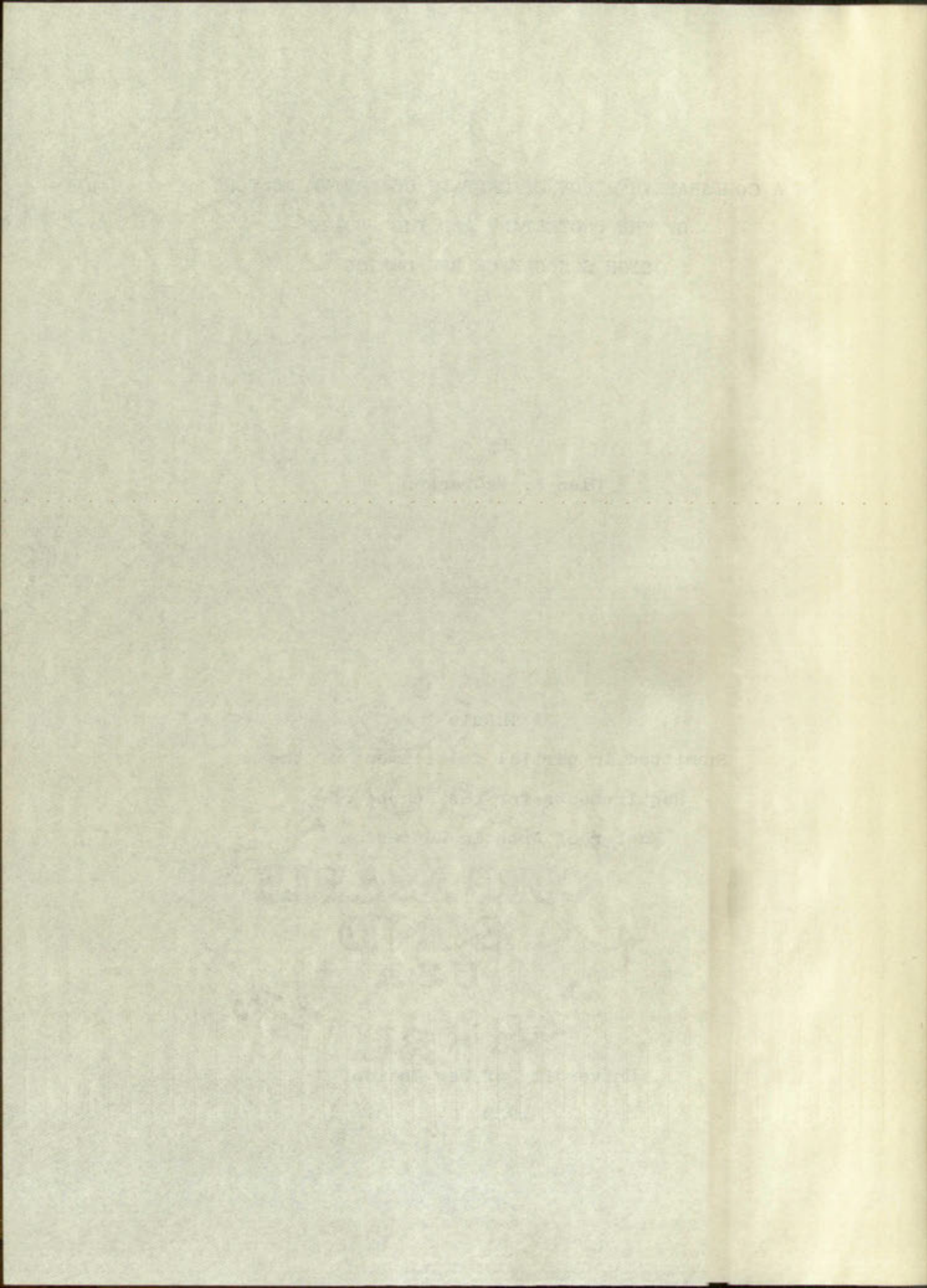
Glen F. McCracken

A Thesis

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

University of New Mexico

1939



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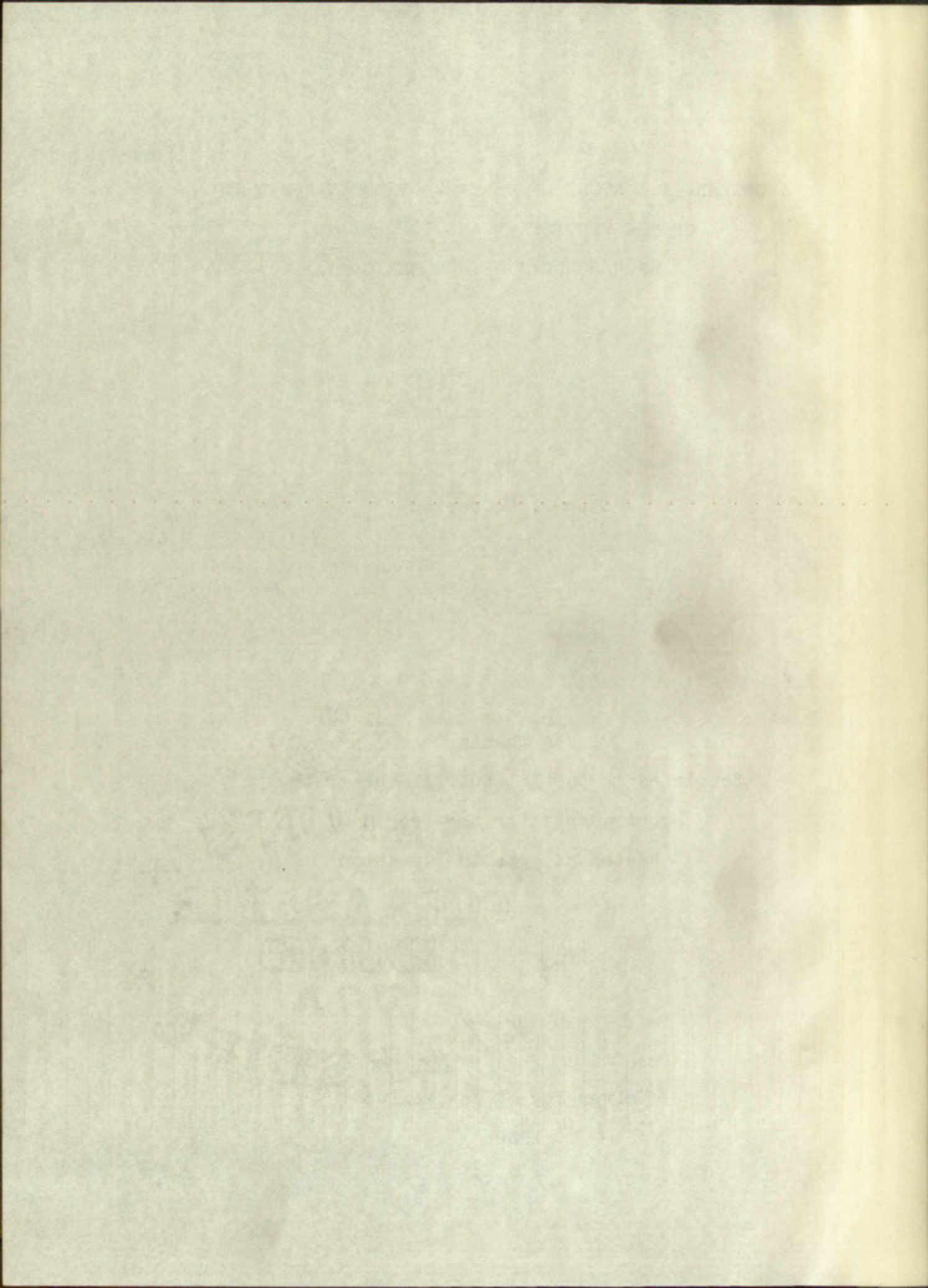
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ABSTRACT

The first high schools in America and in New Mexico were conducted by the churches. These high schools were pioneers in educational thought and progress until recent years. Public high schools have made much progress in New Mexico the last quarter of a century. Not only have the public high schools improved in the quality of work they are doing, but they have increased in number until there are high schools in almost every section of New Mexico. This improvement has caused many people who were at one time ardent supporters of Protestant schools to question the advisability of these schools continuing operation, believing these schools less efficient than the public high schools. Other people feel that the parochial schools have continued to improve the quality of their work and are just as efficient^{as}, if not more so, than the public schools of New Mexico. It is believed that a comparison of the Protestant and public high schools of New Mexico will be both profitable and enlightening as a basis for determining relative merits and future development of these two groups of schools.

THE PROBLEM

Certain factors are common to all good high schools operating on an efficient basis. This study is concerned

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with a comparison of the Protestant and public high schools of New Mexico as to: (1) new teachers employed; (2) teachers' tenure; (3) teachers' salaries; (4) professional training of teachers; (5) ratio of teachers' salaries to pupils in average daily attendance; (6) teaching aids; (7) teachers' experience.

DELIMITATIONS

This investigation deals with the Protestant and public high schools of New Mexico accredited by the State Department of Education, Santa Fe, New Mexico, but not by the North Central Association of Colleges and Secondary Schools, for the years 1931-1932 to 1935-1936 inclusive. The Protestant high schools were those high schools operating in New Mexico, sponsored and supported by the governing authorities of certain Protestant Church organizations. Fifty-eight public high schools and four Protestant high schools are included in this study.

FINDINGS

The tabulation of the data and noting central tendencies of material secured from the High Schools and Superintendents' Annual Reports for the five-year period 1931-1932 to 1935-1936 showed: (1) The public high schools employed 28

with a magnitude of 2.5 on the Richter scale.

It was reported that a large number of people were injured.

Further, it was said that the damage to property was extensive.

Some of the buildings were completely destroyed.

There was a great deal of loss of life and property.

The earthquake was felt over a wide area.

It was the most powerful quake in the region for many years.

The people were very frightened.

The earthquake was a great disaster.

It was a very bad day for everyone.

The earthquake was a great tragedy.

It was a very sad day for everyone.

The earthquake was a great disaster.

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per cent, more than one out of four, new teachers. The Protestant high schools employed 16.2 per cent, or less than one out of six were new to their positions. (2) The mean teachers' tenure was 2.08 years more per teacher in the Protestant high schools than it was for the public high schools for the five-year period. (3) The mean teachers' salaries for the two groups of schools for the years studied was 12 per cent more in the public high schools than in the Protestant high schools. (4) A comparison of the professional training of the teachers of the two groups of schools showed the Protestant high schools had greater credit in nine of the ten professional courses than teachers in the public high schools had. (5) The Protestant schools were paying \$27.00 more in teachers' salaries per pupil in average daily attendance than the public high schools were paying for the five-year period studied. (6) The Protestant high schools had an average of \$17.00 more per pupil invested in teaching aids than the public high schools had for the year 1935-1936. (7) The mean years of teachers' experience for 1935-1936 for the two groups of schools was slightly less in the public high schools than it was in the Protestant high schools.

CONCLUSIONS AND RECOMMENDATIONS

This study revealed the Protestant high schools

surpassed the public high schools of New Mexico in six of the seven factors compared in this study. The teachers in the public high schools were receiving 12 per cent more salary than teachers in the Protestant high schools. Teachers in a large percentage of the high schools of New Mexico had low salaries which were reduced still lower during the five-year period. The State Department of Education should strive to improve the efficiency of the public and Protestant high schools by employing fewer new teachers, increasing teachers' tenure, increasing teachers' salaries, broadening teachers' professional training, improving teaching equipment, and increasing teachers' experience. Increasing teachers' salaries would probably do more to improve these two groups of schools than any other single factor.

IMPORTANT!

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

