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# Business education in the high schools of New Mexico

Doris Bledsoe Sherman

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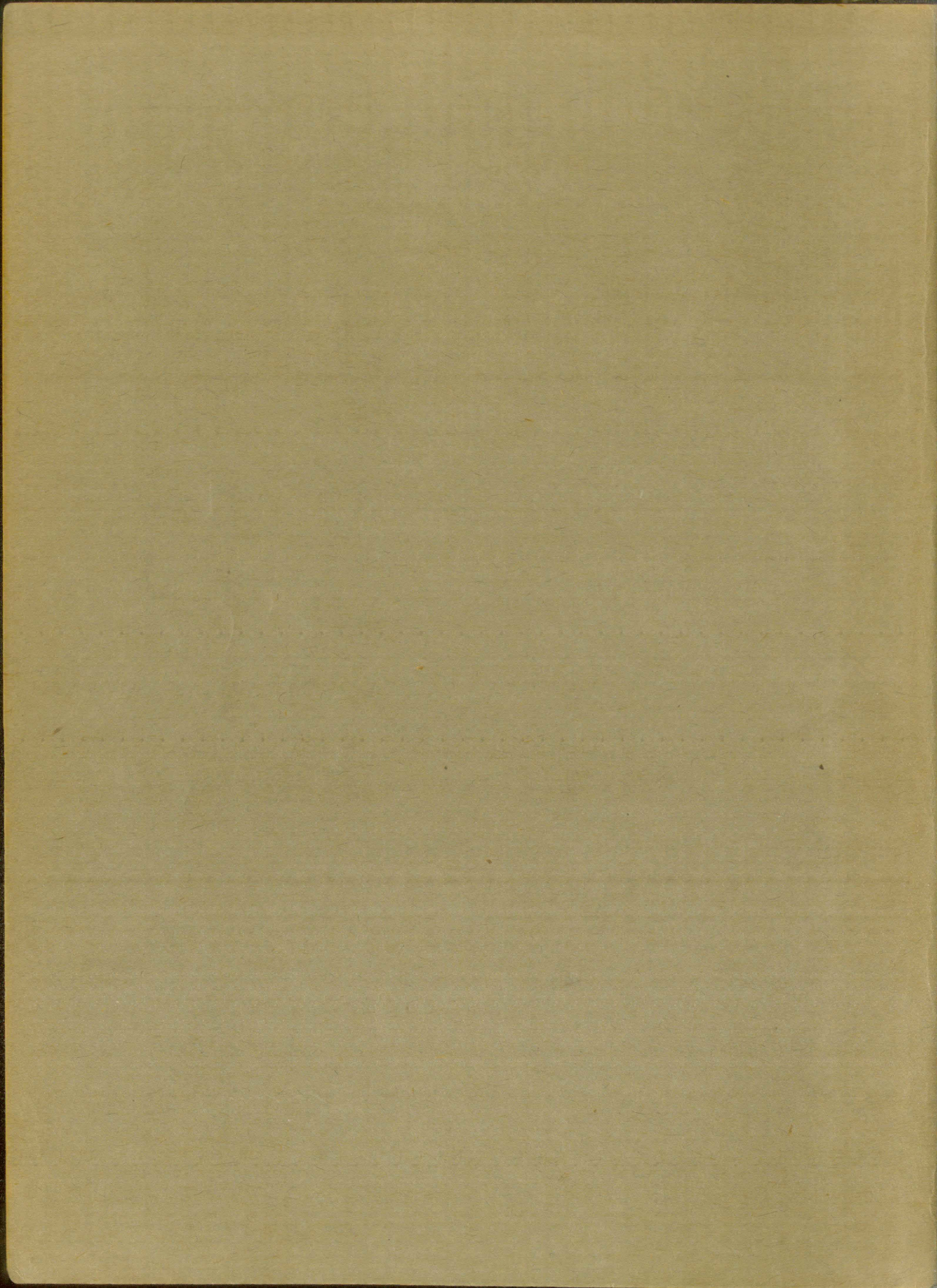
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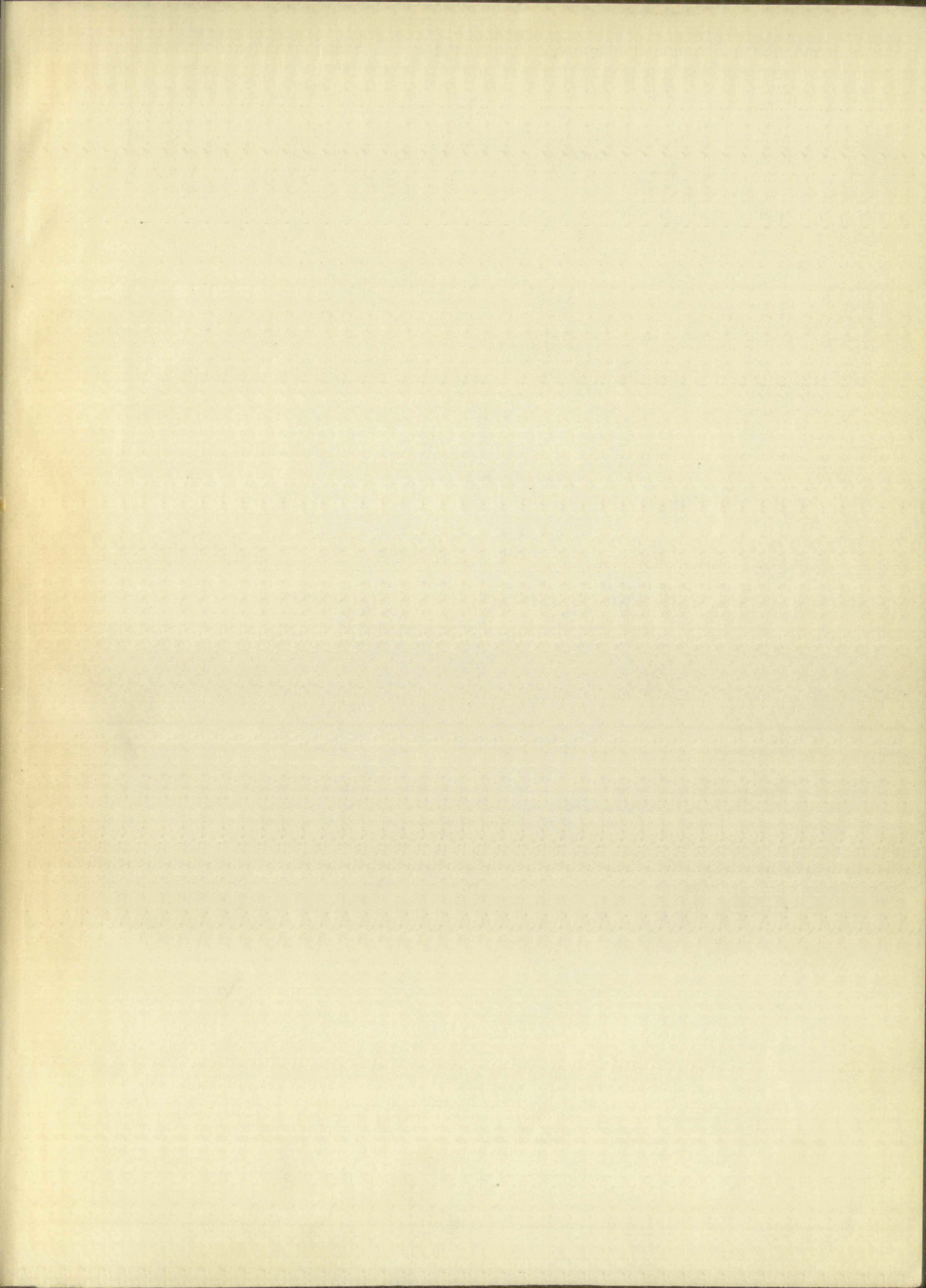
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BUSINESS EDUCATION IN THE HIGH SCHOOLS OF  
NEW MEXICO

By

Doris Bledsoe Sherman

A Thesis

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

University of New Mexico

1948



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E. H. Fixley

Demon G. Sourell



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To the thesis committee, Mr. William Runge, Chairman, Dr. Everett Fixley, and Dr. Vernon Sorrell, for their helpful suggestions and guidance in the preparation of the thesis.

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To Miss Eva Israel who permitted me to use her personal library.

To the principals and superintendents who so kindly returned the questionnaires sent to them.

To Mrs. Virginia Reva who typed the thesis.



MEMORANDUM

TO : THE SECRETARY OF THE ARMY

FROM : THE CHIEF OF STAFF

SUBJECT: THE ARMY'S POLICY ON THE USE OF FORCE

1. The Army's policy on the use of force is a subject of great importance.

2. It is the policy of the Army to use force only when necessary.

3. The use of force must be justified by the facts of the situation.

4. The use of force must be in accordance with the principles of the Geneva Convention.

5. The use of force must be in accordance with the principles of the Law of War.

6. The use of force must be in accordance with the principles of the Law of Armed Conflict.

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10. The use of force must be in accordance with the principles of the Law of the Land.

11. The use of force must be in accordance with the principles of the Law of the Sky.

12. The use of force must be in accordance with the principles of the Law of the Earth.

13. The use of force must be in accordance with the principles of the Law of the Universe.



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CHAPTER

TABLE OF CONTENTS

CHAPTER	PAGE
I. INTRODUCTION.....	1
The problem.....	2
Statement of the problem.....	2
Delimitations of the problem.....	3
Importance of the problem.....	4
Definition of terms used.....	6
Business education.....	6
Commercial education.....	7
Distributive education.....	7
Distributive occupations.....	9
Diversified occupational training.....	10
General business training.....	10
General business.....	10
Cooperative education.....	10
Vocational education.....	12
Vocational business education.....	13
Sources of the data.....	14
Questionnaire.....	14
The Eighteenth Biennial Report.....	14
The Albuquerque Journal.....	14
General procedure.....	14
Review of related materials.....	15



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CHAPTER	PAGE
The Highland News-Letter.....	15
Evaluating a Cooperative Part-Time Selling Program.....	15
Commercial Subjects In the High Schools of New Mexico.....	16
Organization of the remainder of the study.	18
II. BUSINESS SUBJECTS IN THE HIGH SCHOOLS OF NEW MEXICO.....	19
Types of schools reporting.....	19
Courses offered and the enrollment in business education.....	19
Grades in which subjects are offered.....	27
Comparison of number of boys and girls enrolled in business subjects.....	27
Summary.....	30
III. OFFICE MACHINES USED IN THE HIGH SCHOOLS.....	34
The trend to make machine training more effective.....	37
IV. NUMBER OF TEACHERS OF BUSINESS, THEIR PROFESSIONAL QUALIFICATIONS, AND OTHER ADMINISTRATIVE INFORMATION.....	40
Professional qualifications of business teachers.....	40







CHAPTER	PAGE
Education.....	40
College preparation in relation to sub- jects taught.....	42
Teaching experience.....	45
Business experience.....	47
Teaching load of business teachers.....	47
Class load.....	47
Student load.....	51
Variety of subjects offered by each business teacher.....	51
Business teachers' salaries, time spent in classroom, and other duties.....	54
Salaries.....	54
Full-time and part-time teachers.....	55
Clerical duties of business teachers....	55
Source of teacher supply.....	57
Summary.....	59
V. A COMPARATIVE STUDY OF BUSINESS EDUCATION IN NEW MEXICO.....	61
Changes in the business curriculum and the enrollment of the high schools in New Mexico.....	62
Changes in teacher preparation 1938-1947..	68







CHAPTER	PAGE
Teaching experience.....	71
Business experience.....	72
Teaching load.....	72
Salaries of business teachers.....	72
Summary.....	73
VI. CONCLUSIONS AND RECOMMENDATIONS.....	75
Philosophy of Business Education.....	75
Objectives and functions of Business Edu- cation.....	76
Vocational Business Education.....	77
Business curriculum findings and recom- mendations.....	79
Educational survey.....	79
Community surveys.....	80
Vocational Business Education.....	80
Consumer Education.....	82
Grade placement.....	83
A state course of study for business education.....	84
Student follow-up and guidance.....	84
BIBLIOGRAPHY.....	86
APPENDIX.....	89
APPENDIX A. Questionnaire.....	89



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## LIST OF TABLES

TABLE	PAGE
I. Number of Schools Offering Business Subjects and Number of Pupils Enrolled in Each.....	20
II. Frequency of Offering of Business Subjects and Average Size of Classes.....	21
III. Size of Schools and Number of Business Subjects Taught.....	24
IV. Classification of High Schools Offering Business Subjects.....	29
V. Enrollment in Business Subjects by Size of Schools.....	31
VI. Number of Boys and Girls Enrolled in Business Subjects.....	33
VII. College Preparation of Business Teachers...	41
VIII. College Training of Teachers Compared to Size of School.....	43
IX. Special Study of Teachers in the Subjects Which They Offer.....	44
X. Teaching Experience and Size of Schools....	46
XI. Teaching Experience of Business Teachers...	48
XII. Practical Commercial Experience of Business Teachers.....	49



THE

I. The first of the three main parts of the work is devoted to a general survey of the history of the subject.

II. The second part is devoted to a detailed examination of the various theories which have been advanced.

III. The third part is devoted to a critical examination of the various theories which have been advanced.

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VIII. The eighth part is devoted to a critical examination of the various theories which have been advanced.

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XI. The eleventh part is devoted to a critical examination of the various theories which have been advanced.

XII. The twelfth part is devoted to a critical examination of the various theories which have been advanced.



TABLE	PAGE
XIII. Class Load of Full-Time Business In- structors.....	50
XIV. Daily Student Load of Business Teachers.....	52
XV. College Preparation and Business Experience of Teachers.....	53
XVI. Time Spent by Business Teachers According to Size of School.....	56
XVII. Schools Offering Business Subjects 1938 and 1947.....	64
XVIII. Comparison of the Present Offerings of Busi- ness Subjects and Enrollment with Those of the 1938 Survey.....	65 ✓
XIX. Classification of High Schools Offering Business Subjects.....	66
XX. College Preparation of Business Teachers 1938-1947.....	69
XXI. College Preparation and Business Experience of Teachers 1938-1947.....	70



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## CHAPTER I

### INTRODUCTION

In times of stress people are forced to re-examine old habits and conventional patterns of thought. The history of every country is marked by critical periods in social development, periods in which there has been need for fundamental reorganization of habits, institutions, and ideas in order that the cultural group might survive and progress.

The history of the American people offers no exception. Following each war there has been a critical period of social-economic confusion and realignment of values. From these periods of development a great industrial nation has emerged calling forth far-reaching changes in our corporate life.<sup>1</sup>

The complacent acceptance of established customs and patterns has again and again been disturbed as the country progressed and developed. Old institutions and ways of thinking have been often changed in the light

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<sup>1</sup> Samuel Everett, "Curriculum Making and the State of the Nation." North Central Association Quarterly, Vol. I, Ann Arbor, Michigan: North Central Association of Colleges and Secondary Schools, October, 1936.



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of new conditions and social needs. Progress comes from these changes.

Our country is again living in a critical period of development and it is hard to understand the significance of many changes in the present atomic age. But there is a definite relationship between the system of education and the social-economic changes of the country. The educational group is more affected by them than any other group.

This is a critical period which requires the best of mind and spirit in education. In this period of transition and adjustment it is necessary for education to re-examine and restate its principles and purposes in its effort to maintain a democracy.

## I. THE PROBLEM

Statement of the problem. The purpose of this study is three-fold. Each division resolves itself into a definite problem. The first problem is to determine (1) the size and number of high schools in the state of New Mexico offering business subjects, (2) what business subjects are taught and at what grade levels they are offered, (3) the number of students enrolled in business subjects, and (4) what types of office machines are used for instructional purposes.



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The second problem is to determine (1) the number of teachers of business subjects in the high schools in the state of New Mexico, (2) salaries they receive, subjects taught by each teacher; class load and pupil load of each, (3) how many hours per week are spent by teachers in doing school office work or bookkeeping; whether or not they receive additional compensation for these duties, and (4) whether the administrators are now finding within the state qualified teachers to staff the business departments of the high schools.

The third problem is (1) to make a comparison of the present high-school business curriculum of the state with that of the study made in 1938 by Mrs. Margaret Wiley Nelson,<sup>2</sup> and (2) to make a comparison of the present professional qualifications of business teachers of the state with those found in the study in 1938.

Delimitations of the problem. Included in this survey are the 161 public and private secondary schools as listed by the New Mexico State Department of Education. It includes grades seven through twelve of the secondary

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<sup>2</sup> Margaret Wiley Nelson, "Commercial Subjects in the High Schools of New Mexico," (unpublished Master's thesis, The University of New Mexico, Albuquerque, 1938).



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schools of the state and is limited to a study of the business subjects in these schools.

The 118 replies received in response to a carefully prepared questionnaire represent seventy-two per cent of the total number of high schools in the state. The conclusions drawn are not entirely accurate for this reason but the schools used do represent a fair sampling of all the secondary schools in the state as to size, location, and other qualifications.

Importance of the problem. The Eighteenth Biennial Report, 1945-46,<sup>3</sup> from the office of the State Superintendent of Public Instruction, lists 23,882 students in grades from nine through twelve and 20,187 students in grades seven and eight, making a total of 40,069 students enrolled in the Secondary schools of New Mexico last year. Mr. R. J. Mullins, Secretary of the New Mexico Education Association, stated recently that the average yearly attendance in the secondary schools is increasing at the yearly rate of 5,000, yet the number of graduates, 1945-46,

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<sup>3</sup> Mrs. Georgia L. Lusk, Eighteenth Biennial Report, (Bulletin of the New Mexico Office of Education, 1944-46, Santa Fe, New Mexico: Quality Press, Santa Fe, 1946, pp. 146-149.



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numbered only 2,942.<sup>4</sup>

Population shifts, scientific development, and new inventions have opened many new fields to challenge the interests of the students in high schools. The teachers of business education must analyze and classify the educational requirements necessary to meet the need and hold the interest of these students. Possibly further study of the curriculum, student enrollment, and professional preparation of the business teachers may help to determine why many students do not complete their education as well as discover any changes that may be made in the educational program that will help these students to remain in school until graduation.

New Mexico is shifting from a state devoted almost wholly to cattle raising and agriculture to a state with an increasing population of tourists and health seekers attracted by the climate. Committees have been organized to encourage the development of industries within the state.<sup>5</sup> The return of many veterans to school has brought

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<sup>4</sup> The Albuquerque (New Mexico) Journal, November 9, 1947, p. 2.

<sup>5</sup> E. L. Moulton, New Mexico's Future, (Albuquerque, New Mexico, The University of New Mexico Press, 1945), p. 2.



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some change in the scope of the curriculum necessary to take care of their educational needs.

Education must face these new problems which perplex its leaders. To meet this change, all teachers must take a realistic view of the curriculum and see that it is shaped to meet the practical needs of the students. Education requires not only broad offerings but flexibility in their administration if they are to attract boys and girls and hold their attention until graduation.

A survey of business education and the professional qualifications of teachers has not been made since 1938. The past ten years have made many changes in the economic status of New Mexico. It is hoped that a comparison of the present business curriculum with that of 1938 will help to bring to light any deficiencies existing and possibly furnish some aid in determining what the future curriculum of business should offer to keep up with the present-day progress of the state.

## II. DEFINITION OF TERMS USED

Business Education. Business education is concerned with those principles and practices of every-day relationships that should aid one in conducting his personal business activities with satisfaction to himself and to



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society. Everyone, regardless of his occupation or education or economic status, engages in many activities of a business nature.<sup>6</sup>

Business education is both vocational and social in nature. It should deal with those aspects of education which have to do with developing an understanding of economic life and a more intelligent consumer use of business services, as well as the preparation of young people for positions in the world of business.

Although the term business education has been used interchangeably with the term commercial education, this study proposes to make the following divisions of business education:

1. Commercial Education, includes all the basic clerical or office subjects, such as shorthand, bookkeeping, typing, office machines, office practice, general business, and penmanship.
2. Distributive Education, deals with sales and services to the consumer.

---

<sup>6</sup> Albert S. Cook et al, Business Education in Maryland High Schools, (Bulletin of the Maryland State Department of Education, Vol. XXIII, September, 1941, No. 1, Baltimore, Maryland: French-Bray Printing Company), p. 7.



society. Everyone, regardless of his position in the  
office or economic status, should be given the opportunity  
to become a business man.

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Business education is not a luxury but a necessity  
in nature. It should be given to all who are  
which have to do with the business of the world.  
modern life and a more intelligent and efficient  
services, as well as the general welfare of the  
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- education:
1. Commercial Education, including all the  
elements of business, such as bookkeeping,  
practice, general business, and management.
  2. Distributive Education, which includes  
services to the community.

Albert E. Cook, Jr., President, National  
Business Education Association, 1919  
Department of Education, No. 1, East  
No. 1, East  
p. 7.



Commercial Education. A review of the historical development of business education<sup>7</sup> reveals the fact that in the beginning of commercial education and for several years thereafter, bookkeeping, penmanship, shorthand--or phonography as it was then known--and other clerical and office subjects were considered as commercial subjects. In recent years, distributive education has been added and the term business education has been used more consistently to designate the entire field of business subjects.

Distributive Education. Distributive education is the training of those workers directly engaged in merchandising activities, or in the direct contact with buyers and sellers when:

1. Distributing to consumers, retailers, jobbers, wholesalers, and others, the products of farm and industry.
2. Managing, operating, or conducting a commercial service or personal service business, or

---

<sup>7</sup> Edwin G. Knepper, "Historical Development of the Business Curriculum," The American Education Yearbook, Vol. IV, 1947: The Eastern Commercial Teachers Association and the National Business Education Teachers Association, 1947, pp. 17-33.



development of business in the United States in the last few years has been phenomenal. In the last few years there has been a tremendous increase in the number of business enterprises, and the total output of the business sector has increased enormously. This has been due to a number of factors, including the growth of the population, the increase in the number of years of schooling, and the development of new technologies. The result has been a tremendous increase in the demand for business services, and this has led to the development of a new business sector, the service industry. This industry has grown rapidly in the last few years, and it is expected to continue to grow in the future.

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Business Development, 1945-1950, Vol. 1, 1950, pp. 1-100. This volume contains information on the development of business in the United States from 1945 to 1950. It is a valuable source of information for anyone interested in the history of business in the United States.



selling the services of such a business.<sup>8</sup>

Distributive Occupations. Distributive occupations represent every type of work wherein a product or service is sold to a consumer. Those occupations are usually recognized under the following divisions:

1. Managers and store operators of all kinds, commercial and personal service businesses.
2. Apprentices and learners-in-preparation for managerial positions in stores.
3. Department heads, supervisors, and foremen in stores.
4. Purchasing agents, general buyers for all types of retail and wholesale stores and service organizations.
5. Salespeople in all businesses.
6. Store service workers in contact with customers; cashiers, adjustors, and collectors.
7. Deliverymen of all kinds.
8. Messenger, bundle, and cash girls and boys in stores.
9. Miscellaneous: waiters, stewards.<sup>9</sup>

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<sup>8</sup> J. W. Studebaker, Statement of Policies for the Administration of Vocational Education (Vocational Education Bulletin of the United States Office of Education, 1936, No. 1, Washington, D. C.: United States Government Printing Office, 1937), pp. 66-67.

<sup>9</sup> J. Marshall Hanna, Distributive Education, Monograph #49, (Cincinnati, Ohio: Southwestern Publishing Company, May, 1940), p. 9.







Diversified Occupational Training. Diversified occupational training is similar to that of distributive education. The difference between the two subjects is that diversified occupations include any occupations the student may select for special study and is not limited to the area of merchandising as is distributive education.

General Business Training. General business training is not to be confused with General Business subjects since Business Training includes the practice and experience in all phases of business education. It usually includes special work in the skills or Commercial subjects. General Business has been called Business Training.

General Business. A general survey course which includes arithmetic, transportation, communications, spelling, postal regulations, making change, and insurance. General Business has been called Business Training. It has been suggested recently that since General Business is what the name implies, it should now be called only General Business. Heretofore there has been some confusion in the name of this subject.

Cooperative Education. Through a cooperative arrangement between school, business, and students, actual work experience on a part-time basis is provided which







enables a student to obtain experiences in any occupation selected while a student is in high school. This is usually accomplished in the junior year and is known as cooperative education. The employer furnishes the job, the supervision, and a wage; the school furnishes both regular and related study. Cooperative students must spend an equal amount of time in school and on the job; the usual plan is to spend four hours daily in school and four hours on the job.<sup>10</sup> This plan is also called the study-work plan and is being used for some phases of training for veterans, who are now in civilian work and who are supplementing their former army experience with further supervised study.

The controlling purpose of cooperative experience is to provide practical education for the large group of the younger working population who earn their living in other than professional pursuits; the amount of service that this plan can render is limited only by the degree of cooperation that can be secured. It does not close the

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<sup>10</sup> Robert D. Dolley, "A Program of Cooperative Vocational Education for Jacksonville, Florida," (unpublished Master's thesis, Colorado State College, Ft. Collins, Colorado, 1934).



enable a student to obtain experience in a cooperative  
related with a student in his school. This is  
usually accomplished in the form of a part-time  
cooperative education. The employer furnishes the job  
the supervision, and a wage; the school furnishes the  
regular and related work. Cooperative education thus  
spends an equal amount of time in school and in the job.  
The usual plan is to spend four hours a week in school and  
four hours on the job. This plan is also utilized in  
study-work plan and is being used for work-study  
training for veterans, who are in civilian work and  
who are supplementing their income with stipends from  
further supported study.

The immediate purpose of cooperative education  
is to provide practical education for the improvement of  
the younger working population who are living in  
other than professional families; the extent of service  
that this plan can render is limited only by the degree of  
cooperation that can be secured. It does not allow the

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10 Report to Bolivar, "A Program of Cooperative  
Vocational Education for Secondary Schools," prepared  
by the National Vocational Education Council, 1931.  
Columbia, Colorado, 1931.



door to further educational advancement. If the student desires to earn funds to finance his college education, this experience will make possible his entering promptly and intelligently upon employment for this purpose. Further, this practical experience may prevent costly waste of time for the student in college; he probably will be sure what occupation he will follow, because he will already have discovered his aptitudes.<sup>11</sup>

Vocational Education. The National Aid to Vocational Education Act defines vocational education to be "That form of education whose controlling purpose is to give training of a secondary grade to persons over fourteen years of age for increased efficiency useful in the trades and industries, in agriculture, in commerce and commercial pursuits, and in callings based upon a knowledge of home economics."

Julian A. McPhee, State Director of Vocational Education, California, has said that the clear-cut objective of vocational education is to prepare people for useful activity--in the home, on the farm, in the factory,

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<sup>11</sup> "The Bridge Between School And Job," Florida State Department of Education, Tallahassee, Florida. May, 1942, p. 9.







in the shop, in the store, in the office, wherever people work, whatever they do.<sup>12</sup>

#### What is Vocational Education?

1. To the learner it is learning how to work; to size up a job, organize, plan, and carry out the activities of a job. It is a conscious effort to acquire skills, information, understanding, and attitudes that prepare one to fill a satisfactory role in the working-earning-living activities of man.
2. To the educator vocational education is teaching others how to work. It is a systematic program for discovering the knowledges, skills, and attitudes people must have for successful participation in a specific area of work. It is a program designed to enable the individual to discover his own interests and potentialities and to prepare himself to find a satisfying place in the work of a community.<sup>13</sup>

Vocational business education is concerned primarily with the preparation of students for jobs--of the inexperienced and would-be workers for the initial or beginning position; of the employed person or experienced worker for better preparation for the present job or the one ahead. All other concerns are secondary or incidental.

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<sup>12</sup> Julian A. McPhee, "Vocational Education in California," Bulletin of the California State Department of Education, Sacramento, California, October, 1945, p. 5.

<sup>13</sup> Ibid., pp. 1-2.



in the shop, in the store, in the office, wherever people

work, wherever they do.

### What is Vocational Education?

1. In the United States, as in every other country, the people are engaged in a variety of occupations. Some of these occupations require special training and preparation. This is the purpose of vocational education. It is a type of education that prepares the individual for a specific occupation or profession. It is a type of education that is practical and that is designed to give the individual the skills and knowledge necessary to enter a particular occupation or profession.

2. The purpose of vocational education is to prepare the individual for a specific occupation or profession. It is a type of education that is practical and that is designed to give the individual the skills and knowledge necessary to enter a particular occupation or profession. It is a type of education that is designed to give the individual the skills and knowledge necessary to enter a particular occupation or profession. It is a type of education that is designed to give the individual the skills and knowledge necessary to enter a particular occupation or profession.

Vocational education is a type of education that is designed to prepare the individual for a specific occupation or profession. It is a type of education that is practical and that is designed to give the individual the skills and knowledge necessary to enter a particular occupation or profession. It is a type of education that is designed to give the individual the skills and knowledge necessary to enter a particular occupation or profession. It is a type of education that is designed to give the individual the skills and knowledge necessary to enter a particular occupation or profession.

12. United States Department of Education, Bureau of Vocational Education, "Vocational Education in California," Bulletin of the California State Board of Education, Sacramento, California, October, 1922, p. 1.



Thus the objective of vocational business education is preparation for gainful employment in a particular field.<sup>14</sup>

### III. SOURCES OF THE DATA

Questionnaire. A carefully prepared questionnaire, inquiring into the various business subjects offered, types of equipment used in the classroom, and the professional qualifications of the business teachers was sent to the 161 public and private secondary schools in the state. The data were compiled and tabulated from the 118 replies received.

The Eighteenth Biennial Report was utilized for statistics; books written by New Mexico authors and the Albuquerque Journal were consulted; while in some instances personal interviews added to the data gathered.

### IV. GENERAL PROCEDURE

The resulting data were first tabulated and classified on the basis of the present offerings and findings;

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<sup>14</sup> McKee Fisk, "Principles of Construction in Vocational Business Education," The American Business Education Yearbook, Vol. IV, 1947. New York: McGraw-Hill Publishing Company, Inc., 1947, p. 34.







and second, on the basis of a comparison with the survey made in 1938. This study includes some points not covered by the 1938 survey and for this reason it is not possible in every instance to make a comparison with that of the study made ten years ago.

#### V. REVIEW OF RELATED MATERIALS

Several writers have published magazine articles and books relative to different phases of New Mexico business education. The Highlands University, Las Vegas, New Mexico, publishes the Highlands News-Letter for students and teachers of business and journalism. Dr. E. Dana Gibson, former Head of the Business Education Department and now Head of the San Diego State College, California, Business Department, was formerly co-editor of this magazine. Dr. Gibson is considered an authority on business education and was successful in giving news about the business departments of the schools of New Mexico.

An article written by Mr. William Runge, formerly Coordinator of Distributive Education, Albuquerque High School, and now a member of the faculty at The University of New Mexico, was published in The Bulletin, October, 1946, by the Southwestern Publishing Company. "Evaluating a Cooperative Part-Time Retail Selling Program," furnishes



and second, on the basis of the study made in 1915. This study was made by the 1915 survey and the study made in 1915.

# COOPERATIVE

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Coordinator of

School, and now a member of the

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1916, by the

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some excellent information on what may be accomplished in a cooperative, distributive program.

Mrs. Margaret Wiley Nelson, 1938, The University of New Mexico, made a study of business education in the state. Since it is the basis for comparison with the present study, a summary follows:

Commercial Subjects in the High Schools of New Mexico.<sup>15</sup> The unpublished thesis, written by Mrs. Margaret Wiley Nelson, was limited to that part of vocational education which has to do with the commercial and business education of the high schools of New Mexico.

Mrs. Nelson points out that the public schools have patterned their work from that of the private schools, which were the first to offer business subjects to any extent. For this reason business education has been specific and not general in scope. It was found that commercial education is filling a definite need, since it has grown until it is surpassed only by English, social science, and mathematics, all required subjects. Commerce is usually an elective. Evidently it is meeting the necessity for a definite type of education which will

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<sup>15</sup> Nelson, loc. cit.



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12 Nelson, Inc.



satisfy the needs of society, as organized in this industrial and commercial age.

The Nelson study first considered the commercial subjects taught, the number of pupils enrolled in these subjects, and the size and number of the schools offering business subjects. It was found that the size of the school materially affected the offerings. The second part of the study dealt with the certification and qualifications of the business teachers in the state.

In 1938, twelve schools offered no commercial work. Thirteen subjects were offered, with the "big four" leading as follows:

Typing	25.3%
Shorthand	9.
Bookkeeping	6.6
Business Arithmetic	4.6

Mrs. Nelson concluded that possibly the schools were teaching too much specialized work and not enough general subjects. Not every student wants to be a stenographer, bookkeeper, clerk, or typist nor would there be positions for him if he did; but every adult should have a general knowledge of business practices if he is to become a useful and intelligent citizen.



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The Nelson study also

subject taught, the amount of work

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business subject. It was found that

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In 1911, twelve subjects

thirteen subjects were

as follows:

- Typing
- Bookkeeping
- Business Arithmetic

Mrs. Nelson concluded that

were teaching the work

general subject. Not every

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a general knowledge of

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## VI. ORGANIZATION OF THE REMAINDER OF THE STUDY

The arrangement of the subject matter in this study is such that the materials gathered in the questionnaire are presented in four major headings. The chapter following immediately hereafter is devoted to the findings of the questionnaire as related to the curriculum of the business education of New Mexico high schools. Chapter III gives consideration to the business machines used in the schools as discovered from the findings of the questionnaire. Chapter IV is devoted to the administrative aspects of business teachers and their professional preparation.

A comparison is made with the study of 1938 in the fifth chapter. This will indicate the changes and trends developed in the past ten years. The final chapter deals with conclusions and recommendations, which are made with the hope that they may help to develop changes which will result in additions necessary to meet the current needs of the students who will soon go from schools into the business and industry in the state.



THE EFFECTS OF THE 1917-18 SCHOOL YEAR

The purpose of this study is to determine the effects of the 1917-18 school year on the health and vitality of the students.

It is found that the health and vitality of the students were affected in a number of ways.

First, the health of the students was affected in a number of ways.

Second, the vitality of the students was affected in a number of ways.

Third, the health of the students was affected in a number of ways.

Fourth, the vitality of the students was affected in a number of ways.

Fifth, the health of the students was affected in a number of ways.

Sixth, the vitality of the students was affected in a number of ways.

Seventh, the health of the students was affected in a number of ways.

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Ninth, the health of the students was affected in a number of ways.

Tenth, the vitality of the students was affected in a number of ways.

Eleventh, the health of the students was affected in a number of ways.

Twelfth, the vitality of the students was affected in a number of ways.

Thirteenth, the health of the students was affected in a number of ways.

Fourteenth, the vitality of the students was affected in a number of ways.

Fifteenth, the health of the students was affected in a number of ways.

Sixteenth, the vitality of the students was affected in a number of ways.

Seventeenth, the health of the students was affected in a number of ways.

Eighteenth, the vitality of the students was affected in a number of ways.

Nineteenth, the health of the students was affected in a number of ways.

Twentieth, the vitality of the students was affected in a number of ways.

Twenty-first, the health of the students was affected in a number of ways.

Twenty-second, the vitality of the students was affected in a number of ways.

Twenty-third, the health of the students was affected in a number of ways.

Twenty-fourth, the vitality of the students was affected in a number of ways.

Twenty-fifth, the health of the students was affected in a number of ways.



## CHAPTER II

### BUSINESS SUBJECTS IN THE HIGH SCHOOLS OF NEW MEXICO

Types of schools reporting. Of the 118 schools reporting, ninety-nine offer business education. Twenty-nine private schools and eighty-nine public schools reported. Of these, nineteen (16%) offer no business subjects. Five private schools and fourteen public schools are represented in the list offering no business subjects. With one exception, these are junior high schools and the Indian schools. Government regulations have a standardized list of subjects that the Indian school must offer and it is possible that they do not have room for both business subjects and the required subjects.

#### I. COURSES OFFERED AND THE ENROLLMENT IN BUSINESS EDUCATION

Twenty business subjects are taught in the high schools of the state (Table I). Typing, shorthand, and bookkeeping are offered in more of the schools than any of the other subjects. General business, economics, and business arithmetic follow in the order given. Typing I leads in enrollment, with 76.3 per cent of the high schools reporting offering the subject. The enrollment in typing totals 4,667 or 19.99 per cent of the pupils enrolled in



REPORT OF THE COMMISSIONER OF THE GENERAL LAND OFFICE

STATE OF ALABAMA

REPORT OF THE COMMISSIONER OF THE GENERAL LAND OFFICE

FOR THE YEAR 1917

ALBANY, N. Y.

1918

AND

FOR THE YEAR 1917

ALBANY, N. Y.

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FOR THE YEAR 1917

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ALBANY, N. Y.

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TABLE I

NUMBER OF SCHOOLS OFFERING BUSINESS SUBJECTS  
AND NUMBER OF PUPILS ENROLLED IN EACH

Subject	No. of high schools offer- ing	% of total high schools	No. of pupils <u>enrolled</u>			% of total enroll- ment
			Boys	Girls	Total	
Typing I	90	76.3	1252	1983	3235	13.79
Typing II	79	67.	599	833	1432	6.11
Shorthand I	62	52.5	48	906	954	4.07
Shorthand II	21	17.8	8	208	216	.92
Secretarial Tr.	9	7.6	-	34	34	.14
Bookkeeping I	59	50.0	434	653	1087	4.63
Bookkeeping II	1	.85	19	-	19	.08
Business Arith.	10	8.47	141	50	191	.81
Business Law	9	7.6	47	50	97	.41
Business Eng.	7	5.9	22	31	53	.23
Economics	13	11.02	121	124	245	1.04
Consumer Educa.	1	.85	21	11	32	.09
General Business	14	11.87	70	83	153	.65
Office Practice	7	5.9	3	50	53	.23
Coop. Office Prac.	2	1.7	-	21	21	.09
Office Machines	1	.85	-	2	2	.01-
Speedwriting	1	.85	-	20	20	.09
Commercial Geog.	1	.85	3	7	10	.04
Diversified Occu.	1	.85	15	-	15	.06
Distributive Edu.	7	5.9	90	153	243	1.04
Totals			2893	5219	8112	34.53

Note: Base used in arriving at percentages

Number of high schools 118

Total enrollment 23,455

Number Junior High Schools (did not report enrollment) 19



TABLE I

Summary of the results of the investigation of the causes of the fire at the factory on the 15th of March 1934.

Subject	
1. General information	
2. Description of the factory	
3. Description of the fire	
4. Causes of the fire	
5. Results of the investigation	
6. Conclusions	
7. Recommendations	
8. Appendix	
9. Bibliography	
10. Index	

Notes: These results are given in the order in which they were obtained. The order of the chapters is not necessarily the order of the events.



TABLE II

FREQUENCY OF OFFERINGS OF BUSINESS SUBJECTS  
AND AVERAGE SIZE OF CLASSES

Subject	School Offer- ing	Enrollment			The Average size of classes
		Boys	Girls	Total	
Typing I	90	1252	1983	3235	36
Typing II	79	599	833	1432	18
Shorthand I	62	48	906	954	15
Bookkeeping I	59	434	653	1087	18
Shorthand II	21	8	208	216	10
General Busi.	14	70	83	153	11
Economics	13	121	124	245	19
Business Arith.	10	141	50	191	19
Secretar. Train.	9	-	34	34	4
Business Law	9	47	50	97	11
Office Practice	7	3	50	53	8
Distrib. Educa.	7	90	153	243	35
Business Eng.	7	22	31	53	17
Coop. Off. Prac.	2	-	21	21	11
Bookkeeping II	2	19	-	19	19
Commercial Geog.	1	3	7	10	10
Consumer Educa.	1	21	-	21	21
Diversified Occu.	1	15	-	15	15
Speedwriting	1	20	-	20	20
Office Machines	1	-	2	2	2
Totals		2893	5219	8112	







all the high schools.<sup>1</sup> Salesmanship or business training is not offered in any of the schools, although general business is offered in fourteen schools. (See page 9).

While general business ranks fourth in the number of high schools offering business subjects, economics and distributive education each have a larger enrollment. Typing, shorthand, bookkeeping, economics, and distributive education lead with the following percentages of the total enrollment:

Typing	19.9
Shorthand	4.99
Bookkeeping	4.7
Economics	1.4
Distributive education	1.4

This indicates a slight change in the business curriculum, since the "big four" business subjects have always been typing, shorthand, bookkeeping, and business arithmetic.

Table II shows the frequency of business subjects and the average size of the classes. The numbers of students enrolled does not follow the number of schools

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<sup>1</sup> Reference to the total high schools in the state refers to the 118 schools reporting.



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offering the subjects. Some subjects with fewer schools offering them show larger enrollments.

The largest number of business subjects offered in any one school is nine. Two of the largest high schools in the state offer these. One school, with an enrollment of seventy-two, offers nine subjects but two are omitted one semester and two others replace them, thus making a total of nine subjects with only seven subjects offered in any one semester.

There is some correlation between the number of subjects offered and the size of the schools, as shown in Table III, since the two schools offering nine subjects each semester are in the top bracket (over 500 enrollment) according to enrollment. There is a drop to 3.08 average of subjects offered in the 1-50 group enrollment, but with one exception (101-150), the average number of subjects offered in the schools with less than 500 enrollment is 4. to 4.5. The 101-150 group offer 3.36 subjects while the group with an enrollment over 500 offer 6.62 subjects. There are no schools reporting in the 451-500 group.

Students may enroll for any business subject without taking another, with the exception that a student enrolled in shorthand must take typing. Ten schools offer cooperative classes. They are as follows:



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TABLE III

SIZE OF SCHOOLS AND NUMBER OF BUSINESS  
SUBJECTS TAUGHT

Enrollment of schools	No. of schools reporting	Range in number of subjects taught	Offered
1--50	15	2 - 5	3.08
51-100	18	2 - 9	4.5
101-150	14	1 - 6	3.36
151-200	13	1 - 8	4.15
200-250	3	1 - 7	4.0
251-300	8	3 - 6	4.25
301-350	11	3 - 7	4.44
351-400	4	3 - 5	4.5
401-450	5	4 - 8	6.
451-500	-	-	-
Over 500	<u>8</u>	4 - 9	6.62
Total schools reporting business subjects	99		







Distributive Education	7	classes
Office Practice	2	"
Diversified Occupations	1	"

None of the schools reporting requires business courses for graduation unless the student is taking a business program. Twelve schools have a special curriculum for business students. With the exception of two schools with an enrollment of seventy-two and two hundred each, all these schools are accredited by the North Central Association. All are accredited by the state and all are public schools. With three exceptions, these schools each have an enrollment of two hundred or over and offer a range of business subjects from four to nine. The following table shows the number of business subjects and the enrollment of the twelve schools offering a special business curriculum:

Enrollment	No. business subjects offered
*72	7
120	4
134	4
*200	5
289	4
335	5
415	5
415	8
550	6
836	9
850	8
2434	9

\* Not accredited by the North Central Association.







Seven schools have dropped the following subjects for lack of enrollment:

Subject	No. schools dropping
Typing - - - - -	3
Shorthand I - - - - -	5
Secretarial Training - - -	3
Bookkeeping - - - - -	3
Shorthand II - - - - -	3
Business English - - - - -	1

Table IV lists the classification of eighty public schools and nineteen private and parochial schools offering business. Bookkeeping II is not found in the public schools, while business law, consumer education, general business, cooperative office practice, office machines (See Chapter III), distributive education, speedwriting, commercial geography, and diversified occupations are not found in the private schools.

The high schools of less than one hundred enrollment have the largest per cent of students enrolled in the business departments (Table V). This is possibly because there is less choice of subjects in the smaller schools. There is a difference of 13.65 per cent between the schools of five hundred or more and the smaller ones of less than one hundred enrollment.



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...less than ...



## II. GRADES IN WHICH SUBJECTS ARE OFFERED

With a few exceptions, most of the business subjects are offered in the eleventh and twelfth grades. Fifty-six schools offer all the business subjects in the last two years of high school, while fifteen additional schools also offer all subjects, with the exception of typing, in the same years. The table below gives a listing of the exception to this rule:

No. Schools	Subject	Year in which subject is offered
19	Typing	10-12 inclusive
7	Typing	9-12 "
6	Bookkeeping	10-12 "
3	Shorthand	10-12 "
3	Business Arithmetic	9-10 "
7	General Business	9-12 "
2	Economics	9-10 "
1	Office Practice	10-11 "
2	Business Law	10-12 "

The majority of the exceptions are in schools of less than two hundred students, but two schools have an enrollment of 302 and 410.

## III. COMPARISON OF NUMBER OF BOYS AND GIRLS ENROLLED IN BUSINESS SUBJECTS

Of the 8,112 students enrolled in the business departments of the high schools of the state girls make up 64.3 per cent of the total enrollment, while the boys







constitute a total of only 35.7 per cent of the total enrollment. This is a ratio of almost two to one in favor of the girls. Few boys enroll in shorthand and fewer remain to take Shorthand II, but 38.7 per cent of the boys take Typing I and 41.8 per cent of the group of Typing II students represents the enrollment of the boys. This indicates that typing has more interest for the boys than shorthand. Girls have not enrolled in Bookkeeping II or Diversified Occupations and the classes are elected by the boys only although either subject may be helpful for the girls, also. Business arithmetic has an enrollment of 73.82 per cent boys and 26.18 per cent girls.

Consumer education classes are offered as part of the Home Economics program as well as of the Business program and the enrollment in that case is usually made up of girls. One class of Consumer Education is reported as having only boys as members. The class is offered in the School for the Deaf and is the only business subject offered in that school. The enrollment of the class is not given.

The only class offered in the state in Diversified Occupations is made up of an enrollment of boys. The work consists of trade and industrial subjects, largely shop work, and is therefore of more interest to boys than



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TABLE IV

CLASSIFICATION OF HIGH SCHOOLS OFFERING  
BUSINESS SUBJECTS

Subjects	Public Schools	Private Schools
Typing I	73	17
Typing II	63	16
Shorthand I	48	14
Shorthand II	13	8
Secretarial Training	8	1
Bookkeeping I	48	11
Bookkeeping II	-	1
Business Arithmetic	9	1
Business Law	9	-
Business English	5	2
General Economics	13	2
Consumer Education	1	-
General Business	14	-
Office Practice	6	1
Cooperative Office Practice	2	-
Office Machines	1	-
Distributive Education	7	-
Speedwriting	1	-
Commercial Geography	1	-
Diversified Occupations	<u>1</u>	<u>-</u>
Total Schools reporting	89	29







girls. The school offering this course has another in Distributive Education which is made up largely of girls, although some boys are enrolled.

Business Law, Economics, and General Business show a more equal enrollment of boys and girls than any of the other subjects. This may indicate that the girls are specializing in the skills while the boys may be taking the general business subjects to help prepare them for other types of study.

#### IV. SUMMARY

1. Twenty business subjects are offered in the high schools of New Mexico.

2. Typing is the most popular business subject, with 19.99 per cent of all the students enrolled in the reporting high schools taking typing. Shorthand, Book-keeping, Economics, and Distributive Education follow in the order given. According to the number of students enrolled, Economics and Distributive Education have replaced Business Arithmetic in the "big four" of business subjects.

3. Students seem to prefer courses dealing with general business rather than the specialized subjects, with the exception of typing.







TABLE V

ENROLLMENT IN BUSINESS SUBJECTS BY SIZE  
OF SCHOOLS

Enroll- ment of schools	Number of schools reporting	Total en- rollment	No. enrolled in business subjects			Percent of total enroll- ment
			Boys	Girls	Total	
1-50	15	546	123	144	267	48.9
51-100	18	1563	288	470	758	48.5
101-150	14	1756	238	278	516	29.4
151-200	13	2277	219	650	869	38.2
201-250	3	690	64	138	202	29.3
251-300	8	2166	212	443	655	30.24
301-350	11	3235	644	470	1114	34.54
351-400	4	1534	116	278	394	25.7
401-450	5	2050	258	372	630	30.73
451-500	-	--	-	-	-	-
Over 500	8	7648	731	1976	2696	35.25
Totals	99	23,455	2893	5208	8112	35.



TABLE V

PERCENTAGE OF BUSINESS SUBJECTS BY SIZE OF SCHOOL

Grade- level of schools	Number of schools reporting	Number of business subjects reporting	Percentage of business subjects of total enrollment	Percentage of business subjects of total enrollment
1-90	12	185	1.4	1.4
91-100	13	183	1.4	1.4
101-150	14	170	1.3	1.3
151-200	13	160	1.2	1.2
201-250	3	60	.5	.5
251-300	3	55	.4	.4
301-350	11	135	1.0	1.0
351-400	4	110	.8	.8
401-450	2	50	.4	.4
451-500	-	-	-	-
Over 500	5	110	.8	.8
Totals	90	1,000	7.5	7.5



4. Twelve high schools have a special curriculum for students of business subjects.

5. The larger schools offer a few more subjects than the smaller ones, although schools with an enrollment of less than five hundred have an average of 4 to 4.5 subjects, with one exception (101-150 group offers 3.36). All but two of these schools are accredited by the North Central Association.

6. There is some correlation between the size of the schools and the number of students enrolled in business subjects. Schools of less than one hundred enrollment have the largest percentage of enrollment in these subjects.

7. Half of the schools reporting give their business courses in the last two years of high school, while fifteen others also give their courses, with the exception of typing, in the eleventh and twelfth grades.

8. More boys than girls are enrolled in the business departments of the state's high schools. Bookkeeping, Business Arithmetic, and Diversified Occupations attract more boys than girls.

9. The Junior high schools of the state do not offer any business education subjects.



1. The first part of the report is devoted to a general survey of the situation in the country. It shows that the country is in a state of transition, and that the people are beginning to take an interest in their own affairs. The second part of the report is devoted to a detailed study of the economic situation. It shows that the country is suffering from a severe economic crisis, and that the people are living in poverty and distress. The third part of the report is devoted to a study of the political situation. It shows that the country is in a state of political chaos, and that the people are suffering from the effects of the civil war.

2. The second part of the report is devoted to a detailed study of the economic situation. It shows that the country is suffering from a severe economic crisis, and that the people are living in poverty and distress. The third part of the report is devoted to a study of the political situation. It shows that the country is in a state of political chaos, and that the people are suffering from the effects of the civil war. The fourth part of the report is devoted to a study of the social situation. It shows that the country is in a state of social disintegration, and that the people are suffering from the effects of the civil war.

3. The third part of the report is devoted to a study of the political situation. It shows that the country is in a state of political chaos, and that the people are suffering from the effects of the civil war. The fourth part of the report is devoted to a study of the social situation. It shows that the country is in a state of social disintegration, and that the people are suffering from the effects of the civil war. The fifth part of the report is devoted to a study of the cultural situation. It shows that the country is in a state of cultural decline, and that the people are suffering from the effects of the civil war.



TABLE VI

NUMBER OF BOYS AND GIRLS ENROLLED IN  
BUSINESS SUBJECTS

Subject	Boys	% Boys	Girls	% Girls	Total Enrolled
Typing I	1252	38.7	1983	61.3	3235
Typing II	599	41.8	833	58.2	1432
Shorthand I	48	5.	906	95.0	954
Shorthand II	8	3.75	208	96.25	216
Secretarial Train.	-	-	34	100.0	34
Bookkeeping I	434	39.92	653	60.2	1087
Bookkeeping II	19	100.0	-	-	19
Business Arithmetic	141	73.82	50	26.18	191
Business Law	47	48.45	50	51.55	97
Business English	22	41.5	31	58.5	53
Economics	121	49.4	124	50.6	245
Consumer Education	21	67.7	10	-	31
General Business	70	45.75	83	54.25	153
Office Practice	3	5.7	50	94.3	53
Cooperative Off. Prac.	-	-	21	100.0	21
Office Machines	-	-	2	100.0	2
Speedwriting	-	-	20	100.0	20
Diversified Occupa.	15	100.0	-	-	15
Distributive Educa.	90	37.0	153	63.0	243
Commercial Geog.	3	30.	7	70.0	10
Totals	2893		5219		8112

Note: Base used in arriving at percentages, 8,119 total business enrollment.

% Boys enrolled in business subjects 35.7%  
% Girls enrolled in business subjects 64.3%







### CHAPTER III

#### OFFICE MACHINES USED IN THE HIGH SCHOOLS

The response to the questionnaire shows that only one school in the state offers a course in office machines, with an enrollment of two students. Many schools indicate that they offer some office machines instructions in connection with other classes. It is evident from an analysis of the machines listed that the business departments in some schools use the machines from the school office. Some of these schools use the duplicating machines for instructional purposes in office practice and do the school duplicating. This gives the student practical experience on a machine not otherwise available and, since the material produced is used by the school, reduces the cost for the department. The initial expense of the machines and their maintenance has been one factor which has kept the schools from offering more machine instruction.

Although eighty-nine schools offer typing, only seventy-six schools reported the number of typewriters used in the business departments. The total number of machines listed was 1,444. One school reported a group of eighty typewriters and the smallest group reported was two machines. Twenty is the average number of machines in







each school reporting. A count of the machines has been arranged by groups as follows:

<u>Number of schools reporting</u>	<u>Number of typewriters</u>
1	80
10	30-40
17	21-29
16	16-20
32	2-15

Of these machines, 72 per cent were Underwoods; 19 per cent Royals; 10 per cent Woodstocks; 6.3 per cent Remingtons, and .01 per cent were L. C. Smiths. This does not indicate that one machine is superior to another since typewriters were not always available during the war and the schools purchased whatever machines were to be had. Availability of service is another factor influencing selection.

A list of the other office machines used in the high school business departments is as follows:

Duplicators	66
Adding machines	47
Crank-type calculators	7
Key-driven calculators	5
Dictaphone	1
Bookkeeping machines	3

Although the number of machines now in use in the schools is not large, it is evident that the administrators and teachers are aware of the place of such equipment in business education, since several of them suggested that



each school community. A total of 100 schools are now

operated by groups of parents.

Number of schools  
Number of pupils

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

Of these schools, 50 are now being operated by

parent groups, 10 are being operated by

groups, and 40 are being operated by

groups. The results of the study indicate

that the results of the study indicate

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adding business machines would improve the work of the departments. The cost and maintenance of office machines, and the fact that they have not been available in any quantities since the war, has somewhat restricted their use for instructional purposes. One administrator suggested that the state should furnish machines as well as textbooks.

Some administrators have said that the cost of the machines and their upkeep would not justify the expense of maintaining a large machine department, but most of them who expressed an opinion indicated the need for additional machine instruction. The smaller cities and towns do not afford an outlet for many machine operators, since there are few machines there.

Although office machines are a development of very recent years, they have revolutionized the clerical practices in the business world. Many tasks once slowly, and often inaccurately, done by hand are now performed by ingenious mechanisms like calculating, recording, duplicating, billing, bookkeeping machines, and many others. These machines not only save time but do their work more



adding business machines would be a great help to the  
department. The cost of the machine is \$100.00 and the  
and the fact that they have been very successful in  
quantities since the very first machine was ordered.  
one for instructional purposes. The department  
wished that the state should furnish machines as well as  
textbooks.

Some educational workers have said that the use of the  
machines and their products would not justify the expense  
maintaining a large machine department, but most of them  
who expressed an opinion indicated the need for additional  
machine instruction. The machine department is not  
afford an outlet for any machine department, since there  
are few machines there.

Although office machines are a necessity of every  
recent years, they have revolutionized the office. They  
those in the business world. Many people have said that  
often inaccurately, have by hand the work formerly done  
ingenious mechanisms like calculating, recording, adding,  
adding, billing, bookkeeping, etc., and many others.  
These machines not only save time but also save money.



efficiently and more economically.<sup>1</sup>

The trend to make machine training more effective.

There has been a renewed emphasis on the value of machine training. Although much disagreement on the inclusion in the curriculum of a course in machine work has arisen, the greatest difference of opinion has to do with the degree of skill to be attained in machine operation. Some believe the course should be designated to produce skilled operators for a particular machine; others expect to give the student merely an introductory knowledge and a usable skill in the operation of several types of machines.

The two plans widely used are the battery plan and the rotation plan:

1. The battery plan provides for a room equipped with only one type of machine, where students are expected to attain a high degree of efficiency of skill in the operation of that particular machine.
2. The rotation plan is planned around various types of machines in units completed in rotation by pupils. The

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<sup>1</sup> Florence L. Rome, Office Machine Operator (Occupational Abstract No. 66: Occupational Index, Inc., Washington Square, New York, 1947), pp. 1-6.



effectively and more economically.

The trend is toward a more complete

There has been a marked increase in the

employment of women in the

The construction of a new

greatest difference in

of skill to be obtained in

leave the course which is

operators for

the student must be

skill in the operation of

The two plans which

the protection plan

I. The better plan provides

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II. The protection plan

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I. Florence M. Jones, 2212

National Highway, No. 20,

Washington Square, New York, 10001



different groups work on different machines at the same time.

3. The model-office plan, a special form of the rotation plan, requires a room with various types of equipment.<sup>2</sup>

The important factor in machine courses is the placement value for the students, who may secure positions not only as machine workers but in places where machines are used only occasionally. There can be no doubt that typists, stenographers, clerical workers, and bookkeepers have been made more valuable to employers by their knowledge of machines. New machines are rapidly being perfected to insure accuracy and speed, and there is a demand for capable operators of these machines.

The factor of the school budget in relation to machines is an important factor, since machines are expensive. One machine of each kind in a large school may complicate rather than solve the problem of machine training. Old machines of an outmoded type are of no value in the classroom, usually because the machines in the offices are more advanced models.

The battery plan is effective in a large school where it has been used to develop a high degree of skill for a large number of students. This would be impractical in the smaller school because of the cost and the demand

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<sup>2</sup> Thomas H. Briggs, "Business Education for Tomorrow," The Fourteenth Yearbook, 1941, (The Eastern Commercial Teachers: Somerville, New Jersey. Somerset Press, Inc., 1941), pp. 51-52.







for operators in the small community.

In the public school business education program, the purpose of the most business machines is generally to familiarize pupils with the machines, and not to afford a great degree of skill in their operation. On the other hand, most of the public and the private schools use the battery plan to develop a marketable skill and placement in a job which requires the use of this particular machine on a full-time basis. A study of job opportunity and placement is an essential feature of this plan; otherwise, students may be prepared for the operation of machines when there are no demands for operators.

For the schools of New Mexico, unless it is in the few schools with an enrollment of over five hundred, it is suggested that perhaps the rotation plan will meet the need of the school and the community, since the number of machines in the smaller towns is not enough to permit a large number of highly skilled operators finding employment. Since there is now a wide shift in the population from state to state, it may be well to include some machine instruction, since the student may use it elsewhere. But New Mexico should first educate students for New Mexico.



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## CHAPTER IV

### NUMBER OF TEACHERS OF BUSINESS, THEIR PROFESSIONAL QUALIFICATIONS, AND OTHER ADMINISTRATIVE INFORMATION

The 118 schools reporting indicate that there are 134 business teachers employed in these schools. Of this number, sixty-eight devote their entire time to the teaching of business subjects; nineteen spend half-time, while forty-seven spend less than half-time in Business Education.

#### I. PROFESSIONAL QUALIFICATIONS OF BUSINESS TEACHERS

Education. Of the 134 teachers of business, 123 report having attended college. Eleven teachers did not report their college work although it is rather obvious that they must have had some higher preparation in order to be certificated. Ninety-three, or 70 per cent, have had four or more years of college preparation, while only eleven (8.5 per cent) teachers have had less than four years. Table VII shows the number of years each teacher has attended college. Nineteen teachers are unclassified, since they did not state the number of years of schooling although they indicate that they attended college.



NUMBER OF TEACHERS IN VARIOUS  
QUALIFICATIONS AND OTHER DATA

The 118 schools are divided into two groups:

1. Public schools - 118 schools

2. Private schools - 118 schools

and of business subjects and other subjects.

forty-seven schools have been added to the list.

Also.

1. The number of teachers in various

qualifications and other data.

2. The number of teachers in various

qualifications and other data.

3. The number of teachers in various

qualifications and other data.

4. The number of teachers in various

qualifications and other data.

5. The number of teachers in various

qualifications and other data.

6. The number of teachers in various

qualifications and other data.

7. The number of teachers in various

qualifications and other data.

8. The number of teachers in various

qualifications and other data.

9. The number of teachers in various

qualifications and other data.



TABLE VII

## COLLEGE PREPARATION OF BUSINESS TEACHERS

Years of college work	Number of teachers	Per cent
6	4	3.
5	36	27.
4	53	39.7
3	5	3.8
2	5	3.8
1	1	.1
*Unclassified	19	14.4
No work reported	11	8.
Total	134	100.

\*College work indicated; number of years not listed.

Median 4.7.



Page 12

COLLEGE REPORTS

Year of college  
1927

Name of student

1

2

3

4

5

6

7

8

9

10

11

12



Fourteen teachers attended college but did not major or minor in business education. Three teachers had additional study in business college and one specialized in business subjects in high school. Eleven did not report having attended either college or business college. The number of teachers and their majors and minors are arranged as follows:

	No. teachers
Business Education major	38
Business Education minor	<u>26</u>
Total	109
Other fields of study	<u>14</u>
Total	123

These figures show that 123 teachers of business have had college preparation.

Table VIII indicates that the largest number of teachers with four or more years of college preparation are found equally in schools with less than two hundred enrollment and those with more than four hundred. With the exception of three teachers, schools with over three hundred enrollment have no teachers with less than four years college work.

College preparation in relation to subjects taught.

Table IX gives the number and the per cent of teachers who are teaching in the field of their business preparation.



Fourteen teachers attended college in 1911, major or minor in business education. These teachers had additional study in business college in the following in business subjects in college. The number of teachers and their subjects are as follows:

Business Education major	1
Business Education minor	1
Other fields of study	12
Total	14

These figures show that 14 teachers are of college graduation. Table VIII indicates that the largest number of teachers with four or more years of college graduation are found equally in schools with less than 100 pupils enrollment and those with more than 100 pupils enrollment. The exception of three teachers, schools with less than 100 pupils enrollment have no teachers with four years college work.

Table IX gives the number and the grade of teachers in the field of business education in 1911.



TABLE VIII

## COLLEGE TRAINING OF TEACHERS COMPARED TO SIZE OF SCHOOL

Years of college work	Enrollment					
	1-100	101-200	201-300	301-400	401-500	Over 500
Six years	-	1	-	1	-	2
Per cent	-	3.8	-	4.5	-	8.
Five years	6	9	3	4	3	11
Per cent	20.7	33.4	25.0	18.1	37.5	44.0
Four years	15	7	6	13	2	10
Per cent	51.8	25.7	50.0	59.2	25.0	40.0
Three years	1	2	1	1	-	-
Per cent	3.4	7.4	8.3	4.5	-	-
Two years	1	2	-	2	-	-
Per cent	3.4	7.4	-	9.2	-	-
One year	-	1	-	-	-	-
Per cent	-	3.8	-	-	-	-
Unclassified	6	5	2	1	3	2
* (Years not listed)						
Percent	20.7	18.5	16.7	4.5	37.5	8.0
Totals	29	27	12	22	8	25

\* College work indicated

Total No. teachers 123



COLLEGE TRAINING IN THE		Years in
College with		College with
Six years	100%	100%
Five years	100%	100%
Four years	100%	100%
Three years	100%	100%
Two years	100%	100%
One year	100%	100%
Per cent	100%	100%
Unclassified	100%	100%
* Years not listed		100%
* College with		100%



TABLE IX

SPECIAL STUDY OF TEACHERS IN THE SUBJECTS  
WHICH THEY OFFER

Subject	No. of high schools teaching	No. of high schools with teachers of special training	% of high schools with teachers hav- ing special training
Typing	90	80	88.88
Shorthand	62	61	98.4
Bookkeeping	59	59	100.
General Business	14	12	85.71
Economics	13	13	100.
Business Arith.	10	6	60.
Secretarial Train.	9	7	77.78
Business Law	9	7	77.78
Office Training	9	4	57.14
Distributive Edu.	7	7	100.
Business English	7	7	100.
Commercial Geog.	1	--	---
Consumer Edu.	2	1	50.
Diversified Occu.	1	1	100.
Speedwriting	1	--	---
Office Machines	1	--	---







The largest per cent (98.4 per cent) is in Shorthand. Office Practice (57.14 per cent) and Consumer Education (50.0 per cent) have the lowest ranking in point of teacher preparation in the subject taught. Commercial Geography, Speedwriting, and Office Machines are taught by teachers with no preparation in these subjects. Although 91.8 per cent of the business education teachers have had some study in business education it does not always follow that these teachers are teaching classes in the subjects in which they are prepared. One small school with less than one hundred enrollment offers nine business subjects, yet the teacher has had college study in but three. At least twenty-nine teachers are teaching in subjects for which they are not prepared.

Teaching experience. Of the 118 teachers reporting previous teaching experience seven indicate first year service (Table X). The beginning teachers are in schools of less than four hundred enrollment. Table X shows fifty-seven of the 118 teachers have taught more than ten years. It is significant that while seven teachers are beginning their professional careers there is an equal number who have taught for more than twenty-five years. The older teachers will soon reach retirement age and the younger corps of teachers will barely replace the number.







TABLE X

## TEACHING EXPERIENCE AND SIZE OF SCHOOLS

Experience	Enrollment					
	1-100	101-200	201-300	301-400	401-500	Over 500
Beginners (first year)	2	2	1	2	-	-
Per cent	7.69	7.14	7.69	11.76	-	-
Less than 5 years	7	6	3	5	4	3
Per cent	27.0	21.43	23.07	29.41	40.	12.5
Five to 10 years	3	5	3	4	4	5
Per cent	11.53	17.86	23.07	23.53	40.	20.83
Over 10 years	14	15	6	6	2	16
Per cent	53.84	53.57	46.14	35.29	20.	66.67
Total No. reporting	26	28	13	17	10	24
Per cent	22.22		11.11	14.55	7.63	20.51



1911

1912

1913

1914

1915

1916

1917

1918

1919

1920

1921

1922

1923

1924

1925

1926

1927

1928

1929

1930

1931

1932

1933



It would seem that possibly not enough teachers are entering this field of high school teaching to replace those leaving for retirement or for other reasons.

Table XI gives the arrangement by groups of the years of teaching experience for the business teachers. Fifty-one per cent of these teachers have had from one to ten years of teaching experience. Thirty-nine, or 33 per cent, have taught from ten to twenty years; eighteen, or 15 per cent, have from twenty-one to forty years of teaching experience to their credit.

Business experience. Seventy-five teachers have had from six months to twenty-five years of business experience, although only five have over ten years of experience (Table XII). Table XIII lists the college preparation and the practical business experience of full-time and part-time teachers. The full-time teachers have had more business experience than have the part-time teachers.

## II. TEACHING LOAD OF BUSINESS TEACHERS

Class load. A true picture of the class teaching load can only be had by taking into account those schools which hire full-time business teachers. In that case, the average teaching load varies from six classes in the smaller schools to 4.3 classes in the schools with over



It would seem that a high school teacher was

entering this field of high school teaching to replace

those leaving for vocations or the other reason.

Table II shows the number of teachers in the

field of teaching who are in the various positions.

Table III shows the number of teachers who have been in the

field of teaching for various periods of time.

Table IV shows the number of teachers who are in the

field of teaching who are in the various positions.

Table V shows the number of teachers who are in the

field of teaching who are in the various positions.

Table VI shows the number of teachers who are in the

field of teaching who are in the various positions.

Table VII shows the number of teachers who are in the

field of teaching who are in the various positions.

Table VIII shows the number of teachers who are in the

field of teaching who are in the various positions.

Table IX shows the number of teachers who are in the

field of teaching who are in the various positions.

Table X shows the number of teachers who are in the

field of teaching who are in the various positions.

Table XI shows the number of teachers who are in the

field of teaching who are in the various positions.



TABLE XI

## TEACHING EXPERIENCE OF BUSINESS TEACHERS

<u>Years of teaching experience</u>	<u>Number of teachers</u>
0 - 5	34
6 - 10	27
11 - 15	19
16 - 20	20
21 - 25	11
26 - 30	4
31 - 40	3
Total	118

Median: 11.25



1934

TECHNICAL REPORT

1934

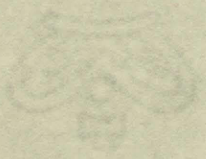
TECHNICAL REPORT

TECHNICAL REPORT

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TECHNICAL REPORT



TABLE XII

## PRACTICAL COMMERCIAL EXPERIENCE OF BUSINESS TEACHERS

<u>Years of business experience</u>	<u>Number of teachers</u>
Less than 1	3
1	11
2	17
3	15
4	2
5	11
6	5
7	1
8	-
9	1
More than 10	<u>5</u>
Total reporting	75
Median: 3.17	







TABLE XIII

## CLASS LOAD OF FULL-TIME BUSINESS INSTRUCTORS

Enrollment of schools	No. of schools reporting	No. of full-time instructors	No. of business classes taught	Average class load
10 - 100	30	10	60	6.
101 - 200	24	15	81	5.5
201 - 300	11	9	53	5.8
301 - 400	16	12	60	5.
401 - 500	3	4	21	5.3
Over 500	8	18	78	4.3
Totals	92	68	353	5.2



THE STATE

DEPARTMENT OF REVENUE

RECEIPTS  
FOR

10 - 100

100 - 200

200 - 300

300 - 400

400 - 500

OVER 500

TOTALS



five hundred enrollment. The average for all the schools for the full-time teachers is 5.2 classes (Table XIV).

Student load. Of the ninety-five schools reporting the daily student load of business teachers, there is a range of from ten to 252 students according to the enrollment of the school. The median for the student load is 83.18 students per teacher (Table XV).

Variety of subjects offered by each business teacher.

The total number of subjects offered by each teacher is as follows:

Enrollment by schools	10-100	101-200	201-300	301-400	401-500	Over 500
No. subjects	94	119	46	61	30	53
No. teachers	29	37	13	21	8	24
Average business subject load	3.25	3.2	4.3	2.9	3.7	2.2

Most of the teachers in smaller schools are spending half, or less, time on business subjects, which means that in the smaller schools the teaching load is six or more subjects. The smaller schools seldom offer more than one section of any business subject unless duplicate typing courses are made necessary by a limited number of typewriters. In addition to teaching business subjects, the teachers in smaller schools have a wider variety of subjects, chiefly, English, Mathematics, Education, and Spanish.



Five hundred enrollment. The average for all the schools for the full-time course is 1.3 classes (Table VII).

Enrollment data. The average enrollment for the full-time course is 1.3 classes (Table VII). The early estimate of the enrollment for the full-time course of 1930 was 1.3 classes (Table VII). The enrollment for the full-time course of 1930 was 1.3 classes (Table VII).

Table of subjects. The total number of subjects offered by the schools is as follows:

Enrollment by schools	No. subjects	No. teachers
10-100	10	10
100-200	20	20
200-300	30	30
300-400	40	40
400-500	50	50
500-600	60	60
600-700	70	70
700-800	80	80
800-900	90	90
900-1000	100	100
1000-1100	110	110
1100-1200	120	120
1200-1300	130	130
1300-1400	140	140
1400-1500	150	150
1500-1600	160	160
1600-1700	170	170
1700-1800	180	180
1800-1900	190	190
1900-2000	200	200
2000-2100	210	210
2100-2200	220	220
2200-2300	230	230
2300-2400	240	240
2400-2500	250	250
2500-2600	260	260
2600-2700	270	270
2700-2800	280	280
2800-2900	290	290
2900-3000	300	300
3000-3100	310	310
3100-3200	320	320
3200-3300	330	330
3300-3400	340	340
3400-3500	350	350
3500-3600	360	360
3600-3700	370	370
3700-3800	380	380
3800-3900	390	390
3900-4000	400	400
4000-4100	410	410
4100-4200	420	420
4200-4300	430	430
4300-4400	440	440
4400-4500	450	450
4500-4600	460	460
4600-4700	470	470
4700-4800	480	480
4800-4900	490	490
4900-5000	500	500
5000-5100	510	510
5100-5200	520	520
5200-5300	530	530
5300-5400	540	540
5400-5500	550	550
5500-5600	560	560
5600-5700	570	570
5700-5800	580	580
5800-5900	590	590
5900-6000	600	600
6000-6100	610	610
6100-6200	620	620
6200-6300	630	630
6300-6400	640	640
6400-6500	650	650
6500-6600	660	660
6600-6700	670	670
6700-6800	680	680
6800-6900	690	690
6900-7000	700	700
7000-7100	710	710
7100-7200	720	720
7200-7300	730	730
7300-7400	740	740
7400-7500	750	750
7500-7600	760	760
7600-7700	770	770
7700-7800	780	780
7800-7900	790	790
7900-8000	800	800
8000-8100	810	810
8100-8200	820	820
8200-8300	830	830
8300-8400	840	840
8400-8500	850	850
8500-8600	860	860
8600-8700	870	870
8700-8800	880	880
8800-8900	890	890
8900-9000	900	900
9000-9100	910	910
9100-9200	920	920
9200-9300	930	930
9300-9400	940	940
9400-9500	950	950
9500-9600	960	960
9600-9700	970	970
9700-9800	980	980
9800-9900	990	990
9900-10000	1000	1000

Most of the courses in smaller schools are of the type of half, or less, time or part-time subjects, which means that in the smaller schools the teaching load is very low. The smaller schools offer fewer subjects than one section of any business subject unless it is a type of course are more necessary by a limited number of typewriters. In addition to teaching business subjects, the teacher in smaller schools must know a great deal of subjects, chiefly, English, mathematics, education, and Spanish.



TABLE XIV

## DAILY STUDENT LOAD OF BUSINESS TEACHERS

Number of Students	Number of Teachers
250 - 260	1
240 - 249	-
230 - 239	-
220 - 229	-
210 - 219	-
200 - 209	-
190 - 199	1
180 - 189	1
170 - 179	1
160 - 169	2
150 - 159	5
140 - 149	2
130 - 139	4
120 - 129	6
110 - 119	1
100 - 109	11
90 - 99	5
80 - 89	11
70 - 79	8
60 - 69	6
50 - 59	7
40 - 49	8
30 - 39	5
20 - 29	6
10 - 19	4
Total No. Teachers	95
Median: 83.18 students per teacher	







TABLE XV

COLLEGE PREPARATION AND BUSINESS EXPERIENCE  
OF TEACHERS

Time spent in teaching busi- ness subjects	No. teachers reporting	No. having business training in college		No. having business experience	
		Per cent		Per cent	
Full time	68	65	95.6	47	69.1
Half time	19	19	100.0	11	57.4
Less than half time	47	39	83.4	17	35.2
Totals	134	123	91.8	75	56.0







### III. BUSINESS TEACHERS' SALARIES, TIME SPENT IN CLASSROOM, AND OTHER DUTIES

Salaries. Of the 118 questionnaires returned, eighty-six listed information on the salaries of business teachers. The salaries range from \$2200 to \$3600. The median is \$2933. The Educational Budget Auditor, Santa Fe, in a report issued September and October, 1947, states that the median for full-time teachers in New Mexico is \$2749 per annum.<sup>1</sup> The median for municipal schools is \$2980. The median of \$2933 indicates that the business teachers are paid on a level with other teachers of the state.

The Educational Budget Auditor reports that in the past three years an average increase of \$1045 has been granted all the teachers of the state. This not only reflects an increase in salary schedules but an improvement in the qualifications of the teachers as well. This applies to the business teachers as well as all the other teachers of the state, since the median of college years for business teachers has increased to 4.5 years since 1938.<sup>2</sup> Four teachers receive a salary of less than \$2400

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<sup>1</sup> The Albuquerque Journal, Albuquerque, New Mexico, November 19, 1947, p. 6, col. 2.

<sup>2</sup> Margaret Wiley Nelson, "Commercial Subjects in the High Schools of New Mexico," (unpublished Master's thesis, The University of New Mexico, Albuquerque, 1938).



III. BUSINESS TEACHERS, GRADES 1-12  
IN CLASSROOMS, 1938-1939

Salaries. Of the 118 teachers in grades

eighty-six received information on the amount of business  
teacher. The salaries range from \$1200 to \$2400. The  
median is \$1875. The distribution of salaries is as follows:  
in a report issued September and October, 1937, stated that  
the median for full-time teachers in the district is \$1875  
per annum. The median for residential schools is \$1800.  
The median of 1937 for all teachers in the business department  
are paid on a level with other teachers of the state.

The percentage of teachers who are paid on a level with  
past three years is 100 percent. The percentage of teachers who are  
granted all the benefits of the state is 100 percent. The percentage of  
teachers who are paid on a level with other teachers of the state is 100 percent.  
in the percentage of teachers who are paid on a level with other teachers of the state is 100 percent.  
pays to the business teachers as well as all the other  
teachers of the state. Since the salary of business teachers  
for business teachers has increased to 100 percent since  
1938. For teachers receive a salary of less than \$1800

November 12, 1938, p. 1, col. 1.

The University of New Mexico, Department of Education, 1938-1939.  
High Schools of New Mexico, Department of Education, 1938-1939.



while six receive \$3600. There is apparently no comparison according to the size of the school, since one of the smaller schools is paying \$3600. One of the larger schools did not report the salaries paid their business teachers, which might reflect some change in the figures given.

Full-time and part-time teachers. A comparison, in relation to the size of the school, of teachers of business spending full, half, and less than half-time in business instruction is shown in Table XVI. There are no full-time business teachers in schools of less than fifty enrollment. Schools of more than two hundred enrollment have few, if any, part-time business teachers. There are seven part-time business teachers in schools of over two hundred enrollment. Schools of less than two hundred enrollment have twelve half-time teachers and forty teachers who are employed less than half-time in the teaching of business subjects.

Clerical duties of business teachers. Nineteen teachers reported that from one to four hours daily are spent in keeping the school books and records. Of these only three receive additional compensation. One teacher spends four hours per day in the school bookstore which is operated by the bookkeeping class under the teacher's supervision. There is no additional salary for this service.



while six months ago, there is no longer a

according to the state of the school, there is no longer a

or schools is paying \$5000. One of the things

and report the situation with their business

might reflect some change in the

Full-time and part-time students

relation to the size of the school, the

ness spending full, half, and less than

ness instruction is shown in table 12.

Full-time business students in schools of

enrollment. Schools of less than 100

have few, if any, full-time business students

even part-time business students in some

hundred enrollment. There is a

rollment have twelve full-time students and 100

who are employed less than half-time for one

business students.

Extensive study of business students

teachers reported that from 1910 to 1915

spent in keeping the school up to date

only three receive any of the equipment

spends four years and the equipment

is operated by the bookkeeping class

supervision. There is no full-time



TABLE XVI

TIME SPENT BY BUSINESS TEACHERS ACCORDING TO  
SIZE OF SCHOOL

Enrollment of schools	No. of schools reporting	Full-time		Half-time		Less than half-time	
		No.	%	No.	%	No.	%
10-50	12	-	-	4	33.33	8	66.7
51-100	18	10	45.5	3	13.6	9	40.9
101-150	14	5	33.3	3	20.0	7	46.7
151-200	10	10	55.5	2	11.1	6	33.4
201-250	3	2	66.7	-	-	1	33.3
251-300	8	7	70.0	-	-	3	30.0
301-350	11	9	56.3	3	18.7	4	25.0
351-400	5	3	60.0	2	40.0	-	-
401-450	3	4	44.4	1	11.1	4	44.5
451-500	-	-	-	-	-	-	-
Over 500	8	18	75.0	1	4.2	5	20.8
Total	92	68	50.7	19	14.2	47	35.1



Page 10

THE UNITED STATES OF AMERICA  
DEPARTMENT OF THE INTERIOR  
BUREAU OF LAND MANAGEMENT

Number of acres		Number of sections		Number of townships		Number of ranges	
10-20	10	10	10	10	10	10	10
21-30	10	10	10	10	10	10	10
31-40	10	10	10	10	10	10	10
41-50	10	10	10	10	10	10	10
51-60	10	10	10	10	10	10	10
61-70	10	10	10	10	10	10	10
71-80	10	10	10	10	10	10	10
81-90	10	10	10	10	10	10	10
91-100	10	10	10	10	10	10	10
Over 100	10	10	10	10	10	10	10
Total	10	10	10	10	10	10	10



Source of teacher supply. Only thirty-nine administrators reported whether or not enough business teachers were found in New Mexico to fill the vacancies for the 1947-48 school year. Twenty-two stated that local teachers were found to take care of the openings, while fourteen stated that they found their teachers through outside sources. Two principals were unable to find business teachers for the smaller schools and one was forced to teach two business classes although he had no formal business training.

Following is listed the local agencies through which business teachers were hired:

Source	No. schools reporting Teachers
University of New Mexico Teacher Placement	8
East New Mexico College	3
New Mexico Highlands University	1
Personal applications and contacts (In some cases through the efforts of the principal)	10



Source of information: [illegible]

Information received [illegible]

was found to [illegible]

1947-48 school year [illegible]

are were found to [illegible]

then stated that [illegible]

sources. [illegible]

teachers for the [illegible]

teach the business [illegible]

ness training

Following [illegible]

which business [illegible]

Source

University of [illegible]  
Teacher [illegible]

East New Mexico College

New Mexico Highlands Univ.

Verally

Personal application [illegible]

estimate

(in case [illegible])

the all [illegible]

Principal



Outside-the-state sources from which teachers were employed:

Source	No. Teachers
Teachers' Agency	3
Gregg Publishing Company (Referred to North Texas Teachers College)	1
Teachers' Exchange, Boulder, Colorado	1
Colorado State College, Ft. Collins	1
Southwestern Teachers Agency	1
Business Department, Southern Methodist University	1
Personal Application (Teachers out of state)	2
Source not listed; indicated out-of-state teachers hired	3

The number of teachers hired for the business departments of the state of New Mexico was not given and for this reason it is not possible to determine whether or not the thirty-seven comprised all the new teachers employed.



Outside-the-state service from which service was made

played

service

Testimony, 1907

Great Northern Railway

Testimony, 1907

Testimony, 1907

Testimony, 1907

Colorado

Colorado State Railway

St. Collins

Northwestern Railway

Business, 1907

Business, 1907

Business, 1907

(Business, 1907)

Business, 1907

Business, 1907

The number of business cases for the year 1907

of the state of New York was as follows for the year

reason is in compliance with the provisions of the

thirty-second chapter of the laws of the state



## IV. SUMMARY

1. The 134 teachers of business reporting college work show that only seven per cent did not have college preparation. Seventy per cent have had four years while only eleven have had from one to three years (inclusive).

2. Eighty-three teachers majored in business and twenty-six minored in this field. One hundred twenty-three teachers report business education in college or business college.

3. Schools with more than two hundred enrollment report the larger number of teachers with four or more years of college education. With the exception of three teachers, schools with more than three hundred students have no teachers with less than four years of college preparation.

4. Only 6.7 per cent of the teachers are teaching for the first time. The same number (7) have taught more than twenty-five years.

5. Although 91.8 per cent of the teachers have had business education, they do not always teach in the field of their preparation.

6. Full-time teachers have had more business preparation and business experience than have the part-time teachers.



# IV. Summary

1. The first teachers of business preparatory colleges work now that only seven per cent did not have college preparation. However, one cent had four years of college, only eleven have had from one to three years (high school).  
2. Eighty-three teachers reported in this survey and twenty-six reported in this field. The number of teachers three teachers report business education in college or business colleges.  
3. Schools with more than two hundred enrollment report the largest number of teachers with four or more years of college education. With the exception of three teachers, schools with more than three hundred enrollment have no teachers with less than four years of college preparation.  
4. Only 6.7 per cent of the teachers are teaching for the first time. The same number (7) have taught more than twenty-five years.  
5. Although 91.5 per cent of the teachers have had business education, they do not always teach in the field of their preparation.  
6. Full-time teachers have had more business preparation and business experience than have the part-time teachers.



7. Most of the teachers in the smaller schools spend less than half-time teaching business subjects.

8. The average daily class load for full-time teachers is 5.2 classes. The average daily subject load for small schools is 3.25 subjects while the larger schools report 2.2 subjects per teacher.

9. The median student load for each teacher is 83.18.

10. Business teachers' salaries are comparable to those of the other teachers in the state.

11. Nineteen teachers report extra clerical duties performed for the school, for which only three receive additional compensation.

12. Of the thirty-nine administrators reporting, only fourteen employed out-of-state teachers. Two schools were unable to hire business teachers.



7. Most of the teachers in the district  
spend less than half their salaries on housing.

8. The average salary for a teacher in the district is \$2,500 per year.

9. The average salary for a teacher in the district is \$2,500 per year.

10. The average salary for a teacher in the district is \$2,500 per year.

11. The average salary for a teacher in the district is \$2,500 per year.

12. The average salary for a teacher in the district is \$2,500 per year.

83.18.

13. The average salary for a teacher in the district is \$2,500 per year.

14. The average salary for a teacher in the district is \$2,500 per year.

15. The average salary for a teacher in the district is \$2,500 per year.

16. The average salary for a teacher in the district is \$2,500 per year.

17. The average salary for a teacher in the district is \$2,500 per year.

18. The average salary for a teacher in the district is \$2,500 per year.

19. The average salary for a teacher in the district is \$2,500 per year.

20. The average salary for a teacher in the district is \$2,500 per year.



## CHAPTER V

### A COMPARATIVE STUDY OF BUSINESS EDUCATION IN NEW MEXICO

Since this study is made for the purpose of determining the progress of business education in the secondary schools of New Mexico, a comparison with the findings of the study in 1938<sup>1</sup> will present some of the changes occurring in the past ten years.

The survey of 1938 contained reports from 114, or seventy-one per cent, of the 161 high schools of the state; of these ninety-six, or 90.5 per cent, then offered business education. The enrollment of 13,807 students was from the 114 high schools reporting. The schools ranged in size from ten to 583 students. The total number of subjects offered was fourteen.

The present survey is reported from the findings of 118 questionnaires received from the high schools of the state. This represents 72 per cent of the schools. It was found that one of these high schools had disbanded this year and the students are sent to another high school.

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<sup>1</sup> Margaret Wiley Nelson, "Commercial Subjects in the High Schools of New Mexico," (unpublished Master's thesis, The University of New Mexico, Albuquerque, 1938).







The present enrollment of the reporting high schools is 23,882, ranging from ten to 559 students. This does not include the junior high schools, since they do not offer any business subjects. There is little or no change in the number of high schools accredited by the North Central Association. All of the high schools reporting are now state accredited, whereas in 1938 only seventy-six per cent were accredited.<sup>2</sup> There are now forty-one North Central Association high schools in the state of New Mexico.

I. CHANGES IN THE BUSINESS CURRICULUM AND THE  
ENROLLMENT OF THE HIGH SCHOOLS IN  
NEW MEXICO

Although there has been an increase of from fourteen subjects to twenty subjects offered since 1938, there has been a decrease of four schools offering Typing I and the offering in Shorthand has decreased from sixty-nine schools to sixty-two schools. While the number of schools offering the various business subjects has decreased, the enrollment in several subjects has increased. Typing, with an increase of 1169, shows the largest increase in enrollment of any of the subjects. As set forth in

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<sup>2</sup> Chaires L. Rose and R. P. Sweeney, (Report of the New Mexico State Department of Education, 1947, Santa Fe, New Mexico, 1947), pp. 1-7.







Table XVIII, several subjects show a marked drop in enrollment. There has been an increase of one school offering General Business, while the enrollment in this subject has decreased from 245 to 153 students since 1938. While General Business ranks fourth in the number of schools offering the subject, Economics and Distributive Education have larger enrollments. Business Arithmetic has been replaced by Economics and Distributive Education in the "Big Four" from the standpoint of enrollment. The "Big Four" made up of Typing, Shorthand, Bookkeeping, and Business Arithmetic were the most popular subjects, in the order given, in 1938.

There has been an increase of 688 students enrolled in the business departments of all the high schools since 1938. This is not a large increase in comparison to the attendance of the high schools over that of 1938.

While the public schools show a decrease in the number of schools offering the various business subjects, the private schools show a marked increase in the number of schools offering business. This is particularly true in typing and bookkeeping. There has been an increase of three subjects offered in the private schools (Table XIX).

None of the schools now require business subjects for graduation unless the student is specializing in



Table XVII, several subjects have a marked drop in enrollment. There has been a drop of one subject offered in General Business, while the enrollment in this subject has decreased from 247 in 1937 to 193 in 1938. While General Business remains about in the number of subjects offered, the subject, Economics and International Relations, have larger enrollments. Economics and International Relations is placed by Economics and International Relations in the "B" form from the standpoint of enrollment. The "B" form made up of Typing, shorthand, bookkeeping, and business arithmetic were the most popular subjects in the order given, in 1938.

There has been an increase of 10 students enrolled in the business department of all the high schools since 1938. This is not a large increase in comparison to the attendance of the high schools over that of 1938.

While the public schools show a decrease in the number of schools offering the various business subjects, the private schools show a marked increase in the number of schools offering business. This is particularly true in typing and bookkeeping. There has been an increase of three subjects offered in the private schools (Table XIX).

None of the schools now require business subjects for graduation unless the student is specializing in



TABLE XVII

SCHOOLS OFFERING BUSINESS SUBJECTS  
1938 AND 1947

Subject	Per cent of schools offering business subjects	
	1938	1947
Typing I	82.5	76.3
Typing II	74.6	67.0
Shorthand I	60.5	52.5
Shorthand II	21.0	17.8
Secretarial Training	1.7	7.6
Bookkeeping I	52.6	50.0
Bookkeeping II	2.6	1.7
Business Arithmetic	32.5	8.47
Business Law	18.4	7.6
Business English	19.3	5.9
Economics	5.3	11.02
Consumer Education	-	.85
General Business	13.2	11.87
Office Practice	2.6	5.9
Cooperative Office Practice	-	1.7
Office Machines	-	.85
Speedwriting	-	.85
Commercial Geography	3.5	.85
Diversified Occupations	-	.85
Distributive Education	-	5.9
No. schools reporting	114	118







TABLE XVIII

COMPARISON OF THE PRESENT OFFERINGS OF  
BUSINESS SUBJECTS AND ENROLLMENT WITH THOSE OF  
THE 1938 SURVEY

Subject	No. of high schools teaching		No. of pupils enrolled		Per cent enrollment 1947	
	1938	1947	1938	1947	Increase	Decrease
Typing I	94	90	2664	3235	21.3	
Typing II	85	79	834	1432	71.7	
Shorthand I	69	62	968	954		1.45
Shorthand II	24	21	274	216		21.2
Bookkeeping I	60	59	846	1087	28.2	
Bookkeeping II	3	2	37	19		48.7
Secretarial Tr.	2	9	12	34	183.2	
Business Arith.	37	10	635	191		70.
Business Law	21	9	294	97		67.
Business Eng.	22	7	422	53		87.4
Economics	6	13	73	245	236.0	
Consumer Edu.	-	1	-	32	100.0	
General Bus.	15	14	245	153		37.6
Office Prac.	3	6	41	53	28.5	
Coop. Off. Prac.	-	2	-	21	100.0	
Office Machines	-	1	-	2	100.0	
Speedwriting	-	1	-	20	100.0	
Commercial Geog.	4	1	62	-		100.00
Diversified Occ.	-	1	-	15	100.0	
Distributive Edu.	-	7	-	243	100.0	
Total enrollment	445	395	7424	8112	1168.9	433.35



# TABLE VIII

COMPARISON OF THE PRESENT LISTING OF  
BUSINESS SUBJECTS AND WORKS WITH THE  
THE 1937 LIST

Subject	No. of Works	No. of Subjects	No. of Works	No. of Subjects
Typing I	64	90	64	90
Typing II	63	89	63	89
Shorthand I	60	86	60	86
Shorthand II	54	81	54	81
Bookkeeping I	60	80	60	80
Bookkeeping II	57	77	57	77
Secretarial Tr.	52	72	52	72
Business Math.	37	57	37	57
Business Law	27	47	27	47
Business Eng.	22	42	22	42
Economics	8	18	8	18
Consumer Edu.	1	1	1	1
General Edu.	15	15	15	15
Office Trng.	3	3	3	3
Comp. Off. Prac.	1	1	1	1
Office Machines	1	1	1	1
Spelling	1	1	1	1
Commercial Geog.	1	1	1	1
Diversified Occ.	1	1	1	1
Distributive Edu.	1	1	1	1
Total enrollment	445	637	445	637



TABLE XIX

CLASSIFICATION OF HIGH SCHOOLS OFFERING  
BUSINESS SUBJECTS

Subjects	Public Schools		Private Schools	
	1938	1947	1938	1947
Typing I	90	73	4	17
Typing II	79	63	4	16
Shorthand I	66	48	3	14
Shorthand II	22	13	2	8
Bookkeeping I	57	48	3	11
Bookkeeping II	3	-	-	1
Secretarial Training	1	8	1	1
Business Arithmetic	35	9	2	1
Business Law	21	9	-	-
Business English	22	5	-	2
Economics	6	13	-	2
Consumer Education	-	1	-	-
General Business	15	14	-	-
Office Practice	2	6	1	1
Cooperative Off. Prac.	-	2	-	-
Office Machines	-	1	-	-
Speedwriting	-	1	-	-
Commercial Geography	4	1	-	-
Diversified Occupations	-	1	-	-
Distributive Education	-	1	-	-
Number of subjects	14	20	8	11



# TABLE XIX

## CLASSIFICATION OF HIGH SCHOOLS OFFERING BUSINESS COURSES

Subject	1924	1925	1926	1927
Typing I	90	75	4	10
Typing II	90	63	4	10
Shorthand I	60	44	3	10
Shorthand II	33	13	3	8
Bookkeeping I	97	47	3	11
Bookkeeping II	7	1	1	1
Commercial Training	1	1	1	1
Business Arithmetic	37	23	2	1
Business Law	21	5	1	1
Business English	23	10	1	2
Economics	6	10	1	2
Consumer Education	1	1	1	1
General Business	100	10	1	1
Office Practice	2	0	1	1
Cooperative Ed. Plan	1	2	1	1
Office Machines	1	1	1	1
Spelling	1	1	1	1
Commercial Geography	1	1	1	1
Diversified Occupations	1	1	1	1
Distributive Education	1	1	1	1
Number of subjects	14	32	8	17



business subjects, while in 1938 six schools required one or more business subjects for graduation. It is possible that the reason for this requirement was the lack of subjects offered and it was necessary to take the business subjects to make up the sixteen units required for graduation. Twelve schools now offer a special business curriculum, while formerly twenty schools had a special business course. This difference may possibly be due to the fact that some schools in the present survey did not report their special business curriculum.

An important change in the business education curriculum has been brought about by the organization of the cooperative Office Practice, Diversified Occupations, and Distributive Education classes. These classes have been added since 1940. Although only one Diversified Occupations class has been reported thus far, it may be the means of discovering whether or not other classes of a like nature should be organized. The cooperative or "earn while you learn" classes may be an important agency in helping to retain students in school until graduation. They offer a means of partially financing the students' education and enabling them to gain practical experience which should aid them in finding employment upon graduation. Many times these students continue with the job



business subjects, while in 1905 the subjects were  
or more important subjects, and in 1906 the subjects  
that the reason for this change was the fact that  
subjects offered and the subjects offered in 1906  
subjects to be in the subjects offered in 1906  
ation. While the subjects offered in 1906  
riculum, while the subjects offered in 1906  
most common. This curriculum was offered in 1906  
fact that the subjects offered in 1906  
and the subjects offered in 1906  
in 1906, while the subjects offered in 1906  
subjects offered in 1906, while the subjects offered in 1906  
cooperated with the subjects offered in 1906  
Disfranchise Bill, while the subjects offered in 1906  
added subjects, while the subjects offered in 1906  
these subjects have been reported, while the subjects offered in 1906  
means of discussing the subjects offered in 1906  
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they found while attending high school. The practical work experience helps the student to adjust more readily to the requirements and conditions of industry. It also helps him to decide what fields of study should offer him more interest and chance for advancement when he enters college, since he has tried out his ability to some extent when he worked on a part-time job while attending high school.

## II. CHANGES IN TEACHER PREPARATION 1938-1947

Education. There has been an increase from four to 4.5 in the number of years of college preparation of the business teachers (Table XX). Table XXI shows that there has been an increase of 7.8 per cent in the number of teachers having business preparation. While the number of part-time teachers has decreased from ninety-five to sixty-six, the part-time teachers have increased their college preparation (Table XXI).

Evidently more teachers are attending school with the intention of improving their professional preparation and qualifications. The schools of higher learning in the state are making some progress in broadening their curriculum and offering additional courses for the advancement of the teachers. The University of New Mexico has added



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#### II. CHANGES IN THE HIGH SCHOOL SITUATION

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TABLE XX

## COLLEGE PREPARATION OF BUSINESS TEACHERS

1938 - 1947

Years of college work	1938		1947	
	No. teachers	Per cent	No. teachers	Per cent
7	1	0.8	-	-
6	-	-	4	3.
5	23	17.2	36	27.
4	101	75.4	53	39.7
3	3	2.2	5	3.8
2	3	2.2	5	3.8
1	3	2.2	1	.8
*Unclassified			19	14.4
No work reported			11	8.
Totals	134	100.0	134	100.0
Median college work four years;			four and one-half years	
*College work indicated but number years not listed.				



TABLE II

COMPARISON OF THE NUMBER OF STUDENTS

1934-1935

Years of		Total		Total	
College Years		No. Students		No. Students	
1	1934	10	10	10	10
2	1935	15	15	15	15
3	1936	20	20	20	20
4	1937	25	25	25	25
5	1938	30	30	30	30
6	1939	35	35	35	35
7	1940	40	40	40	40
8	1941	45	45	45	45
9	1942	50	50	50	50
10	1943	55	55	55	55
11	1944	60	60	60	60
12	1945	65	65	65	65
13	1946	70	70	70	70
14	1947	75	75	75	75
15	1948	80	80	80	80
16	1949	85	85	85	85
17	1950	90	90	90	90
18	1951	95	95	95	95
19	1952	100	100	100	100
20	1953	105	105	105	105
21	1954	110	110	110	110
22	1955	115	115	115	115
23	1956	120	120	120	120
24	1957	125	125	125	125
25	1958	130	130	130	130
26	1959	135	135	135	135
27	1960	140	140	140	140
28	1961	145	145	145	145
29	1962	150	150	150	150
30	1963	155	155	155	155
31	1964	160	160	160	160
32	1965	165	165	165	165
33	1966	170	170	170	170
34	1967	175	175	175	175
35	1968	180	180	180	180
36	1969	185	185	185	185
37	1970	190	190	190	190
38	1971	195	195	195	195
39	1972	200	200	200	200
40	1973	205	205	205	205
41	1974	210	210	210	210
42	1975	215	215	215	215
43	1976	220	220	220	220
44	1977	225	225	225	225
45	1978	230	230	230	230
46	1979	235	235	235	235
47	1980	240	240	240	240
48	1981	245	245	245	245
49	1982	250	250	250	250
50	1983	255	255	255	255
51	1984	260	260	260	260
52	1985	265	265	265	265
53	1986	270	270	270	270
54	1987	275	275	275	275
55	1988	280	280	280	280
56	1989	285	285	285	285
57	1990	290	290	290	290
58	1991	295	295	295	295
59	1992	300	300	300	300
60	1993	305	305	305	305
61	1994	310	310	310	310
62	1995	315	315	315	315
63	1996	320	320	320	320
64	1997	325	325	325	325
65	1998	330	330	330	330
66	1999	335	335	335	335
67	2000	340	340	340	340
68	2001	345	345	345	345
69	2002	350	350	350	350
70	2003	355	355	355	355
71	2004	360	360	360	360
72	2005	365	365	365	365
73	2006	370	370	370	370
74	2007	375	375	375	375
75	2008	380	380	380	380
76	2009	385	385	385	385
77	2010	390	390	390	390
78	2011	395	395	395	395
79	2012	400	400	400	400
80	2013	405	405	405	405
81	2014	410	410	410	410
82	2015	415	415	415	415
83	2016	420	420	420	420
84	2017	425	425	425	425
85	2018	430	430	430	430
86	2019	435	435	435	435
87	2020	440	440	440	440
88	2021	445	445	445	445
89	2022	450	450	450	450
90	2023	455	455	455	455
91	2024	460	460	460	460
92	2025	465	465	465	465
93	2026	470	470	470	470
94	2027	475	475	475	475
95	2028	480	480	480	480
96	2029	485	485	485	485
97	2030	490	490	490	490
98	2031	495	495	495	495
99	2032	500	500	500	500
100	2033	505	505	505	505



TABLE XXI

COLLEGE PREPARATION AND BUSINESS EXPERIENCE OF  
TEACHERS

1938

Time spent in teaching busi- ness subjects	Number of teachers reporting	Number hav- ing business training		Number having business experi- ence	
		Per cent		Per cent	
Full-time	62	61	98.	37	59.
Half-time	31	26	84.	9	29.
Less than half-time	64	45	70.	20	31.
Totals	157	132	84.	66	42.

1947

Time spent in teaching busi- ness subjects	Number of teachers reporting	Number hav- ing business training		Number having business experi- ence	
		Per cent		Per cent	
Full-time	68	65	95.6	47	69.1
Half-time	19	19	100.0	11	57.4
Less than half-time	47	39	83.4	17	35.2
Totals	134	123	91.8	75	56.0



CONFIDENTIAL

Time spent in  
Research and  
Development

Full-time

Half-time

Less than

Half-time

Total

Time spent in  
Research and  
Development

Full-time

Half-time

Less than

Half-time

Total



work in Distributive Education and a teacher-trainer has been placed in charge of the training and supervision of teachers of Distributive Education. Some schools are availing themselves of the funds provided by the George Dean Act, which provides that the federal government will pay part of the cost of the Distributive Education program.

The New Mexico Highlands University, Las Vegas, is beginning a state-wide survey of the business curriculum of the state. The students of business are assisting in this study and it should cover many phases of business education since it is under the direction of the business department of the college.

Teaching experience. Fifteen beginning teachers were reported in the Nelson study in 1938, while seven teachers are teaching for the first time in 1947. Only two schools with an enrollment of over three hundred have beginning teachers in their business departments, while the same enrollment group in 1938 reported five teachers. Today, there are fifty-nine teachers with more than ten years of experience, while in 1938 only twenty-eight reported more than ten years of service.



work in Distinctive Education and a teacher-teacher has  
been placed in charge of the training and supervision of  
teachers of Distinctive Education in the schools and  
available themselves of the funds provided by the Bureau  
Bennett, which provides that the Federal Government will  
pay part of the cost of the distinctive education pro-  
gram.

The New Mexico High School University, Las Vegas, is  
beginning a new study of the business conditions  
of the state. The study of business and marketing in  
this study will be made at the University of New Mexico  
at Albuquerque and it is hoped that the results of this study  
department of the college.

... The study was made by the Bureau of Education  
were reported in the Bureau study in 1935, which shows  
teachers and teaching for the first time in 1935. Only  
the schools with an enrollment of over three hundred have  
beginning teachers in their history departments, while  
the same enrollment was in 1935 reported the same year.  
Today, there are fifty-nine teachers with more than ten  
years of experience, while in 1935 only twenty-eight re-  
ported more than ten years of service.



Business experience. The median of practical business experience of teachers increased from two years in 1938 to 3.17 years in 1947. Sixty-six business teachers reported business experience in 1938, while in 1947 seventy-five reported having had business experience. This practical business experience should better enable the teachers to direct their classes along lines and requirements of business. Business Education to be functional must meet the requirements set up by industry.

Teaching load. There has been a slight decrease in the number of business subjects taught by each teacher in schools over three hundred enrollment, as compared with the survey of 1938. There has been an increase in the number of classes taught daily by each business teacher. The class load now ranges from 4.5 classes to six classes, while in 1938 the class load ranged from 4.7 to 3.6 classes. The student load was not given in the 1938 survey, but the present median student load is 83.18 per teacher.

Salaries of business teachers. While the study by Nelson did not include teachers' salaries, there has been an increase of \$1,045 in salaries paid by the state to all teachers in the past three years. This includes the business teachers, also. The Educational Budget Auditor for



Business experience. The number of teachers with business experience of 10 years or more increased from 10 in 1938 to 21 in 1947. Thirty-six teachers reported business experience in 1947, while in 1938 only five reported having had business experience. This shows that business experience should be considered as one of the factors to be taken into account when selecting teachers. Business experience is an important factor in the selection of teachers. The requirements set by industry.

Business load. There has been a slight increase in the number of business projects reported by teachers in the survey over three hundred teachers. The number of business projects reported by teachers in the survey of 1938. There has been an increase in the number of business projects reported by teachers in the survey of 1947. The number of business projects reported by teachers in the survey of 1938 was 10, while in 1947 the number of business projects reported by teachers was 21. The number of business projects reported by teachers in the survey of 1938 was 10, while in 1947 the number of business projects reported by teachers was 21. The number of business projects reported by teachers in the survey of 1938 was 10, while in 1947 the number of business projects reported by teachers was 21.

Business load. While the number of business projects reported by teachers in the survey of 1938 was 10, while in 1947 the number of business projects reported by teachers was 21. The number of business projects reported by teachers in the survey of 1938 was 10, while in 1947 the number of business projects reported by teachers was 21. The number of business projects reported by teachers in the survey of 1938 was 10, while in 1947 the number of business projects reported by teachers was 21.



the State reports that not only has there been an increase in salaries paid the teachers of the state, but that there has been an improvement in the qualifications of the teachers as well. The business teachers, with a median salary of \$2933, are paid salaries comparable to those of the other teachers of the state.

### III. SUMMARY

1. Aside from four new courses offered, there has been very little change in the business curriculum of the state since the survey was made in 1938. There has, in some schools, been a falling off in the number of courses offered and in others the enrollment has increased. There has been an increase from 7,424 students to 8,112 students in all the business departments of the state.

2. One important change is that the business teachers of the state have increased their college preparation from an average of four to 4.5 years. This is one of the first steps in school improvement, since the schools can be no better than the teachers who staff them. The Educational Budget Auditor states in his report that not only have the salaries increased but there has been an improvement in the qualifications of the teachers as well. The improved salaries will attract teachers with higher



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qualifications and help them to be content to remain in their teaching positions in New Mexico.

3. The private schools have made more progress than have the public schools in the expanding of their curriculum offerings. Almost all the private schools have increased the business offerings and there has been a slight increase in the enrollment.

4. Cooperative classes have been added since 1940. This should help to hold the interest of the students and provide financial assistance that should lead to more students remaining until graduation. It also provides jobs which often lead to permanent employment upon graduation, thus helping to keep the students from going out of the state to seek employment.



qualifications and have been in the field for many years.

Their researches have been of the highest order.

3. The writer, however, is a young man.

He has been in the field for many years.

His researches have been of the highest order.

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## CHAPTER VI

### CONCLUSIONS AND RECOMMENDATIONS

Because the social and economic conditions and attitudes in the world are changing so rapidly, the philosophy of education has steadily changed. Owing to the dynamic character of both education and business, business education must continually be adapted and re-adapted to the prevailing conditions. In business, newer operations and practices are continually being adopted to modify the older ones. Definite performance standards are being set up by efficiency experts. Likewise, the teachers of business education must constantly analyze and classify the educational requirements necessary to keep abreast of the social as well as the economic changes which are continually developing.

#### I. PHILOSOPHY OF BUSINESS EDUCATION

Never before has business education been so truly challenged to perform its designated duty. Business teachers cannot be content with mere philosophizing. They must formulate and put into practice a set of fundamental principles based upon the best educational theory and practices available. Business education must go far beyond the







development of consumer or technical proficiency into the areas of attitudes of proper workmanship, social adjustment, and personal development. Business education should include every phase of education that helps the individual to deal more effectively with his personal and business problems in life. It should broaden the outlook, strengthen the moral fiber, and help to sharpen the intellect. Not only specific business information and skills but also attitudes and other personality factors must, therefore, be considered in the province of the functional curriculum.

In view of this statement, and since this study is intended to consider changes in the curriculum of the New Mexico business education, it might be well to set down a few objectives and functions of business education.

## II. OBJECTIVES AND FUNCTIONS OF BUSINESS EDUCATION

One of the primary objectives of business education is the preparation of pupils for entrance upon business careers, for the rendering of efficient service in their vocations, and for the advancement to higher levels of employment. Business education gives training in business services which involves both mental and manual activities; for example:







1. Services which have to do with the financing, organizing, staffing, housing, and managing a business enterprise, and
2. Services which have to do with the facilitating business, such as those performed by salespeople, stenographers, secretaries, bookkeepers, and clerical workers.<sup>1</sup>

The functions of business education are:

1. To foster an appreciation and understanding of business as it operates at the present time and to inculcate the desire to elevate those practices which are socially ethical.
2. To develop intelligent consumer behavior insofar as it concerns a knowledge of business practices and the procedures together with the requisite common skills.
3. To provide the opportunity for high school pupils to achieve those vocational skills most useful in terms of the existing occupational pattern, promotional opportunities, and individual abilities and interest.<sup>2</sup>

Vocational business education. Business education, in its vocational sense, prepares pupils in business techniques, skills, and knowledge for those positions in which

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<sup>1</sup> Albert S. Cook et al, Business Education in Maryland High Schools, (Bulletin of the Maryland State Department of Education, Vol. XXIII, September, 1941, No. 1, State Department of Education, Baltimore, Maryland: French-Bray Printing Company, Baltimore, Maryland), p. 7.

<sup>2</sup> Inez Johnson Lewis, Course of Study for Secondary Schools Business Studies, (Bulletin of the Colorado State Department of Education, Denver, Colorado: The Bradford-Robinson Printing Company, 1941), p. 5.



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1. The first part of the report is devoted to a general survey of the situation in the various countries of the world. It is found that the situation is generally one of depression and stagnation, with a marked tendency towards a general economic crisis. The principal causes of this situation are the overproduction of goods, the excessive competition, and the lack of effective international co-operation.

2. The second part of the report deals with the economic situation in the various countries. It is found that the economic situation is generally one of depression and stagnation, with a marked tendency towards a general economic crisis. The principal causes of this situation are the overproduction of goods, the excessive competition, and the lack of effective international co-operation.

3. The third part of the report deals with the political situation in the various countries. It is found that the political situation is generally one of depression and stagnation, with a marked tendency towards a general economic crisis. The principal causes of this situation are the overproduction of goods, the excessive competition, and the lack of effective international co-operation.

4. The fourth part of the report deals with the social situation in the various countries. It is found that the social situation is generally one of depression and stagnation, with a marked tendency towards a general economic crisis. The principal causes of this situation are the overproduction of goods, the excessive competition, and the lack of effective international co-operation.

5. The fifth part of the report deals with the cultural situation in the various countries. It is found that the cultural situation is generally one of depression and stagnation, with a marked tendency towards a general economic crisis. The principal causes of this situation are the overproduction of goods, the excessive competition, and the lack of effective international co-operation.

6. The sixth part of the report deals with the international situation in the various countries. It is found that the international situation is generally one of depression and stagnation, with a marked tendency towards a general economic crisis. The principal causes of this situation are the overproduction of goods, the excessive competition, and the lack of effective international co-operation.

7. The seventh part of the report deals with the future of the world. It is found that the future of the world is generally one of depression and stagnation, with a marked tendency towards a general economic crisis. The principal causes of this situation are the overproduction of goods, the excessive competition, and the lack of effective international co-operation.



it is reasonable to assume that they may find employment upon completion of the training. Business courses should be geared to employment requirements. In addition to the skills, the student must have an understanding of many phases of the complex system of an organized society or he will fail to adjust himself to the social and economic conditions in which he must live. Since many students do not continue their education beyond the secondary schools, it seems evident that instruction with regard to society cannot be postponed to the period of college attendance.

Yet education cannot be easily justified if it is confined only to formal terms. It must offer a degree of social and economic security to the young person. If he is "afraid of losing his job," he will have no adequate feeling of security. Then, in addition to a general education--which must broaden his outlook, strengthen his moral fiber, and sharpen his intellect--he must be able to do something well, whether it is using a typewriter or performing a difficult scientific experiment. This will be his medium of earning the security to which he is entitled.



It is reasonable to suppose that they may find employment upon completion of the training. Business courses should be geared to employment opportunities. In addition to the skills, the student must have an understanding of many phases of the complex system of an organized society or he will fail to adjust himself to the social and economic conditions in which he must live. Since many students do not continue their education beyond the necessary minimum, it seems evident that instruction with regard to society can not be postponed to the period of college attendance. Yet education cannot be easily justified if it is confined only to formal training. It must also be a life-long need and economic security to the young person. If the individual is "afraid of losing his job," he will have no adequate feeling of security. Then, the individual is a general education-which must broaden his outlook, strengthen his moral fiber, and lead him to intellectual development. He must be able to do something well, whether it is as a typewriter or as a farmer. Lacking a sufficient scientific experiment, this will be his method of entering the security to which he is entitled.



### III. BUSINESS CURRICULUM FINDINGS AND RECOMMENDATIONS

In considering the over-all picture of Business Education in the state of New Mexico in view of the aims and objectives given here, it is apparent that while there has been no drastic change in the business departments a foundation has been laid upon which a plan of business education may be established to meet the changing trends of business and the needs of the students themselves.

This policy of expansion has been retarded possibly by the war but there is evidence, as listed below, which shows that the educators and the legislators are aware of the need for further development of the New Mexico educational system.

Educational survey. The appropriation of \$37,000 by the 1947 legislature of New Mexico for an educational survey is evidence of the progress that is slowly taking form. New Mexico is developing economically since the war. Many people are attracted by the climate and the federal government has selected the state for the site of some of its important research plants, all of which are contributing factors to an increase in the state population. These industries will provide needed employment for many students, thus retaining the citizens on whom the



In considering the overall picture of the country

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state has spent its funds. The survey should show the actual educational requirements necessary to serve this expansion.

Community surveys.<sup>3</sup> The state survey must be supplemented by local school districts surveys of the immediate neighborhoods and communities. The business courses should be geared to the local employment and social requirements and the business teachers must appraise the local conditions with much care. For this reason, a local survey should supplement the state survey wherever possible. The survey is the first step in the development of the advanced educational program.

Vocational Business Education. The use of federal funds, made available by the Smith-Hughes and the George Dean Acts, to help develop vocational educational plans within the state is another mark of progress in the New Mexico region. Since there are not many large urban areas within the state where the student may sell his services,

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<sup>3</sup> H. B. Bruner, "The Changing Business Curriculum," The American Business Education Yearbook, Vol. IV, 1947: (The Eastern Commercial Teachers Association and the National Business Education Teachers Association, Somerville, New Jersey: Somerset Press, Inc., 1947), pp. 64-65.



state has spent the funds. The survey should show the  
actual educational expenditure in each state  
expansion.

Recommendations

It is recommended that the survey be conducted by local educational authorities in each of the 48  
states and territories. The survey should be conducted  
should be given to the local educational authorities to  
equipment and the business leaders of each state. The  
local conditions with each state. The survey should be  
survey should be completed. The state survey should be  
The survey is the first step in the development of a  
rational educational program.

Recommendations for the Survey

Funds, made available by the state for the survey  
Bureau Act, to help develop vocational educational funds  
within the state is recommended. It is recommended that the  
Mexico region. Funds should be made available for the  
within the state where the students may still be available.

J. B. Brown, Jr., Director, Bureau of Education  
The National Bureau of Education, Washington, D. C.  
(The Bureau is interested in the survey and in the  
National Bureau of Education, Bureau of Education, Bureau  
Village, New Jersey. Bureau of Education, Bureau of Education, Bureau



there has been for this reason possibly some drop-outs in the high school enrollment.

The vocational cooperative program is designed to aid the student who does not plan to attend college. It will help to finance his education in high school and give him an opportunity to acquire a fund of general business knowledge as well as help him to develop his skills by practical application. By attending school while he works, he will have the opportunity to develop an attitude of proper workmanship and to acquire knowledge which will aid his social adjustment and personal development. This should stimulate his interests and, since it also provides some financial assistance, may create a desire and also help provide the means for him to remain longer in high school.

There doubtless will be need for additional vocational-cooperative classes for those who do not plan to attend college. These vocational classes have the support of many educators of the country. Dr. David F. Jackey, Professor of Vocational Education and Director of the Division of Vocational Education, The University of California, Los Angeles, said in an interview recently that the Diversified Occupational classes are particularly suited to the smaller communities, since it is possible



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to use the community facilities for a work-experience program in cooperation with the schools. Since New Mexico has many schools with an enrollment of less than three hundred students, it is possible that a further development of both Diversified Occupations and Distributive Education will be helpful to the students of business education.

Selling is one of the largest sources of employment in the state and some provision should be made to educate and prepare the workers entering into that field of endeavor. This, of course, will in no way affect the present general education program for those who should prepare to attend schools of higher learning.

Consumer Education. It is interesting to note that the one class in Consumer Education in the state is offered to a class of boys handicapped by defective hearing, yet all the students of the high schools of New Mexico are potential buyers of consumer goods. The term Consumer Education is comparatively new but one that is important in considering practical business education, since it is necessary for the social and economic welfare of the student that he know how to purchase the necessities of living and conserve his financial resources.

It is possible that the Consumer Education classes are offered in some of the schools under the direction of



to use the community itself as a work-experience  
program in connection with the school. The New York  
has many schools which are organized on such a basis.  
In many instances, it is possible to have a further develop-  
ment of both physical education and character develop-  
ment will be helpful in the progress of business education.  
During the last few years, interest in extracurricular  
in the state and a number of schools have been established  
and others. The school system has been able to organize  
or, take, of course, with the state, and the system  
general education program for the state. It should be noted  
recent reports of the state of the state.  
The state of the state, it is interesting to note that  
the one class in the state is the state is the state.  
to a class of boys in the state by selective training, and  
all the students of the state of the state are not  
technical papers of common sense. The state of the state  
action is comparatively new and the state is the state.  
considering practical business education, since it is  
necessary for the state and economic welfare of the state.  
that that he now has to purchase the necessities of life  
and conserve his financial resources.  
It is possible that the Communist education classes  
are offered in some of the schools under the direction of



the Home Economics departments and for this reason were not included in the courses offered by the business departments.

It is recommended that there should be further development of the buying as well as the selling courses in high schools. Thomas H. Briggs has said, "The aim of education should be to assist each individual to do better the more desirable things that he is most likely to do anyway."<sup>4</sup>

Grade Placement. An analysis of the questionnaires received reveals the fact that none of the junior high schools in the state offer business subjects. A few high schools offer some business subjects in the tenth grade, while the largest number offer business in the last two years of high school. It has been recommended by some business educators that with a few exceptions<sup>5</sup> the eleventh and twelfth grades offer the best place in the curriculum for the business subjects.

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<sup>4</sup> Thomas H. Briggs, Improving Instruction (New York: The Macmillan Company, 1938), p. 219.

<sup>5</sup> Donald C. Fuller, "The Changing Business Curriculum," The American Business Education Yearbook, Vol. IV, 1947, (The Eastern Commercial Teachers Association and the National Business Education Teachers Association, Somerville, New Jersey: Somerset Press, Inc., 1947), pp. 164-173.



the Home Education Society, which is not included in the curriculum of the State Department.

It is recommended that these schools be placed under the supervision of the State Department, and that the State Department should be authorized to make such regulations as may be deemed necessary for the better management of these schools.

It is further recommended that the State Department be authorized to make such regulations as may be deemed necessary for the better management of these schools, and that the State Department be authorized to make such regulations as may be deemed necessary for the better management of these schools.

Approved: \_\_\_\_\_  
The National Education Association  
New York, New York, 1900



It has been suggested that General Business, Business Arithmetic, and spelling may be offered in the ninth and tenth grades. This may serve as an orientation course in business for the student who may become interested in further business education later. He should gain an overall picture of the most important phases of business. If for any reason he should drop out of high school before completing his education, he will have some knowledge of general practices and some arithmetic to help him conduct his personal business, although the knowledge he will gain from these subjects will not be sufficient to meet all his needs. General skills should not, at any grade level, be permitted to crowd out the general education necessary to give the student a well-balanced educational background.

A state course of study for business education in the high schools. A standardized course of study for business education in New Mexico was advocated by some of the administrators. It was suggested that definite standards for the skills, as well as other business subjects, would enable the teachers to reach a higher degree of efficiency in the development of the students' production level.

Student follow-up and guidance. The information gathered revealed that follow-up records for high school



It was a very long and difficult task, and it was not until the year 1910 that the work was completed. The results of the work were published in the form of a book, which was entitled "The History of the United States from 1776 to 1876". This book was a very important work, and it was one of the most important works of the century. It was a very long book, and it was a very difficult book to read. It was a very important book, and it was one of the most important works of the century. It was a very long book, and it was a very difficult book to read. It was a very important book, and it was one of the most important works of the century.

The book was a very important work, and it was one of the most important works of the century. It was a very long book, and it was a very difficult book to read. It was a very important book, and it was one of the most important works of the century. It was a very long book, and it was a very difficult book to read. It was a very important book, and it was one of the most important works of the century. It was a very long book, and it was a very difficult book to read. It was a very important book, and it was one of the most important works of the century.



students have not been kept in all the schools. There should be an organized plan in every school for following the progress of the students after they leave school. This will assist greatly in further planning of a practical business curriculum geared to meet the changing demands and conditions of the social-business environment. Several schools have made some progress in a program of this type and it is hoped that it will be developed further, since it offers an accurate means of measuring the instruction offered in the business departments of the high schools.

All in all, it would seem that the business departments of the state of New Mexico have kept in step with the economic development of the state and that the groundwork has been ably laid for further expansion which will bring about further progress.

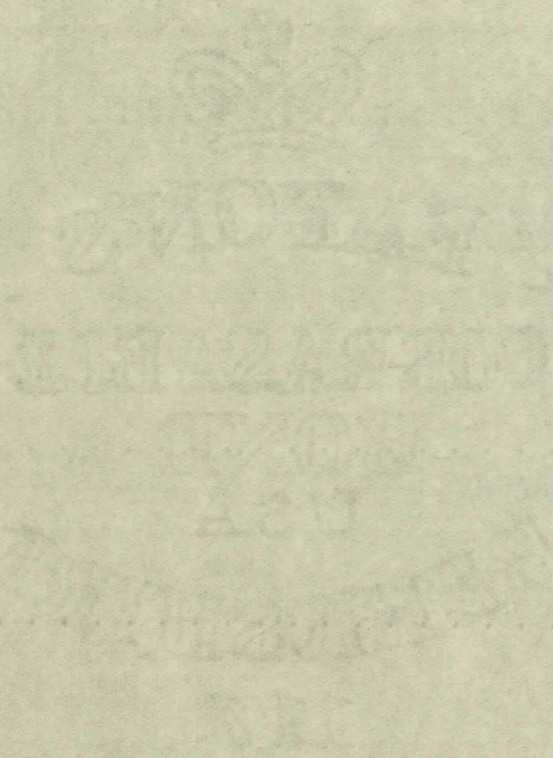






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Every day, I am reminded of the fact that I am a part of a great whole. The world is a vast and beautiful place, and I am grateful to be a part of it.

It is a privilege to be able to share my thoughts and feelings with others. I hope that this letter will bring you some comfort and joy.

I am sure that you will find many things to be grateful for in your life. I am sure that you will find many things to be proud of in your life.

I am sure that you will find many things to be happy about in your life. I am sure that you will find many things to be grateful for in your life.

I am sure that you will find many things to be proud of in your life. I am sure that you will find many things to be happy about in your life.

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I am sure that you will find many things to be grateful for in your life. I am sure that you will find many things to be proud of in your life.



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APPENDIX



STATION

COMPASSABLE

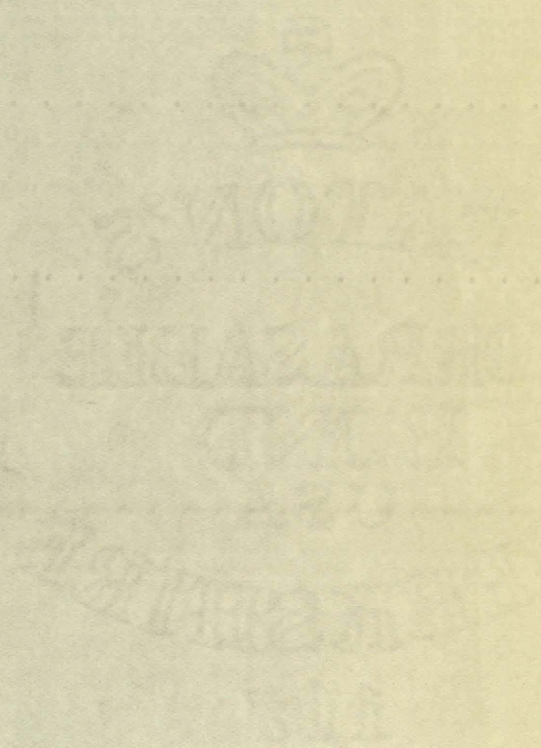
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# THE UNIVERSITY OF NEW MEXICO

College of Education  
Albuquerque, New Mexico

Dear Principal:

This questionnaire is sent to you in the hope that you will list some information from which a study and evaluation of the business teachers and the business curriculum in the state of New Mexico may be made. This study is in partial fulfillment of the requirements for the Master's degree in Education Administration at the University of New Mexico and has the approval of the proper University officials.

Your cooperation is earnestly solicited, as it is only through the help of all the schools that an authentic survey can be made. You may be sure that your reply will be held in strictest confidence. If you are interested in the results of this study, please place a check in the margin of this letter and a summary will be sent to you.

Will you please check this questionnaire right now while you have it at hand and place it in the self-addressed, stamped envelope? Your courtesy will be much appreciated.

Respectfully,

(Mrs.) Doris Sherman

## QUESTIONNAIRE

Name of School \_\_\_\_\_ Location \_\_\_\_\_  
The number of pupils enrolled \_\_\_\_\_ The number of teachers \_\_\_\_\_  
Is school North Central accredited? Yes \_\_\_\_\_ No \_\_\_\_\_ State Accredited? Yes \_\_\_\_\_ No \_\_\_\_\_  
How many years of high school are offered? Grades: 7 \_\_\_\_\_ 8 \_\_\_\_\_ 9 \_\_\_\_\_ 10 \_\_\_\_\_ 11 \_\_\_\_\_ 12 \_\_\_\_\_  
Which of the following subjects are taught and how many are enrolled in each?

Business Subjects Offered:	Offered	What year offered (7-8-9-10-11-12)	Number Enrolled	
			Boys	Girls
Typing I	_____	_____	_____	_____
Typing II	_____	_____	_____	_____
Shorthand I	_____	_____	_____	_____
Shorthand II	_____	_____	_____	_____
Secretarial Training	_____	_____	_____	_____
Bookkeeping I	_____	_____	_____	_____
Bookkeeping II	_____	_____	_____	_____
Business Arithmetic	_____	_____	_____	_____
Business Law	_____	_____	_____	_____
Business English	_____	_____	_____	_____
General Economics	_____	_____	_____	_____
Consumer Education	_____	_____	_____	_____
General Business	_____	_____	_____	_____
Office Practice	_____	_____	_____	_____
Cooperative Office Practice	_____	_____	_____	_____
Retailing	_____	_____	_____	_____
Salesmanship	_____	_____	_____	_____
Office Machines	_____	_____	_____	_____
Distributive Education	_____	_____	_____	_____
Other Subjects _____	_____	_____	_____	_____

Office Machines Used:	Number	Makes
Typewriters	_____	_____
Key Driven Calculators	_____	(Burroughs-Comptometer)
Crank Type Calculators	_____	(Monroe-Marchant-Frieden)
Bookkeeping Machines	_____	_____
Adding Machines	_____	_____
Duplicating Machines	_____	_____
Other Machines Used	_____	_____







What cooperative courses are offered where the student works part-time and attends school part-time?

Are any of the above courses required for graduation? Yes      No     

If so, which ones?

Do you have a special curriculum for students majoring in business? Yes      No     

May a student take one subject in business without enrolling for others?

Yes      No      (Example: May he take typing without shorthand, or shorthand without typing?)

Do you find the unit cost of office machine instruction more expensive than the unit cost of other business subjects? Yes      No     

What changes do you think should be made to improve the business curriculum?

(Use the bottom of this sheet if more space is needed.)

Please fill out for each business teacher:

Teachers of Business Subjects  
#1    #2    #3    #4    #5

Number of years of college work

(Please check the following items)

College Major in Business Education

College Minor in Business Education

Which of the following subjects were taken in college or business college?

Typing

Shorthand

Business English

Business Law

Business Arithmetic

Accounting

Economics

Distributive Education

Other Business Subjects

Number of years teaching experience

Number of years business experience

Salaries paid each (Confidential)

If you do not care to state each, please list total salaries paid.

Number of business subjects taught by each.

Number of other subjects taught by each (English, Language, etc.)

Number of hours each spends working in the school office or in keeping school books

Do they receive additional remuneration for these services?

How many give full-time, half-time, or less than half-time to teaching business subjects?

Daily pupil load of each teacher

Was it necessary to hire business teachers from out of New Mexico this year?

Yes      No     . If so, how many out-state teachers of business did you employ?

From what source did you locate your business teachers?



What cooperative courses are offered where the student works part-time and attends school part-time?  
 Are any of the above courses reported for graduation? Yes      No       
 If so, which ones?  
 Do you have a special curriculum for students working in business? Yes      No       
 May a student take one subject in business without enrolling for others?  
 Yes      No      (Example: May he take typing without shorthand, or shorthand without typing?)  
 Do you find the unit cost of office machine instruction more expensive than the unit cost of other business subjects? Yes      No     

What changes do you think should be made to improve the business curriculum?  
 (Use the bottom of this sheet if more space is needed.)

Please fill out for each business activity:

Number of years of college work  
 (Please check the following items)  
 College major in Business Administration  
 College major in Business Education  
 Which of the following subjects were taken in college or business college?

Typing	Shorthand	Business English	Business Law	Business Arithmetic	Accounting	Economics	Distributive Education	Other Business Subjects
_____	_____	_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____	_____	_____
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_____	_____	_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____	_____	_____

Number of years teaching experience  
 Number of years business experience

Salaries paid each (Confidential)  
 If you do not care to state each, please list total salaries paid.

Number of business subjects taught by each  
 Number of other subjects and for whom?  
 (English, Language, etc.)  
 Number of hours each spent in the school office or in the classroom

Do they receive additional compensation for these services?

How many full-time business education teachers?

How many full-time business education teachers?

How many full-time business education teachers?















## 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.



JAN 1







