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THE STATUS OF BUSINESS EDUCATION  
IN CATHOLIC HIGH SCHOOLS  
1943-1944

by

Sister M. Teresa Whyte

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3944

A thesis submitted to the Faculty of  
the University of North Carolina in  
partial fulfillment of the requirements  
for the degree of Master of Science in  
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Approved by:

Rowena Wellman  
Adviser

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SPECIAL INSTRUCTIONS

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## CHAPTER I

### INTRODUCTION

There is no national head of the Catholic school system. Catholic schools are unified in that they have the same philosophy of education. This philosophy is expressed in the Encyclical of Pope Pius XI, "Christian Education of Youth," as follows:

It is necessary that all the teaching and the whole organization of the school, and its teachers, syllabus and textbooks in every branch, be regulated by the Christian spirit, under the direction and maternal supervision of the Church; so that Religion may be in very truth the foundation and crown of the youth's entire training; and this in every grade of school, not only the elementary, but the intermediate and the higher institutions of learning as well.

Catholic schools are under the jurisdiction of the Bishop of the diocese in which they are situated. In the year 1942-1943, the number of dioceses in the United States was one hundred thirteen, the number in the different states ranging from one to seven. The education in each diocese is supervised by a priest superintendent appointed by the Bishop. Some dioceses have, besides the superintendent of schools, the community supervisor, a Sister or Brother appointed by the superior of each order. These community supervisors, in addition to reporting to the head of their own religious orders, act as assistants to a diocesan superintendent of schools. The number of these supervisors in any diocese depends on the number of religious orders represented in that diocese.

There are four types of Catholic high schools: Parochial, Academy, Central, and Institutional.



The Parochial high schools are a continuation of the Parish elementary schools and consequently are under parish control. They are supported by the parishes or by tuition fees. The earliest of this type was established in Detroit in 1802. About nine per cent of the Parochial schools in this study, referred to as Parochial-commercial high schools, have been organized to fill the need of some pupils for a more extensive business course than is offered in the regular Parochial schools.

Academies are conducted independently of parish churches by religious orders or corporations. They are maintained by tuition fees. The earliest Catholic academy was established for girls by the Ursuline order in New Orleans in 1727.

Central Catholic high schools are a comparatively new development. They receive their support from diocesan funds or assessments levied on the various parishes located in the territory they serve. A few of the Central high schools are endowed. In some of the large cities Central high schools draw students from as many as thirty parishes. The first Central high school was established in Philadelphia in 1890. In a study made by Sister Mary Virginia Yocham on the development of the Central Catholic high school from 1925 to 1938, it was reported that "Roman Catholic educators are favorably impressed with the Central Catholic high school as a solution to the problem of Catholic secondary education, and that growth has been rapid, but has not kept pace with that of the Parochial high schools during the same period."<sup>2</sup>

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2. Sister Mary Virginia Yocham, "The Development of the Central Catholic High School," Unpublished Master of Arts Thesis, Fordham University, 1939.

Institutional schools include industrial schools, schools for the blind, schools for the deaf, schools for delinquents, schools for sub-normal children, and schools conducted in orphanages. A small number have high school departments.

This study is a survey of business education in a sampling of dioceses which includes one hundred ninety-two Parochial high schools, eighteen Parochial-commercial high schools, one hundred forty-eight Academies and forty-nine Central high schools in the United States.

#### Other Studies

The following sources, from the year 1929 to 1943, were consulted to ascertain what researches had been made concerning business education in Catholic high schools: Bibliographies of Research Studies in Education, Bibliographies of Research Studies in Business Education, the Education Index, and the Business Education Index. Upon request, the library of the Catholic University of America, Washington, D. C., was checked by the Education Service Department of the National Catholic Welfare Conference. The search did not reveal that a nation-wide study had been made specifically of business education in Catholic high schools. Since 1920, the Department of Education of the National Catholic Welfare Conference has compiled biennial statistics of Catholic colleges and schools in the United States. The reports include the results of surveys as to type, organization, support, accreditation, instructional staff, and student body. A survey made in 1940, and published in 1942, contains these factual data:

In 1920, there were 1,552 Catholic high schools in the United States; in 1940, 2,105; an increase of 553 schools, or 35.6 per cent. Other surveys by this Conference have shown a larger number of schools, but the establishment of Central high schools and other large secondary schools has caused a decrease in the number of high schools though the high school enrollment continues to gain.

The majority, 1,622 of the 2,105 high schools, are conducted on the traditional four-year plan, grades nine, ten, eleven, and

twelve. The others are organized as follows: Junior-senior, or 6-3-3 plan (junior division, grades seven, eight, and nine; senior division, grades ten, eleven and twelve), 126; three-year junior high schools, 10; two-year junior high schools, 83; commercial high schools, 76; one-year commercial course, 17; not reporting, 171.

Of the 1,622 four-year high schools and the 126 junior-senior high schools, a total of 1,557, or 89.1 per cent, were accredited or affiliated. About 50 per cent of these schools were recognized by two or more standardizing agencies.

The total number of teachers employed in the 2,105 schools was 20,976. Of these, 17,522, or 83.5 per cent, were religious teachers, and 3,454, or 16.5 per cent, were lay teachers. The religious teachers included 4,896 priests and brothers, and 12,625 sisters, 27.9 per cent and 72.1 per cent respectively.

The enrollments totaled 361,123. Of this number, 157,583 were boys and 203,540 were girls, 43.6 and 56.4 per cent respectively.

The total number of high school graduates reported in 1940 was 74,472. Of this number, 18,339, or 28.4 per cent, entered college; 8,892, or 13.8 per cent, went to business, normal, or professional schools. Thus 42 per cent of the graduates continued their formal education.

Catholic high schools are located in every state in the Union with the exception of Nevada. The number of schools in each diocese varies from one school in the diocese of Cheyenne, Montana, to 98 in the archdiocese of Chicago. New York ranks first with 222 high schools, and Pennsylvania second with 163 high schools.<sup>3</sup>

A study of business education in a Catholic high school in Kansas was completed by Sister M. de Chantal in 1942.<sup>4</sup> When returning the questionnaire for this study, Sister M. de Chantal included a personal letter, from which the following comments were taken:

While working out my problem, I tabulated data from the files of 536 small high schools, public schools, and private schools. . . in the office of the state education department. . . The research disclosed the high standing of our own high school in comparison with others in regard to the certification of teachers, the variety of subjects offered, and the classification. There was really no high school of this size that offered the social business subjects, and the majority of them carried the traditional business program with an indication of much educational waste.

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3. Catholic Colleges and Schools in the United States, Department of Education, National Catholic Welfare Conference, Washington, D. C., 1942.

4. Sister M. de Chantal Berry, "A Proposed Adjustment of the Business Education Program in the St. Francis High School, St. Paul, Kansas, based upon a Six-Year Study of its Graduates, 1936-1941," Unpublished Master of Arts Thesis, Kansas State Teachers College, Pittsburg, 1943.

In a study of business education in Catholic colleges and universities,<sup>5</sup> Sister M. Alexius found that in 62 colleges, 25 per cent of the students were taking one or more business courses, and in 343 high schools, 17.8 per cent of the students were taking one or more business courses.

#### Statement of the Problem

The purpose of this study is to determine the status of business education in four-year Catholic high schools for the year 1943-1944 with respect to:

- I. Enrollments
- II. Faculty personnel
  - A. Religious congregations
  - B. Religious and lay teachers
  - C. Preparation for teaching
    1. Degrees
    2. Teaching experience
    3. Business experience
    4. State certification
- III. Business subjects taught and the school year or years in which they are taught
- IV. Length of class period
- V. Method of selection of business students
- VI. Placement plan and follow-up system
- VII. Machine equipment and textbooks

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5. Sister M. Alexius Wagner, O. P., "A Survey of Business Work Offered in Catholic Colleges and Universities," Unpublished Master of Arts Thesis, State College of Education, Greeley, Colorado, 1940.

The study is limited to one diocese in each of 41 states, as listed in Table I, and includes 407 Catholic high schools.

TABLE I  
GEOGRAPHICAL DISTRIBUTION OF THE 407 CATHOLIC HIGH SCHOOLS OFFERING  
BUSINESS SUBJECTS, 1943-1944

State	Number of Catholic High Schools in State**	Number of Catholic High Schools Included in Investigation
Illinois	148	55
Iowa	119	29
New York	222	28
Pennsylvania	163	25
New Jersey	80	18
Ohio	126	17
Minnesota	60	16
Nebraska	41	15
Oklahoma	24	14
Maryland*	54	14
Indiana	33	12
Missouri	62	12
Wisconsin	61	12
California	82	11
Michigan	138	10
Texas	60	10
Kentucky	48	9
Louisiana	55	9
Arkansas	17	8
Colorado	22	8
Connecticut	15	7
West Virginia	12	7
Tennessee	13	6
Massachusetts	128	5
New Hampshire	18	5
Alabama	16	5
Rhode Island	16	4
Vermont	10	4
Kansas	40	4
Mississippi	19	4
North Dakota	18	3
New Mexico	12	3
Oregon	24	3
Washington	31	3
Delaware	6	3
Georgia	8	2
North Carolina	8	2
South Carolina	5	2
Idaho	5	1
South Dakota	8	1
Wyoming	1	1
Total	2,028	407

\*Includes District of Columbia

\*\*1939-1940. Not all of these are four-year high schools.

### Procedure

The data were obtained from principals of 407 Catholic schools through questionnaires.

As an act of courtesy, and as an assurance to the principals who might hesitate about assuming responsibility in giving out official information, a letter was mailed in advance to each of the 113 school superintendents, requesting the names of the principals of the schools under his supervision that offered business subjects, and permission to send them questionnaires. To facilitate prompt return of the information, a list of the high schools in the superintendent's territory and a form letter requiring only his signature were enclosed with the letter. The sheet containing the list of schools provided blank space after the name of each school for insertion of the name of the principal. Responses were received from 85 (75.2 per cent) of the 113 superintendents, with permission to mail questionnaires to 1,483 schools, representing 42 states. Superintendents of 5 of the remaining 6 states, representing only 74 schools, had not responded; and no request had been made of the superintendent of schools in the sixth state because no Catholic high school had been reported in the directory of Catholic schools. Since 18 of the 42 states reporting had only one diocese, it was decided, in order to bring the number within the scope of a Master's thesis, that an adequate sampling could be obtained by including only one diocese in the other states. The largest diocese reporting in each state was selected. This procedure limited the number of schools in the investigation to 868 four-year high schools. The number of states was subsequently reduced to 41 because no business subjects were offered in the only school reporting from one state.

Preparatory to the construction of the questionnaire, Research Applied to Business Education, by Haynes and Humphrey, and annotated bibliographies of researches in business were reviewed. A tentative list of questions was drawn up and submitted to Dr. McKee Fisk, who was then in charge of the graduate program in business education at the Woman's College Center of the Graduate School of the University of North Carolina. After revision of the questionnaire to incorporate his suggestions, the questionnaire was mailed in April, 1944, with a letter of explanation, to each of the principals of the selected schools. Copies of the letter to superintendents, the blank for supplying names of principals, the letter for superintendents' signature, the letter to principals, and the questionnaire are given in the Appendix.

No second requests were made of the superintendents for permission to solicit information, or of the principals for the return of the questionnaires.

#### Returns on Questionnaires

Of the 868 schools to which questionnaires were mailed, 556, or 64.1 per cent, returned the questionnaires or replied by letter. No response was received from 312 schools. Twelve schools were found not to be four-year high schools, and 117 schools reported that they did not offer business subjects. Twenty returns were found to be unusable because the answers were indefinite. Returns from the 407 schools constitute the source of information for this study. Table II shows a distribution of these schools, classified as to type.



TABLE II  
DISTRIBUTION OF THE 407 CATHOLIC HIGH SCHOOLS ACCORDING TO  
TYPE OF SCHOOL

Type of School	Frequency	Per Cent
Parochial high schools for boys and girls, from which usable questionnaires were received	167	41.0
Academy high schools for girls only, from which usable questionnaires were received	96	23.6
Academy high schools for boys and girls, from which usable questionnaires were received	31	7.6
Academy high schools for boys only, from which usable questionnaires were received	21	5.2
Parochial high schools for girls only, from which usable questionnaires were received	19	4.7
Central high schools for boys and girls, from which usable questionnaires were received	19	4.7
Central high schools for girls only, from which usable questionnaires were received	17	4.2
Central high schools for boys only, from which usable questionnaires were received	13	3.2
Parochial-commercial high schools for boys and girls, from which usable questionnaires were received	10	2.4
Parochial-commercial high schools for girls only, from which usable questionnaires were received	8	1.9
Parochial high schools for boys only, from which usable questionnaires were received	6	1.5
Total	407	100.0

The 1940 survey by the National Catholic Welfare Conference showed that in the total of 2,105 schools, 48.5 per cent were Parochial high schools, 34.5 per cent Academies, 7.9 per cent Central high schools, and 9.1 per cent Institutions. The corresponding percentages in the 407 high schools included in the present investigation are: 51.6 per cent Parochial, 36.4 per cent Academies, and 12 per cent Central high schools. No Institutional schools are included in this study.

Almost all of the 117 schools not including business subjects in their curricula simply stated, "We do not teach any business subjects." The reasons given by 20 of the schools for this exclusion are summarized below:

Do not have facilities to offer a business course.

Limited faculty personnel and small enrollment.

Hope to offer commercial course in future if teacher can be obtained.

Not taught because of lack of teachers. Hope in few years to reopen commercial department.

In one or two years hope to introduce commercial department.

Expect to replace drawing course with an introductory course in business.

Students all freshmen. Next year an introductory course in business will be offered.

Will take several years to establish the commercial work.

Hope to have commercial department when new school is built after war.

Six schools were college preparatory; three had discontinued business subjects; one was for candidates to religious order; one permitted pupils to attend public school for business subjects.

## CHAPTER II

### FINDINGS

#### Enrollments

Catholic high schools are of such varied types that it would be illogical to treat the returns as a unit. The Central high schools, for example, in thickly populated districts draw pupils from as many as thirty parishes. In this report, therefore, the average enrollment of each group of schools is computed upon the number of each type of school and the total enrollment of pupils in each type of school. Sixty-four schools did not report total enrollments: Parochial, girls, 3; Parochial, boys and girls, 34; Academy, girls, 16; Academy, boys and girls, 5; Central, girls, 3; Central, boys and girls, 3. Table III gives the smallest, the largest, and the average enrollment in each type of school reporting. The smallest enrollment reported, 14 pupils, was that of a Parochial school for boys and girls; the largest, 4,260, was that of a Central school for girls. One of the 6 Parochial schools for boys reported an enrollment of 1,800 and an Academy for boys reported an enrollment of 1,540. The largest enrollments in the corresponding types of schools for girls were 765 and 913 respectively.

As stated above, 64 high schools did not report enrollments, leaving 343 schools upon which to determine the proportion of enrollment in business classes. In a total enrollment of 98,695, 17,522 pupils, or 17.8 per cent, were studying one or more business subjects. The highest percentage of enrollment in business classes, 21.7 per cent, was in a Parochial school

TABLE III

RANGE OF ENROLLMENTS IN VARIOUS TYPES OF CATHOLIC HIGH SCHOOLS OFFERING  
BUSINESS SUBJECTS, 1943-1944

Type of School	Number of Schools	Enrollment		
		Smallest	Largest	Average
Central high schools for girls only	14	194	4,260	1,146
Central high schools for boys only	13	285	2,500	898
Parochial high schools for boys only	6	154	1,800	590
Academy high schools for boys only	21	36	1,540	581
Central high schools for boys and girls	16	40	1,250	488
Parochial high schools for girls only	16	58	765	242
Academy high schools for girls only	80	30	913	237
Academy high schools for boys and girls	26	19	521	154
Parochial high schools for boys and girls	133	14	590	141
Parochial-commercial high schools for boys and girls	10	33	200	96
Parochial-commercial high schools for girls only	8	30	112	69

for girls; the lowest, 9.1 per cent, was in a Parochial school for boys. Table IV shows the proportion of pupils enrolled in one or more business classes in 343 Catholic high schools, 1943-1944.

### Faculty Personnel

#### Religious Congregations

The 407 high schools concerned in this investigation are conducted by 56 different congregations of Priests, Brothers, and Sisters. The distribution of the congregations of men and women teachers in these schools is shown in Table V. It will be noted that the religious congregations of women far outnumber the congregations of men and are representative of the greater number of schools: 40 congregations of Sisters, 403 schools; 5 congregations of Brothers, 29 schools; 11 congregations of Priests, 22 schools.

The Sisters of Charity rank first in frequency, with 54 schools, and the Sisters of St. Francis second, with 43 schools. These large figures are the result of including under the title of "Sisters of Charity" all congregations bearing that title in whole or in part, and under "Sisters of St. Francis" all congregations under the patronage of St. Francis. The Sisters of Mercy rank third, with 38 schools. Eleven congregations of Sisters conducted one school each. Among the Priests' schools, the Benedictines rank first, with six; among the Brothers' schools, the Christian Brothers rank first, with 12. About 75 per cent of the schools in this investigation are under the direction of the first 13 congregations listed in Table V.

TABLE IV

PROPORTION OF PUPILS ENROLLED IN ONE OR MORE BUSINESS CLASSES IN 343  
CATHOLIC HIGH SCHOOLS, 1943-1944

Type of School	Number of Schools	Enrollment in Schools	Enrollment in Business Classes	Per Cent
Parochial, Girls	16	3,867	838	21.7
Central, Girls	14	17,082	3,370	19.7
Parochial, Boys and Girls	133	18,697	3,503	18.8
Academy, Girls	80	18,978	3,341	17.6
Academy, Boys and Girls	26	4,225	698	16.5
Central, Boys and Girls	16	7,737	1,093	14.1
Central, Boys	13	10,778	1,309	12.1
Academy, Boys	21	12,196	1,450	11.9
Parochial, Boys	6	3,537	322	9.1
	325	97,097	15,924	16.4
Parochial-commercial, Girls	8	548	548	100.0
Parochial-commercial, Boys and Girls	10	1,050	1,050	100.0
	18	1,598	1,598	100.0
Total	343	98,695	17,522	17.8

TABLE V

DISTRIBUTION OF RELIGIOUS CONGREGATIONS OF MEN AND WOMEN CONDUCTING 407  
CATHOLIC HIGH SCHOOLS 1943-1944

Congregations	Frequency			Total
	Parochial	Academy	Central	
Sisters of Charity	28	12	14	54
Sisters of St. Francis	32	12	9	53
Sisters of Mercy	20	12	6	38
Sisters of St. Dominic	13	13	8	34
School Sisters of Notre Dame	19	7	7	33
Sisters of St. Joseph	10	8	8	26
Sisters of Divine Providence	11	5	8	24
Sisters of St. Benedict	7	9		16
Sisters, Servants of the Immaculate Heart of Mary	15			15
Sisters of the Presentation	8	2	3	13
Sisters of St. Ursula	5	7	1	13
Brothers of Christian Schools	5	3	4	12
Sisters of Holy Cross	4	6	1	11
Sisters of St. Joseph of Carondelet	2	3	2	7
Sisters of Loretto	5	1	1	7
Benedictine Priests		5	1	6
Brothers of Holy Cross	1	2	3	6
Marist Brothers of the School			6	6
Sisters of the Holy Family of Nazareth	4	1	1	6
Diocesan Priests and Laymen		1	4	5
Sisters, Servants of the Holy Heart of Mary		2	3	5
Sisters of the Holy Names of Jesus and Mary	2	3		5
Sisters, Adorers of the Most Precious Blood	4	1		5
Brothers of the Sacred Heart		3	1	4
Sisters of St. Agnes	2	1		3
Sisters of the Humility of Mary	1	2		3
Sisters of the Incarnate Word and Blessed Sacrament		3		3
Sisters of the Most Holy Sacrament	2	1		3
Missionary Sisters of the Sacred Heart of Jesus		2	1	3
Carmelite Priests		2		2

(Continued)

TABLE V (Continued)

Congregations	Frequency			Total
	Parochial	Academy	Central	
Jesuit Priests		1	1	2
Religious of the Institute of the Blessed Virgin Mary		1	1	2
Sisters of the Society of the Holy Child Jesus		1	1	2
Daughters of the Holy Ghost	1	1		2
Sisters of the Catholic Apostolate Pallottine		2		2
Sisters of the Sacred Hearts and Perpetual Adoration		2		2
Sisters of the Visitation		2		2
Augustinian Priests		1		1
Franciscan Priests			1	1
Holy Ghost Priests		1		1
Norbertine Priests			1	1
Servite Priests			1	1
Redemptorist Priests	1			1
Vincentian Priests		1		1
Xavarian Brothers		1		1
Sisters of St. Ann	1			1
Sisters of St. Casimir		1		1
Sisters of SS. Cyril and Methodius	1			1
Sisters of the Good Shepherd		1		1
Grey Nuns			1	1
Sisters of the Holy Union of the Sacred Hearts		1		1
Sisters of St. John the Baptist		1		1
Sisters of St. Mary of Oregon	1			1
Society of Mary			1	1
Poor Handmaids of Jesus Christ	1			1
Sisters of the Resurrection	1			1
Not stated	3	1		4
<b>Total</b>	<b>210</b>	<b>148</b>	<b>100</b>	<b>458*</b>

\*In the Central high schools as many as 7 congregations are represented in one school. This accounts for the excess of the total figure over the recorded total of 407 schools.



### Religious and Lay Teachers

A teacher who has two classes in business is, for the purpose of this study, considered as a business teacher. The number of business teachers in the 407 Catholic high schools in 1943 was 758. Table VI shows that this number includes 45 lay teachers, or 5.9 per cent. This figure is much lower than the proportion reported in the survey of all high schools made in 1940 by the National Catholic Welfare Conference (16.5 per cent). The highest percentage of lay teachers found in the present study was 18.5 per cent in the 21 Academies for boys. No lay teachers were reported in the 6 Parochial high schools for boys.

### Preparation for Teaching

One section of the questionnaire called for information concerning the degrees held by the teachers, the number of years of teaching and working experience, and whether teaching certificates were required by the state.

#### A. Degrees

The data on degrees for the different types of high schools are presented separately in Tables VII, VIII, IX, X, summarized in Table XI, and compared in Table XII. Only the "highest terminal" preparation of each teacher is shown in these tables. (Instead of indicating degrees by check, 19 teachers made notations on questionnaires. These notations are included in tables as "highest terminal" for those teachers, and summarized as "other training" in Tables XI and XII.)

In the 192 Parochial schools (Table VII) with 284 teachers, 43 teachers, or 15 per cent, held Master's degrees, 7 of which were in business; 198 teachers, or 69.7 per cent, held Bachelor's degrees, 51 of which were in

TABLE VI  
 DISTRIBUTION OF 758 BUSINESS TEACHERS IN 407 CATHOLIC HIGH SCHOOLS,  
 1943-1944

Number and Type of Schools	Religious		Lay	
	Frequency	Per Cent	Frequency	Per Cent
21 Academy high schools for boys	44	81.5	10	18.5
10 Parochial-commercial high schools for boys and girls	22	88.0	3	12.0
13 Central high schools for boys	42	89.4	5	10.6
19 Parochial high schools for girls	32	91.4	3	8.6
96 Academy high schools for girls	157	92.3	13	7.7
8 Parochial-commercial high schools for girls	15	93.8	1	6.2
19 Central high schools for boys and girls	44	95.7	2	4.3
17 Central high schools for girls	68	95.8	3	4.2
31 Academy high schools for boys and girls	44	97.8	1	2.2
167 Parochial high schools for boys and girls	221	98.2	4	1.8
6 Parochial high schools for boys	24	100.0	0	0.0
407 Total	713	94.1	45	5.9

business; 3 teachers held the degree of Bachelor of Philosophy; 4 teachers reported business certificates; 31, or 10.9 per cent, reported "no degree"; 4 did not report.

In the 18 Parochial-commercial schools (Table VIII), with 41 teachers, 1 teacher held the Master's degree; 23 teachers, or 56.1 per cent, held Bachelor's degrees, 13 of which were in business; 13 teachers, or 31.7 per cent, reported "no degree"; 4 teachers did not report.

In the 148 Academies (Table IX) with 269 teachers, 52 teachers, or 19.3 per cent, held Master's degrees, 16 of which were in business; 169 teachers, or 62.8 per cent, held Bachelor's degrees, 63 of which were in business; 2 teachers reported accredited work toward degree; 2 reported business certificates; 40, or 14.9 per cent, reported "no degree"; 1 did not report.

In the 49 Central schools (Table X) with 164 teachers, 23 teachers, or 14 per cent, held Master's degrees, 11 of which were in business; 124, or 75.6 per cent, held Bachelor's degrees, 48 of which were in business; 13 teachers, or 7.9 per cent, reported "no degree."

The summary in Table XI shows that in a total of 758 teachers, 119, or 15.7 per cent, held the Master's degree; 85 holding the degree of Master of Arts, and 34 holding the degree of Master of Science in Business. The Bachelor's degree predominates. In a total of 758 teachers, 514, or 67.8 per cent, held the Bachelor's degree; 338 holding the degree of Bachelor of Arts, and 176 the degree of Bachelor of Science in Business. One teacher listed under Master of Arts degree and one listed under Bachelor of Arts degree had additional degrees of LL.B. Two of the teachers had both the Bachelor of Arts degree and the degree of Bachelor of Science in Business. One teacher with the degree of Bachelor of Science in Business was a

candidate for the degree of Master of Education. "Other training" consisted of various accreditation not included as Master's and Bachelor's degrees, as voluntarily reported by 19 teachers:

One teacher was writing thesis for Doctor's degree in Business Science.

Six teachers were working for Master's degrees in Business Science; 4 of these had almost completed the work.

Three teachers held the Bachelor's degree in Philosophy; and in addition one had a teacher's certificate in Business.

One teacher had a Bachelor of Education degree and 18 credits in Business Science.

Three teachers were studying for the degree of Bachelor of Science in Business; one of these had almost completed the work.

Five teachers reported certification from Gregg School.

Ninety-seven, 12.8 per cent, of the 758 teachers, had not attained the Bachelor's degree. Most of the teachers who reported "no degree" had had office experience.

Since the number of teachers in each group is different, percentages are used in Table XII to show the comparison of teacher preparation among the various types of schools. Since all priests are degreed teachers, the boys' schools consequently ranked higher than the girls' schools. The Parochial schools for boys had the highest percentage of Master's and Bachelor's degrees (96 per cent) with only 4 per cent of the teachers having no degrees. The Academies for boys ranked highest in Master's degrees (35 per cent); the Parochial schools for girls ranked second with 26 per cent. The Central schools for boys ranked highest in Bachelor's degrees, 81 per cent, the Central schools for girls being slightly lower, 76 per cent. The Parochial-commercial schools had almost equal proportions of "no degree" and Bachelor's degrees, with only one Master's degree.

TABLE VII

PROFESSIONAL PREPARATION REPORTED BY 284 BUSINESS TEACHERS IN 192 CATHOLIC PAROCHIAL HIGH SCHOOLS, 1943-1944

Degree or Certificate	6 Parochial Schools for Boys		19 Parochial Schools for Girls		167 Parochial Schools for Boys & Girls		Total	Per Cent
	No. of Teachers	Per Cent	No. of Teachers	Per Cent	No. of Teachers	Per Cent		
Master of Arts	5	20.8	6	17.1	25	11.1	36	12.7
Master of Science in Business	2	8.3	3	8.6	2	.9	7	2.5
Bachelor of Arts	9	37.5	19	54.3	119	52.9	147	51.8
Bachelor of Science in Business	7	29.2	2	5.7	42	18.7	51	18.0
Bachelor of Philosophy and teacher's certificate in Business					1	.4	1	.4
Bachelor of Philosophy					2	.9	2	.7
Writing thesis for Doctor's degree in Business					1	.4	1	.4
Studying for Bachelor of Science in Business					1	.4	1	.4
Special Certificate					1	.4	1	.4
Teacher's Certificate from Gregg College			1	2.9	1	.4	2	.7
No Degree	1	4.2	4	11.4	26	11.5	31	10.9
Not reporting					4	1.8	4	1.4
Total	24	100.0	35	100.0	225	100.0	284	100.0

TABLE VIII

PROFESSIONAL PREPARATION REPORTED BY 41 BUSINESS TEACHERS IN 18 CATHOLIC  
PAROCHIAL-COMMERCIAL HIGH SCHOOLS, 1943-1944

Degree or Certificate	8 Parochial Schools for Girls		10 Parochial Schools for Boys & Girls		Total	Per Cent
	No. of Teachers	Per Cent	No. of Teachers	Per Cent		
Master of Arts	1	6.3			1	2.4
Bachelor of Arts	4	25.0	6	24.0	10	24.4
Bachelor of Science in Business	4	25.0	9	36.0	13	31.7
No degree	7	43.7	6	24.0	13	31.7
Not reporting			4	16.0	4	9.8
Total	16	100.0	25	100.0	41	100.0

TABLE IX

PROFESSIONAL PREPARATION REPORTED BY 269 BUSINESS TEACHERS IN 148 CATHOLIC ACADEMIES, 1943-1944

Degree or Certificate	21 Academies for Boys		96 Academies for Girls		31 Academies for Boys & Girls		Total	Per Cent
	No. of Teach- ers	Per Cent	No. of Teach- ers	Per Cent	No. of Teach- ers	Per Cent		
Master of Arts and LL.B.	1	1.9					1	.37
Master of Arts	10	18.5	22	12.0	3	6.6	35	13.0
Master of Science in Business	8	14.8	6	3.6	2	4.4	16	5.9
Master of Science in Business this summer			1	.6			1	.37
Now working for Master of Science degree in Business			1	.6			1	.37
Bachelor of Science in Business and Candi- date for Master of Education					1	2.2	1	.37
Bachelor of Arts and Bachelor of Science					1	2.2	1	.37
Bachelor of Arts and LL.B.	1	1.9					1	.37
Bachelor of Arts and Certification from .....College			2	1.2			2	.74
Bachelor of Arts and necessary hours in Business			1	.6			1	.37
Bachelor of Arts and certification			1	.6			1	.37

(Continued)

TABLE IX (Continued)

PROFESSIONAL PREPARATION REPORTED BY 269 BUSINESS TEACHERS IN 148 CATHOLIC ACADEMIES, 1943-1944

Degree or Certificate	21 Academies for Boys		96 Academies for Girls		31 Academies for Boys & Girls		Total	Per Cent
	No. of Teachers	Per Cent	No. of Teachers	Per Cent	No. of Teachers	Per Cent		
Bachelor of Arts and License to teach business subjects			1	.6			1	.37
Bachelor of Arts	19	35.2	64	37.9	16	35.5	99	36.8
Bachelor of Science in Business	12	22.2	42	24.8	8	17.8	62	23.0
Bachelor of Philosophy					1	2.2	1	.37
Completing work for degree			1	.6			1	.37
Business Certificate					1	2.2	1	.37
Doing accredited work in business education summer sessions					1	2.2	1	.37
Teacher's Certificate from Gregg College			1	.6			1	.37
No degree	3	5.6	26	15.4	11	24.4	40	14.9
Not reporting			1	.6			1	.37
Total	54	100.0	170	100.0	45	100.0	269	100.0



TABLE X

PROFESSIONAL PREPARATION REPORTED BY 164 BUSINESS TEACHERS IN 49 CATHOLIC  
CENTRAL HIGH SCHOOLS, 1943-1944

Degree or Certificate	13 Central Schools for Boys		17 Central Schools for Girls		19 Central Schools for Boys & Girls		Total	Per Cent
	No. of Teach- ers	Per Cent	No. of Teach- ers	Per Cent	No. of Teach- ers	Per Cent		
Master of Arts	1	2.1	5	7.0	6	13.0	12	7.3
Master of Science in Business	3	6.4	6	8.4	2	4.3	11	6.7
Master of Science in Business in October or June	1	2.1					1	.6
Master of Science in Business in June	1	2.1					1	.6
Now working for Master of Science degree in Business					1	2.2	1	.6
Bachelor of Arts and Bachelor of Science in Business	1	2.1					1	.6
Bachelor of Arts	20	42.6	32	45.1	23	50.0	75	45.7
Bachelor of Science in Business	17	36.2	22	31.0	9	19.6	48	29.2
Bachelor of Education and 18 credits in business. Will re- ceive Bachelor of Science degree this summer					1	2.2	1	.6
No degree	3	6.4	6	8.4	4	8.7	13	7.9
Total	47	100.0	71	100.0	46	100.0	164	100.0

TABLE XI

PROFESSIONAL PREPARATION OF 758 BUSINESS TEACHERS SUMMARIZED ACCORDING TO TYPE OF CATHOLIC HIGH SCHOOL

Degree or Certificate	Parochial		Parochial-Com.		Academy		Central		Total	
	Fre- quency	Per Cent	Fre- quency	Per Cent	Fre- quency	Per Cent	Fre- quency	Per Cent	Fre- quency	Per Cent
Master of Arts	36	12.7	1	2.4	36	13.4	12	7.3	85	11.2
Master of Science in Business	7	2.5	0	0.0	16	5.9	11	6.7	34	4.5
Bachelor of Arts	147	51.8	10	24.4	106	39.4	75	45.7	338	44.6
Bachelor of Science in Business	51	17.9	13	31.7	63	23.4	49	29.9	176	23.2
Other Training	8	2.8	0	0.0	7	2.6	4	2.4	19	2.5
No Degree	31	10.9	13	31.7	40	14.9	13	7.9	97	12.8
Not Reporting	4	1.4	4	9.8	1	.4	0	0.0	9	1.2
Total	284	100.0	41	100.0	269	100.0	164	100.0	758	100.0

TABLE XII

COMPARATIVE DATA ON PERCENTAGE OF BUSINESS TEACHERS IN THE DIFFERENT TYPES OF SCHOOLS REPORTING THE VARIOUS DEGREES

Degree	Parochial			Parochial-Com.		Academy			Central		
	Boys	Girls	B. & G.	Girls	B. & G.	Boys	Girls	B. & G.	Boys	Girls	B. & G.
Master of Arts and Master of Science in Business	29.1%	25.7%	12.0%	6.3%	0.0%	35.2%	15.6%	11.0%	8.5%	15.4%	17.3%
Bachelor of Arts and Bachelor of Science in Busi- ness.	66.7	60.0	71.6	50.0	60.0	59.3	65.7	57.7	80.9	76.1	69.6
Bachelor of Philosophy			1.3					2.2			
Bachelor of Education											2.2
Other Training		2.9	1.6				2.4	4.4	4.2		2.2
No Degree	4.2	11.4	11.5	43.7	24.0	5.6	15.4	24.4	6.4	8.4	8.7
Not reporting			1.8		16.0		.6				
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

### B. Teaching Experience

Thirty-nine of the 758 teachers did not furnish information about their teaching experience. The majority of the remaining teachers reported a range of 1 to 15 years. Table XIII shows that 259 teachers (36 per cent) had taught business subjects not more than 5 years and that 449 (62 per cent) had taught not more than 10 years. About 10 per cent of the teachers had taught more than 20 years. The highest median in years of teaching (14.5) was in the Parochial-commercial schools for girls; the lowest median, 4, was in the Parochial schools for boys. In the two largest groups of schools, Parochial, Boys and Girls, and Academy, Girls, the median was 8 years.

### C. Business Experience

More than two thirds of the business teachers reported having had business experience. Eighty of the total of 758 teachers did not report. Of the remaining 678 teachers, 466, or 68.7 per cent, reported "Yes"; 212, or 31.3 per cent, reported "No". The number of teachers reporting from each type of school and the number and per cent having had business experience are shown in Table XIV. More than 80 per cent of the teachers in the Academies for girls had some business experience, whereas in the Parochial schools for boys only 8 out of 24 teachers, or 33 1/3 per cent, reported business experience, this proportion being the lowest reported among the teachers.

### D. State Certification

In answer to the question "Are teachers required by the state to hold state teaching certificates?" 265, or 65.1 per cent, reported "Yes"; 117, or 28.7 per cent, reported "No"; 25, or 6.2 per cent, did not report.

The number of each type of school reporting "Yes" is shown in Table XV. The data on this item are indeterminate and provide no conclusion with respect to comparisons by states or by type of school. According to Table XV, about 65 per cent of the schools reported that their teachers are required by the state to hold certificates. However, both affirmative and negative responses were received from schools in the same state. For example, one school answered "Yes" to the question, and another school of the same type in the same state commented: "No, but a minimum of 16 semester hours for each subject." From another state, one school answered "No" and another commented: "Yes, if degree is not held." Other comments that were written in on the questionnaire returns indicated that definite requirements in subject matter were specified by the state and were met by the Catholic business teachers: "State requirement is that a teacher qualify according to a set number of credit hours in college commercial work and that he have a minimum number of hours in the particular course taught, e.g., commercial geography: requirement 6 hours of college work in geography and 18 hours of other college commercial work." Such statements as "All teachers have teaching certificates" did not indicate whether such certificates are state-required or merely that all the teachers in that school happened to hold certificates. Some schools named the regional association as the agency imposing requirements. Thus they met the same requirements as the public schools included in that accrediting association. "Approval" by the state in relation to certification may account for variations in the responses. One school reported that certificates are required "if school is approved by the state and has state inspection. Ours is approved." Another commented: "As this is a private school, teachers are required to have state approbation only; of other teachers certificates are required."

TABLE XIII

DISTRIBUTION OF 719 BUSINESS TEACHERS ACCORDING TO TYPE OF SCHOOL AND NUMBER OF YEARS OF EXPERIENCE

Type of School	Years of Experience									Median
	1-5	6-10	11-15	16-20	21-25	26-30	31-35	36-40	41-45	
Parochial-commercial, Girls	5	2	1	5	1	2	0	0	0	14.5
Central, Girls	17	10	14	17	6	4	2	0	0	13
Central, Boys and Girls	14	6	9	4	4	2	2	1	1	12
Parochial, Girls	9	9	7	8	1	0	1	0	0	10
Academy, Boys and Girls	15	12	7	3	5	2	0	0	0	8.5
Academy, Girls	55	47	20	13	10	5	0	1	0	8
Parochial, Boys and Girls	78	60	36	24	6	4	1	2	1	8
Academy, Boys	18	14	6	10	3	1	0	0	0	7.5
Central, Boys	20	17	5	2	0	2	0	1	0	7
Parochial-commercial, Boys and Girls	11	8	1	1	2	0	0	1	1	6
Parochial, Boys	17	5	0	1	1	0	0	0	0	4
Total	259	190	106	88	39	22	6	6	3	

TABLE XIV

BUSINESS EXPERIENCE OF 678 TEACHERS IN PAROCHIAL, ACADEMY, AND CENTRAL  
CATHOLIC HIGH SCHOOLS, 1943-1944

Type of School	Number of Teachers	Teachers having Business Experience	
		Frequency	Per Cent
Academy, Girls	154	125	81.2
Parochial-commercial, Girls	14	11	78.6
Central, Boys and Girls	42	32	76.2
Central, Girls	67	50	74.6
Parochial-commercial, Boys and Girls	23	17	73.9
Academy, Boys and Girls	40	27	67.5
Parochial, Boys and Girls	193	130	67.4
Parochial, Girls	35	21	60.0
Academy, Boys	47	27	57.5
Central, Boys	39	18	46.2
Parochial, Boys	24	8	33.3
Total	678	466	68.7

TABLE XV

NUMBER AND PER CENT OF 382 CATHOLIC HIGH SCHOOLS WHICH GAVE AFFIRMATIVE ANSWERS TO QUESTION: ARE TEACHERS REQUIRED BY THE STATE TO HOLD STATE-TEACHING CERTIFICATES?

Type of School	Number of Schools Reporting	Number of Schools Reporting "Yes"	Per Cent of Schools Reporting "Yes"
Central, Boys and Girls	19	17	89.5
Academy, Boys and Girls	29	25	86.2
Central, Girls	17	14	82.3
Parochial, Boys and Girls	157	116	73.9
Parochial-commercial, Boys and Girls	7	5	71.4
Parochial, Girls	17	11	64.7
Academy, Girls	91	57	62.6
Academy, Boys	20	12	60.0
Central, Boys	12	5	41.7
Parochial, commercial, Girls	7	2	28.6
Parochial, Boys	6	1	16.6
Total	382	265	69.4



Business Subjects Taught and the School Year  
Or Years in Which They Are Taught

Business Subjects Taught

Table XVI shows the subjects taught in the different types of Catholic high schools, and Table XVII gives a summary distribution of these data.

Typewriting is the most popular of all business subjects: 387, or 95 per cent, of the 407 schools include it in their curricula. Shorthand ranks second, offered by 375, or 92 per cent, of the schools. The social-business subjects, with the exception of business law and economic geography, rank low in frequency. The returns showed that where office practice is not offered, some of the schools include filing with other subjects, such as shorthand, typewriting, and general business; adding machines, mimeograph, and mimeoscope are taught as needed in various branches, i.e., bookkeeping, school paper, business arithmetic; salesmanship and consumer economics are taught in connection with other courses with no separate credit for these subjects.

The War affected the program of one school as follows: "The induction service courses have replaced one semester of law and one of economics in fourth year. Salesmanship and business arithmetic were also replaced. Academic English replaced business English. These changes were made at the beginning of 1943-1944."

Some small schools find it necessary to offer certain subjects in alternate years or semesters. Since only the subjects taught in 1943-1944 were included in the data of this study, the tabulated offerings may appear to be more limited than the actual scope of the curricular program. The

TABLE XVI

BUSINESS SUBJECTS TAUGHT IN 407 PAROCHIAL, ACADEMY, AND CENTRAL CATHOLIC HIGH SCHOOLS, 1943-1944

Subject	PAROCHIAL			PAR.-COM'L		ACADEMY			CENTRAL			TOTAL			ALL	
	B.	G.	B&G	C-G	C-B&G	B.	G.	B&G	B.	G.	B&G	Par.	Acad.	Gen.		
Shorthand (	(Functional. . . . .	3	11	68	5	4	2	60	14	9	11	7	91	76	27	194
	(Gregg (Manual . . . . .	2	6	75	3	6	14	34	15	4	5	9	92	63	18	173
	(Pitman . . . . .	0	0	4	0	0	0	2	0	0	1	1	4	2	2	
Transcription. . . . .	5	19	35	5	12	9	76	37	7	29	19	76	122	55	253	
Bookkeeping. . . . .	5	13	115	6	9	19	52	25	13	13	16	148	96	42	286	
Typewriting. . . . .	6	21	156	6	8	18	84	35	13	19	21	197	137	53	387	
Business Law . . . . .	2	1	16	4	3	7	4	4	6	4	4	26	15	14	55	
Business English . . . . .	2	4	12	5	7	4	6	6	5	4	5	30	16	14	60	
Business Mathematics . . . . .	3	4	35	3	4	9	14	12	9	10	12	49	35	31	115	
Retailing. . . . .	1	0	1	0	0	0	2	0	0	0	0	2	2	0	4	
Salesmanship . . . . .	1	0	4	0	0	0	3	1	1	2	0	6	4	4	13	
Consumer Economics . . . . .	2	0	2	0	0	2	1	3	5	4	1	4	6	10	20	
Economic Geography . . . . .	2	5	13	0	1	5	2	4	6	3	2	21	11	11	43	
Filing . . . . .	0	0	0	0	0	0	8	3	6	7	4	0	11	17	28	
Office Practice. . . . .	0	8	28	0	0	1	17	6	8	24	9	36	24	41	101	
Economics. . . . .	1	0	0	0	2	0	0	4	2	1	1	3	4	4	11	
General Business . . . . .	2	1	20	3	0	2	7	2	4	2	3	26	11	9	46	

TABLE XVII  
 COMPARATIVE SUMMARY OF THE DATA IN TABLE XVI

Subject	Frequency of Offering	Per Cent of Schools
Typewriting	387	95.1
Shorthand	375	92.1
Bookkeeping	286	70.3
Transcription	253	62.2
Business Mathematics	115	28.3
Office Practice	101	24.8
Business English	60	14.7
Business Law	55	13.5
General Business	46	11.3
Economic Geography	43	10.6
Filing	28	6.9
Consumer Economics	20	4.9
Salesmanship	13	3.2
Economics	11	2.7
Retailing	4	1.0

TABLE XVII  
COMPARATIVE SUMMARY OF THE DATA IN TABLE XVI

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General Business	46	11.3
Economic Geography	43	10.6
Filing	28	6.9
Consumer Economics	20	4.9
Salesmanship	13	3.2
Economics	11	2.7
Retailing	4	1.0

following comments indicate such limitations: 1) "Business English is offered in the first semester and office practice in the second semester." 2) "Salesmanship and business organization are taught as needed by students every two or three years." 3) "Business English and consumer economics are alternated each year; economics also every second year." 4) "We do not offer these business subjects every year. This year we are giving typewriting and business English. In this small country school the business subjects are given in addition to the regular course to aid our pupils as much as we can in as many fields as possible. Since our classes are small, we can arrange to do this." 5) "Business law, business mathematics, business English, economic geography offered when at least ten students wish it."

Reports from three schools indicate that time for instruction and cost of equipment are the chief obstacles to a course in "Machines." 1) "We plan to buy Burroughs Duplex Calculating Machine and Burroughs Desk Book-keeping Machine. The commercial teacher is now taking the course from the Burroughs School." 2) "Girls are given an opportunity to attend Dictaphone schools. Our school has been built so recently that we have been unable to purchase machines." 3) "The boys get a little practice in the use of machines. We have no special course covering a period of instruction."

That this situation is not peculiar to the schools concerned in this study is apparent from the conclusions presented by Miss Virginia Brown after a follow-up survey of a Louisiana high school:

"Because the average small high school does not have essential equipment nor the trained teaching force to give all this additional training necessary to fit high school students for vocation efficiency in employment in modern business, it should be the combined duty of the parish or county, the State and Federal Government to see that there are opportunities made at various local centers where students, rich or poor, rural and urban, may secure the training needed for participation in the work of a productive citizen of their community. They should also serve as a place where broad training in the problem

of business management can be given to able young people so that they may become business leaders and use their abilities to develop their own section of the country rather than allowing them to be drawn off by more promising prospects of success in other sections.<sup>1</sup>

#### Year or Years in Which Business Subjects Are Taught

As shown in Table XVIII, the findings with respect to the year-level revealed consistency in deferring business subjects, with the exception of the basic or general business subjects, to the last two years. That this is a desirable practice is the opinion of Very Reverend Monsignor Carl J. Ryan, who believes that the pupils studying commercial subjects should have a broad cultural background:

Not much more than one-half of a commercial program should be devoted to strictly commercial subjects. The value of a broad cultural background--so far as high school can give it--cannot be overestimated. This is particularly true of students who will do stenographic work. Especial attention should be given to English grammar, composition, and spelling. No matter how well a person knows shorthand and typing, if such a one is weak in English the best of dictation may appear in garbled form in the transcription. This means that one dictating must scan carefully every letter or statement to make sure that the transcribed statement says what he actually wanted it to say. Some employers are themselves weak in English, and a secretary who can correct their mistakes is all the more valuable. A secretary who can compose a letter upon instructions from her employer is still more valuable. But to do this a reasonably broad cultural background is required.<sup>2</sup>

Five schools did not report year-level of typewriting, and twelve schools did not report year-level of shorthand.

#### Length of Class Period

The 45-minute class period prevails in the majority of the 407 Catholic high schools, the time varying in the other schools from 40 to 90 minutes. Two hundred fifty-one of the 407 schools, or 61.7 per cent, have set

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1. Virginia Brown, "Recommendations Offered by Miss Virginia Brown Resulting from a Follow-up Study of Delhi High School, Delhi, Louisiana," Louisiana Commercial Teacher, Vol. IV, Jan. 1942.

2. Very Rev. Msgr. Carl J. Ryan, "Commercial Subjects in the High School," Educational Handbook, Jos. J. Wagner, Inc., New York, August, 1940.

TABLE XVIII

DISTRIBUTION OF BUSINESS SUBJECTS OFFERED IN CATHOLIC HIGH SCHOOLS  
ACCORDING TO YEAR LEVEL

Subject	Number of Schools Offering Business Subjects in the Year or Years Designated										Total
	1st	2nd	1st 2nd	3rd	1st 2nd 3rd	2nd 3rd	4th	1st 2nd 3rd 4th	2nd 3rd 4th	3rd 4th	
Typewriting			12		6		21	6	15	322	382
Shorthand	7		8		3	1				344	363
Bookkeeping		12	10		1			1	1	261	286
Transcription							185			68	253
Business Math.	12	16	14	9		14		3	4	43	115
Office Practice			1	3						97	101
Bus. English	3	4				2		2	1	48	60
Business Law	1	3					31			20	55
Gen'l Business	24	12	7	2		1				0	46
Econ. Geography	6	15	5	14		1	1	1		0	43
Filing	3		1	1						23	28
Consumer Econ.		2		4			2			12	20
Salesmanship		2	1	6		1				3	13
Economics				2						9	11
Retailing		2		1		1				0	4

TABLE XIX

## LENGTH OF CLASS PERIODS IN 407 PAROCHIAL, ACADEMY, AND CENTRAL CATHOLIC HIGH SCHOOLS

Type of School	Length of Class Periods in Minutes												
	Frequency												
	40	41	42	43	45	50	55	56	60	40-80	45-60	45-90	50-60
Parochial, Boys			2		3	1							
Parochial, Girls	1				14				4				
Parochial, Boys & Girls	41		2	1	106	7	1		7	1	1		
Parochial-commercial, Girls					6				1		1		
Parochial-commercial, Boys & Girls	1				7				2				
Academy, Boys	2				12	5			1		1		
Academy, Girls	23		1		60	6	2		3		1		
Academy, Boys & Girls	4		1		14	4	1		1		3	2	1
Central, Boys		1		1	6	1	2	1	1				
Central, Girls	1			1	12	1			1		1		
Central, Boys & Girls	4		1	1	11	1			1				
Total	77	1	7	4	251	26	6	1	22	1	8	2	1



45 minutes for each class period; 77, or 18.9 per cent, 40 minutes; 26, or 6.4 per cent, 50 minutes. As will be noted in Table XIX, a diversity of periods is specified by a small number of schools. It is probable that "40-80" and "45-90" represent double periods and "45-60" and "50-60" represent single periods which vary according to the subjects scheduled, or administrative expediency for lunch periods or scheduled special activities.

#### Method of Selection of Business Students

As Table XX shows, only 66, or 16.4 per cent, of the 403 schools responding to the question: "Have you a special method for selecting commercial students?" gave an affirmative answer. Four schools did not report. While some of the schools reported that business subjects were elective, selection was found to be effected through various degrees of guidance, prognostic tests, aptitude tests, and ability and personal qualifications. Only one comment indicates entire election by pupils: "Carry two courses, the Academic and General. The students make their choice at the end of the second year." The following comments indicate selection by school authorities: 1) "The selection is based entirely upon a prognostic shorthand test given in September of junior year. The best students are given shorthand and bookkeeping." 2) "Rated on work of first two years in high school" 3) "If students elect a business course such as we offer, the first six weeks decides their capabilities." 4) "If students do not show an aptitude for business training in first year, they are advised not to continue." 5) "According to ability and personal qualifications for specific positions." 6) "We haven't found a satisfactory method as yet. However, this is being attempted."

In an article written for the Educational Handbook, Very Reverend Monsignor Carl J. Ryan, gives his views on the type of students who should be permitted to take commercial work:

TABLE XX

NUMBER AND PER CENT OF 403 CATHOLIC HIGH SCHOOLS HAVING A METHOD FOR THE SELECTION OF PUPILS FOR COMMERCIAL CLASSES

Type of School	Number of Schools Reporting	Number of Schools Reporting "Yes"	Per Cent of Schools Reporting "Yes"
Central, Girls	17	10	58.8
Parochial, Boys	6	2	33.3
Central, Boys	13	4	30.8
Parochial-commercial, Boys and Girls	10	3	30.0
Academy, Boys	21	6	28.6
Central, Boys and Girls	19	5	26.3
Parochial-commercial, Girls	8	2	25.0
Academy, Girls	96	13	13.5
Academy, Boys and Girls	31	4	12.9
Parochial, Boys and Girls	163	16	9.8
Parochial, Girls	19	1	5.3
Total	403	66	16.4

Traditionally, the commercial course in high school has suffered from the handicap of being looked upon as a dumping ground for students of mediocre ability. This, of course, does not mean that all students taking a commercial course were of this calibre. We do, however, realize that students who could not do general academic work satisfactorily, either sought or were advised to take commercial work. This is a great mistake. The commercial course requires as much ability, if one is to complete it successfully, as a general academic program. Furthermore, no other type of student will so quickly reflect credit or discredit upon a school as the commercial graduate. Almost from the first day on the job, the ability of the graduate will be tested. The school owes it to itself to send out graduates who will be a credit to the school and will maintain such standards that its graduates will not be handicapped in the quest for positions. It is better for the school to maintain standards that will put its graduates in demand.

One difficulty the school has in trying to prevent pupils of mediocre ability from taking commercial work, is that many parents look upon the commercial course as the most practical one for their children, especially for girls. They will insist upon their children taking this course, even though in the judgment of the teachers such pupils cannot complete it successfully and attain a degree of proficiency which would enable them to secure a position in the open market.<sup>3</sup>

#### Placement Plan and Follow-up System

##### Placement Plan

Of the 397 schools reporting, only 115, or 28.9 per cent, had a formal placement plan. (Ten schools did not report.) A placement plan was in effect in over 60 per cent of the Parochial-commercial high schools, 50 per cent of the Central high schools, but only 16.1 per cent of the Academies for boys and girls, as shown in Table XXI. Three Parochial, 2 Academy, and 2 Central high schools replied that they had no need of a placement plan: 1) "Have no need of one as we receive more requests for students than we can supply." 2) "Calls for our graduates are continuous." 3) "Demand exceeds our supply." 4) "In our locality we have many opportunities for office workers. Usually the Personnel Manager calls the Principal and asks for workers. If we had twice as many graduates we would place them all. I do not mean during this labor emergency, but for several years back." 5) "We do not have a definite plan but we are able to place

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3. Ryan, op. cit.

all of our graduates. Business men come to us." 6) "Many business places ask for our students." 7) "No other placement plan than Civil Service Tests. Those who pass obtain positions readily. Poorer pupils can easily obtain a job clerking in the stores here."

Another Parochial coeducational school, however, has a different report: "The school is principally academic. There are very few opportunities for graduates to obtain positions. Most of the girl graduates enter nurses training school or college. Boys formerly went to college or secured work elsewhere. The number of pupils who desire commercial subjects for next year has increased, probably on account of some new industries in the town, the establishment of large defense and power plants."

#### Follow-up System

The types and number of Catholic high schools having a follow-up system are presented in Table XXII. Of the 394 schools reporting, 107, or 27.2 per cent, have a system for following up of commercial graduates. This figure is almost identical with the per cent of schools having a placement plan (28.9) but does not indicate that every school having a placement plan has a follow-up system.

Although in this, as in other inquiries, the questionnaire did not request more than a direct "yes" or "no," 5 schools commented on the follow-up system: Two academies reported that they keep in touch with graduates through the alumnae: 1) "It is understood that when a member of the alumnae is not employed or is not satisfied with her position, she is to contact the Academy and we keep her name on file for future calls from employers. About 25 per cent take Civil Service examinations and qualify to be Uncle Sam's stenographers or typists." 2) "Yes, somewhat, through the alumnae." Three other schools keep in touch with pupils but do not have a definite follow-up

TABLE XXI

NUMBER AND PER CENT OF 397 CATHOLIC HIGH SCHOOLS HAVING A PLACEMENT PLAN  
FOR GRADUATES OF COMMERCIAL CLASSES

Type of School	Number of Schools Reporting	Number of Schools Reporting "Yes"	Per Cent of Schools Reporting "Yes"
Parochial-commercial, Girls	8	5	62.5
Parochial-commercial, Boys and Girls	10	6	60.0
Central, Girls	16	8	50.0
Central, Boys and Girls	18	7	38.9
Parochial, Boys	6	2	33.3
Academy, Boys	21	7	33.3
Academy, Girls	96	27	28.1
Parochial, Boys and Girls	159	37	23.3
Central, Boys	13	7	22.6
Parochial, Girls	19	4	21.1
Academy, Boys and Girls	31	5	16.1
Total	397	115	28.9

TABLE XXII

NUMBER AND PER CENT OF 394 CATHOLIC HIGH SCHOOLS HAVING A FOLLOW-UP SYSTEM  
OF GRADUATES OF COMMERCIAL CLASSES

Type of School	Number of Schools Reporting	Number of Schools Reporting "Yes"	Per Cent of Schools Reporting "Yes"
Parochial-commercial, Boys and Girls	10	4	40.0
Central, Boys	13	5	38.5
Central, Girls	16	6	37.5
Academy, Boys and Girls	31	11	35.5
Parochial, Boys and Girls	158	42	26.6
Parochial, Girls	19	5	26.3
Central, Boys and Girls	16	4	25.0
Parochial-commercial, Girls	8	2	25.0
Academy, Girls	96	23	24.0
Academy, Boys	21	4	19.0
Parochial, Boys	6	1	16.7
Total	394	107	27.2

system. 1) "No definite plan, but we keep in touch with the girls." 2) "At times, not a very well organized one." 3) "No, they work in our city, which is small, and we keep in contact." These schools were not included in Table XXII because no systematic methods of follow-up were in use.

#### Machine Equipment and Textbooks

##### Instructional Machines

Table XXIII gives in order of frequency the machines used for instruction in the 407 Catholic high schools. Adding machines, key driven calculators, crank driven calculators, posting, and billing machines totaled 574. Thirty of these were posting machines and 2 were billing machines. A few of the larger schools had as many as 11 adding and calculating machines; some of the smaller schools had only one machine.

The mimeograph was reported in use by more than three fourths of the schools, the mimeoscope by almost one half. Other duplicating machines, 83 in number, were listed as fluid process, ditto machines, multigraphs, and hectographs; in most cases they were reported by the same schools possessing mimeographs.

Transcribing machines (dictaphones and ediphones) rank first numerically in secretarial office practice equipment, 131 machines being listed. A few stenotypes and secretarial training records were the only other equipment of this type reported.

Mention has already been made under "Business Subjects Taught" of comments made on questionnaires in reference to office machines. For obvious reasons, very expensive machines did not constitute a large part of the office practice equipment.

TABLE XXIII

MACHINES IN USE IN 407 PAROCHIAL, ACADEMY, AND CENTRAL CATHOLIC  
HIGH SCHOOLS, 1943-1944

Machines	Frequency			Total
	Parochial	Academy	Central	
Mimeographs	143	132	39	314
Adding Machines	77	142	27	246
Key driven calculators	64	43	66	173
Mimeoscopes	82	64	21	167
Transcribing machines	38	39	54	131
Crank driven calculators	33	54	36	123
Fluid process	34	25	5	64
Posting machines	8	10	12	30
Ditto machines	3	4	4	12
Stenotypes	2	3		5
Addressographs	3	1	1	5
Secretarial Training Records	1		4	5
Comptometers	1	2	1	4
Multigraphs	1	2	1	4
Hectographs	3			3
Listing machines	1		1	2
Checkwriters	1		1	2
Check protectors	1	1		2
Billing machines		2		2
Other machines, not named	9	1	3	13
<b>Total</b>	<b>505</b>	<b>526</b>	<b>276</b>	<b>1,307</b>



## Textbooks

It is apparent from the long list of textbooks in Table XXIV that uniformity of textbooks is not required by school authorities.

Gregg shorthand texts were in use by 367, or 97.9 per cent, of the 397 schools reporting. The two instructional methods, Functional Method and traditional, or Manual Method, are about equally represented, Leslie's Functional Method textbook was used by 194 schools and the Manual by 174 schools, 51.7 per cent and 46.1 per cent respectively. While Pitman shorthand was offered in only 8 schools, one of the 8 schools was the largest reporting in the investigation, the enrollment being 4,260.

In dictation and transcription textbooks, the Gregg Publishing Company books were most numerous, although a variety was shown in the other selections.

Of the 286 schools offering bookkeeping, 255, or 89.2 per cent, of the textbooks used, were published by the South-Western Publishing Company under the title of 20th Century Bookkeeping and Accounting. The textbooks reported by the remaining 31 schools represented 15 different titles.

In typewriting, 20th Century Typewriting and Gregg Typewriting were the most frequently used textbooks, 20th Century Typewriting being used by 203 schools and Gregg Typewriting by 146 schools. These two textbooks represented 90.2 per cent of the 387 schools offering typewriting. Seventeen other textbooks were reported by the remaining 38 schools.

Twenty-three different business arithmetic textbooks were reported by the 103 schools offering that subject. Applied Business Arithmetic by Curry and Rice was reported in use by 38 of the schools, Modern Business Mathematics by Van Tuyl by 10, and Arithmetic of Business by Mackin, Marsh and Baten, and Business Mathematics by Rosenberg ranking next with 9 each.

While only 60 schools named the business English textbooks in use, 19 others stated that business English was taught in the literature classes. The English of Business by Hager, Wilson and Hutchinson and English for Business Use by Reigner were most frequently reported.

The business law textbook of about half the schools reporting that subject, or 24 out of 55, was Commercial Law by Peters and Pomeroy. Economic Geography by Staples and York was reported by 19 of the 45 schools offering the subject. Two thirds of the 45 schools reporting general business were using General Business Training by Crabbe and Slinker and General Business by Crabbe and Salsgiver. The most frequently mentioned among the others of this class were Fundamentals of Selling by Walters, Introductory Economics by Dodd, and Consumer Economic Problems by Shields and Wilson.

Applied Secretarial Practice by SoRelle and Gregg and Secretarial Office Practice by Loso, Hamilton and Agnew were being used by 86 of the 101 schools reporting.

TABLE XXIV

TEXTBOOKS IN USE IN BUSINESS CLASSES IN 407 PAROCHIAL, ACADEMY, AND  
CENTRAL CATHOLIC HIGH SCHOOLS, 1943-1944

Author and Title of Textbook	Frequency			Total
	Parochial	Academy	Central	
SHORTHAND				
Leslie, <u>Gregg Shorthand</u>	91	76	27	194
Gregg, <u>Gregg Shorthand</u>	92	63	18	173
Pitman, <u>New Standard Course</u>	4	2	2	8
DICTATION BOOKS				
Gregg, <u>Gregg Speed Studies</u>	10	29	16	55
Gregg, <u>Gregg Speed Building</u>	7	25	11	43
Renshaw-Leslie, <u>Gregg Dictation and Transcription</u>	21	20	1	42
Leslie, <u>Functional Dictation</u>	5	10	4	19
Bowman, <u>Shorthand Dictation Studies</u>	7	15	9	31
McNamara-Baker, <u>Rational Dictation Studies</u>	6	3	1	10
Forkner-Osborne-O'Brien, <u>Correlated Dictation &amp; Transcription</u>	5	5		10
Adams-Skimin, <u>An Introduction to Transcription</u>	2	2	6	10
Zoubek, <u>Dictation for Transcription</u>	3	2	1	6
Reigner, <u>New Dictation Course in Business Literature</u>	2	1		3
Eldridge, <u>New Shorthand Dictation Exercises</u>		1	1	2
Moser-Paul, <u>Shorthand Speed Drills</u>	1		1	2
Zoubek, <u>Dictation at in Between Speeds</u>	2			2

(Continued)

TABLE XXIV (Continued)

Author and Title of Textbook	Frequency			Total
	Parochial	Academy	Central	
Beers-Scott, <u>Fundamental Drills in Gregg</u>	1	1		2
Brewington, <u>Direct Method Materials</u>		1		1
Gregg, <u>Business Essentials</u>			1	1
Newman, <u>Modern Graded Dictation</u>		1		1
Pitman, <u>Graded Letters</u>			1	1
Pitman, <u>New Standard Dictation Course</u>			1	1
Various texts and material	2	3		5
Actual letters	2	1	1	4
BOOKKEEPING				
<u>20th Century Bookkeeping and Accounting*</u>	133	82	40	255
Elwell-Zelliott-Good, <u>Personal and Business Bookkeeping</u>	1	2	1	4
Freeman-Goodfellow-Hanna, <u>Practical Bookkeeping</u>		2	1	3
Altholz-Klein, <u>Bookkeeping in Every Day Life</u>	2			2
Altholz-Klein, <u>Modern Bookkeeping Practice</u>	2			2
Elwell-Zelliott-Good, <u>Business Record Keeping</u>	1	1		2
Kirk-Odell, <u>Bookkeeping for Immediate Use</u>	1	1		2
McKinsey-Piper, <u>Bookkeeping and Accounting</u>		2		2

\*The authors were not always named and the editions varied.

(Continued)

TABLE XXIV (Continued)

Author and Title of Textbook	Frequency			Total
	Parochial	Academy	Central	
Bowman-Percy, <u>Business &amp; Bookkeeping Practice</u>	1	1		2
Contes, <u>Elements of Bookkeeping</u>	1	1		2
Dalrymple & Heiges, <u>General Record Keeping</u>	1			1
Elwell-Toner, <u>Bookkeeping and Accounting</u>	1			1
Kirk-Alleman-Klein, <u>Bookkeeping for Personal &amp; Business Use</u>	1			1
Jackson, <u>Accounting Principles</u>				1
Jackson-Sanders-Sproul, <u>Bookkeeping and Business Knowledge</u>	1			1
Original Notes		1		1
TYPEWRITING				
Lessenberry, <u>20th Century Typewriting</u>	106	69	28	203
SoRelle-Smith-Foster-Blanchard, <u>Gregg Typewriting</u>	76	49	21	146
<u>Stuart Typing</u>	3	4		7
White-Reigner, <u>Rowe Typing</u>	2	4		6
Korona-Rowe, <u>Business &amp; Personal Typewriting</u>		4	1	5
<u>Deegan Typing</u>	1	1	2	4
Smith, <u>Typewriting Technique</u>	1	2	1	4
Altholz-Smith, <u>New Standard Typewriting</u>	1			1
Blackstone-Yerian, <u>Typewriting for Personal Use</u>	1			1

(Continued)

TABLE XXIV (Continued)

Author and Title of Textbook	Frequency			Total
	Parochial	Academy	Central	
Dake, <u>Modern Method of Touch Typewriting</u>	1			1
Depew, <u>Complete Typewriting</u>		1		1
Garvey-Reardon, <u>Functional Units in Typewriting</u>	1			1
Hakes, <u>Typing Speed Studies</u>		1		1
Harned, <u>New Typewriting Studies</u>	1			1
Hoyt, <u>Typing Units</u>		1		1
MacLean-MacLean, <u>Typewriting Procedure and Practice</u>		1		1
McNamara-Markett-Keen, <u>Typewriting for Immediate Use</u>	1			1
Tidwell, <u>Advanced Speed Typing</u>	1			1
White, <u>Typing for Accuracy</u>	1			1
BUSINESS MATHEMATICS				
Curry-Rice, <u>Applied Business Arithmetic</u>	15	8	15	38
Van Tuyl, <u>Modern Business Mathematics</u>	3	3	4	10
Mackin-Marsh-Baten, <u>Arithmetic of Business</u>	5	2	2	9
Rosenberg, <u>Business Mathematics</u>	3	4	2	9
Barnhart-Maxwell, <u>Social Business Arithmetic</u>		2	4	6
Rupert, <u>Business Mathematics</u>	3	2		5
Curry-Porter, <u>Business Mathematics</u>	3	1		4
Schorling-Clark, <u>Mathematics in Life</u>	2	1		3

(Continued)

TABLE XXIV (Continued)

Author and Title of Textbook	Frequency			Total
	Parochial	Academy	Central	
Hart-Gregory-Schulte, <u>Mathematics in Daily Use</u>		2		2
Kanzer, <u>Essentials of Business Arithmetic</u>	2			2
Smith, <u>Workbook in Business Arithmetic</u>	1	1		2
Sutton-Lennes, <u>Business Mathematics</u>	1	1		2
Betz, <u>Business Mathematics</u>			1	1
Birch, <u>Applied Business Calculation</u>			1	1
Ervin, <u>Arithmetic for Business Use</u>		1		1
Good, <u>Modern Exercises in Business Arithmetic</u>	1			1
Hart, <u>Mathematics in Daily Use</u>	1			1
Hart-Wells, <u>New High School Arithmetic</u>	1			1
Kenney, <u>Business Mathematics</u>	1			1
Lashley-Mudd, <u>Applied Mathematics</u>		1		1
Ruch-Knight-Hawkins, <u>Living Mathematics</u>		1		1
Stone, <u>A Higher Arithmetic</u>	1			1
Stone-Mallory, <u>Mathematics for Everyday Use</u>		1		1
BUSINESS ENGLISH				
Hagar-Wilson-Hutchison, <u>The English of Business</u>	8	4		12
Reigner, <u>English for Business Use</u>	3	4	5	12
Ross, <u>Business English</u>	3	2	4	9
Davis-Lingham-Stone, <u>Modern Business English</u>	3	2	2	7

(Continued)

TABLE XXIV (Continued)

Author and Title of Textbook	Frequency			Total
	Parochial	Academy	Central	
Aurner, <u>Effective Business Correspondence</u>	2	3	2	7
Bleyer, <u>Business English</u>		2	2	4
Reigner, <u>Practical English Drills</u>		2		2
Babenroth-McNamara, <u>English in Modern Business</u>		1		1
Hagar-SoRelle, <u>Applied Business English</u>	1			1
Orgel, <u>Units in Vital English</u>	1			1
Stone, <u>Business English</u>	1			1
Tanner, <u>Correct English</u>	1			1
Walters, <u>Word Studies</u>	1			1
BUSINESS LAW				
Peters-Pomeroy, <u>Commercial Law</u>	10	9	5	24
Whitman-Jones-Moody, <u>Essentials of Business Law</u>	3		4	7
Bogert-Goodman-Moore, <u>Introduction to Business Law</u>		4	2	6
Rosenberg, <u>American Business Law</u>	5			5
Bryant-Sordman-Moore, <u>Introduction to Business Law</u>	2			2
Good-Keecher, <u>Vizualized Business Law</u>	1	1		2
Kanzer, <u>Essentials of Business Law</u>	2			2
Pomeroy-Fisk, <u>Applied Business Law</u>	2			2
Travers-Rogers-Thompson, <u>Business Law and Procedure</u>	1		1	2
Burgess, <u>New Business Law</u>			1	1

(Continued)



TABLE XXIV (Continued)

Author and Title of Textbook	Frequency			Total
	Parochial	Academy	Central	
Lavine-Mandel, <u>Business Law for Everyday Use</u>		1		1
Price, <u>Essentials of Commercial Law</u>			1	1
RETAILING				
Richert, <u>Retailing, Principles and Practices</u>	1	1		2
Walters-Wingate-Rowse, <u>Retail Merchandising</u>	1	1		2
SALESMANSHIP				
Walters, <u>Fundamentals of Selling</u>	4	2		6
Reich, <u>Selling to the Consumer</u>	1	1		2
Jones, <u>Salesmanship and Buymanship</u>			1	1
Kneeland-Bernard-Tallman, <u>Selling to Today's Customer</u>		1		1
Knox, <u>Salesmanship &amp; Business Efficiency</u>			1	1
Walters, <u>Essentials of Salesmanship</u>			1	1
Walters, <u>Introductory Salesmanship</u>			1	1
ECONOMICS				
Dodd, <u>Introductory Economics</u>	2	2	4	8
Goodman-Moore, <u>Economic Life</u>		1		1
Klein-Colvin, <u>Economic Problems of Today</u>		1		1
Michels, <u>Economics--Basic Principles and Problems</u>	1			1
CONSUMER ECONOMICS				
Shields-Wilson, <u>Consumer Economic Problems</u>	1	4	6	11

(Continued)

TABLE XXIV (Continued)

Author and Title of Textbook	Frequency			Total
	Parochial	Academy	Central	
Goodman-Moore, <u>Economics in Every Day Life</u>		2	1	3
Jansen-Stephenson, <u>Everyday Economics</u>	2		1	3
Ryan, <u>A Better Economic Order</u>			1	1
ZuTavern-Bullock, <u>The Business of Life</u>	1			1
ZuTavern, <u>Consumer Investigates</u>			1	1
ECONOMIC GEOGRAPHY				
Staples-York, <u>Economic Geography</u>	10	2	7	19
Ridgley-Ekblaw, <u>Influence of Geography on Our Economic Life</u>	2	1	2	5
Sinnott-Prichard-Overton, <u>The Nations At Work</u>	4	1		5
Packard-Sinnott-Overton, <u>The Nations Today</u>	3	1		4
Whitbeck, <u>Industrial Geography</u>		3		3
Bischof, <u>Vizualized Economic Geography</u>	1	1		2
Chamberlain, <u>Geography &amp; Society</u>			2	2
Renner, <u>Human Geography in the Air Age</u>			2	2
Colby-Foster, <u>Economic Geography for Secondary Schools</u>		1		1
Colby-Foster, <u>Industries-Resources</u>	1			1
FILING				
Remington-Rand, <u>Progressive Indexing and Filing</u>	10	3	12	25
Bassett-Agnew, <u>Business Filing</u>	2	3		5

(Continued)

TABLE XXIV (Continued)

Author and Title of Textbook	Frequency			Total
	Parochial	Academy	Central	
SoRelle-Gregg, <u>Intensive Secretarial Filing</u>	5			5
Rowe, <u>Rowe Filing</u>	1		4	5
Hunter, <u>Modern Filing Manual</u>	2	1		3
Rice, <u>Indexing &amp; Filing Principles</u>		3		3
Caldwallader-Rice, <u>Principles of Indexing &amp; Filing</u>	1		1	2
Duffield, <u>Progressive Indexing &amp; Filing</u>		1		1
OFFICE PRACTICE				
SoRelle-Gregg, <u>Applied Secretarial Practice</u>	24	14	15	53
Loso-Agnew, <u>Secretarial Office Practice</u>	8	4	7	19
Loso-Hamilton-Agnew, <u>Secretarial Office Practice</u>			14	14
Morrill-Bessey-Walsh, <u>Applied Office Practice</u>			5	5
Bassett-Agnew, <u>Secretarial Practice</u>	1	3		4
Abrams, <u>Business Behavior</u>	1			1
Hamfeld-Thorp, <u>Secretarial Practice</u>	1			1
Reigner, <u>Typewriting Office Practice</u>	1			1
Zuffavern, <u>Business Principles</u>		1		1
Lectures and Instructions from various sources		1		1
Actual work in school office and local firms		1		1

(Continued)

TABLE XXIV (Continued)

Author and Title of Textbook	Frequency			Total
	Parochial	Academy	Central	
GENERAL BUSINESS				
Crabbe-Slinker, <u>General Business Training</u>	9	3	5	17
Crabbe-Salsgiver, <u>General Business</u>	6	5	2	13
Jones, <u>Our Business Life</u>	1		2	3
Nichols, <u>Junior Business Training for Economic Living</u>	3			3
Brewer-Hulbert-Caseman, <u>Introduction to Business Training</u>	1	2		3
Goodfellow-Kahn, <u>Projects in Clerical Training</u>		1		1
Goodfellow, <u>Fundamentals of Business Training</u>		1		1
Hamilton-Gallagher-Fanche, <u>Preparing for Business</u>	1			1
Kirk-Buckley-Waesche, <u>Introduction to Business</u>	1			1
Reed-Morgan, <u>Introduction to Business</u>	1			1
Zu'avern-Bullock, <u>The Business of Life</u>	1			1

## CHAPTER III

### SUMMARY AND CONCLUSIONS

Fifty-six different congregations of Priests, Brothers, and Sisters conducted the 407 high schools concerned in this study. The religious congregations of women outnumbered the congregations of men almost three to one. The Sisters conducted 403 schools and the Brothers and Priests 51. As many as seven different congregations were represented in one Central high school. The Sisters of Charity and the Sisters of St. Francis conducted about one fourth of the schools, 54 and 53 respectively, the Sisters of Mercy ranking third with 38 schools.

The average enrollment in the 343 schools reporting was 289 pupils, as compared with 172 in the survey of 2,105 schools made in 1940 by the National Catholic Welfare Conference. The largest enrollment in any school was 4,260 pupils; the smallest, 14 pupils. Although the Parochial and Academy high schools for boys were fewer in number, average enrollments in both these types of schools, 590 and 581 respectively, exceeded the average enrollments of 242 and 237 in the same types of schools for girls.

In a total of 98,695 pupils, 17,522, or 17.8 per cent, were studying one or more business subjects. Exclusive of the Parochial-commercial high schools with 100 per cent, the percentages in the other schools ranged from 9.1 per cent in the Parochial schools for boys to

21.7 per cent in the Parochial schools for girls. These proportions are fairly close to the estimated percentage (14 per cent) of high school graduates reported by the Conference mentioned above as entering "business, normal or professional schools." It is probable that the number of students taking business subjects would be somewhat higher if some of the schools were not handicapped in their business offerings because of limited teaching personnel and lack of equipment. On the other hand, a large number of Academies function almost entirely as preparation for college. Girls' schools generally showed a higher proportional enrollment in business classes than boys' schools. The Academies for boys had the highest number of lay teachers (18.5); the Parochial schools for boys had none.

Of the 758 teachers, 119, or 15.8 per cent, held degrees of Master of Arts and Master of Science in Business; 514, or 67.8 per cent, held degrees of Bachelor of Arts and Bachelor of Science in Business; 19, or 2.5 per cent, reported degrees in Philosophy and Education, accreditation toward Doctor's, Master's, and Bachelor's degrees, and Teacher's certificate in Business; 97, or 12.8 per cent, reported "No Degree"; 9 did not report. The most frequently reported degree was the Bachelor of Arts, 338 of the 758 teachers holding that degree and 176 holding the degree of Bachelor of Science in Business. The total number of teachers holding Bachelor's and higher degree represented almost 85 per cent of all the business teachers.

The boys' schools showed higher accreditation of teachers than did the girls' schools, the percentage of Master's and Bachelor's degrees representing 95.8 per cent, 94.5 per cent, and 89.4 per cent of the teachers in the Parochial, Academy, and Central boys' schools, with

corresponding percentages of 85.7, 81.3, and 91.5 in the girls' schools. The high schools for commercial pupils showed the highest percentage of teachers who had not attained the first degree, and boys' schools the fewest teachers with no degrees.

Most of the teachers (77 per cent) had teaching experience ranging from 1 to 15 years. Two hundred and fifty-nine teachers (36 per cent) had taught not more than 5 years; 449 (59 per cent) not more than 10 years; 643 (85 per cent) not more than 20 years. The highest median in years of teaching experience, 14.5, was in the Parochial-commercial schools for girls; the lowest median, 4, was in the Parochial schools for boys. Of the business teachers who had taught more than 20 years, 39 had taught from 21 to 25 years, 22 had taught from 26 to 30 years, and 15 had taught more than 30 years.

Almost three fourths of the business teachers reported having had actual business experience. In general, the schools ranking low in professional preparation of teaching ranked highest in amount of business experience. Of the 170 business teachers in the Academies for girls, 26 teachers, or 15.3 per cent, reported no degree, whereas 80 per cent reported business experience.

The traditional business skill subjects ranked highest numerically in the business curricula. In order of frequency, typewriting ranked first with 95 per cent, shorthand second with 92 per cent, and bookkeeping third with 73 per cent. Business mathematics was reported by 28.3 per cent and office practice by 24.8 per cent. The other subjects taught, in order of frequency, were: business English, business law, general business, economic geography, filing, consumer economics, salesmanship, economics, and retailing. Reports from some schools

indicate that time for instruction and cost of equipment are the chief obstacles to a course in machines. When instruction was given, it was combined with other subjects, such as office practice, typewriting, bookkeeping, and school paper.

With few exceptions, such as general business, economic geography, and business arithmetic, business subjects were deferred to the last two years of high school.

The 45-minute class period prevailed in the majority of the Catholic high schools, the periods varying from 40 to 90 minutes in a small number of schools.

The equipment listed by the 407 schools totaled 1,307 pieces. More than 40 per cent of the equipment consisted of adding machines and calculators. The mimeograph was reported in use by more than three fourths of the schools. Other duplicating machines totaled 83. In secretarial office practice equipment, 131 transcribing machines, reported by 51 schools, were in use. A few mentions were made of stenotypes and secretarial training records.

Gregg shorthand was reported by 367, or 97.9 per cent, of the 375 schools, the Functional Method being used by 194 schools and the Manual by 173. Pitman shorthand was reported by only 8 schools, but the largest school reporting was using that system. Gregg dictation and transcription books were most numerous, although a variety was shown in other selections.

Of the 286 schools teaching bookkeeping, 255, or 89.2 per cent, used the 20th Century textbooks. Fifteen other titles were reported by the remaining 31 schools.



The 20th Century Typewriting and Gregg Typewriting were the most frequently used books, 203 schools reporting the former and 146 schools reporting the latter.

Twenty-three different business arithmetic textbooks were reported by the 103 schools offering that subject. Applied Business Arithmetic by Curry and Rice was used in 38 of the schools, Modern Business Mathematics by Van Tuyl by 10 schools. Arithmetic of Business by Mackin, Marsh and Baten, and Business Mathematics by Rosenberg ranked next with 9 each.

The English of Business by Hagar, Wilson and Hutchinson and English for Business Use by Reigner were most frequently reported. Nineteen of the 60 schools reporting the teaching of business English stated that it was taught in the literature classes; a few other schools stated that it was alternated.

Business law was reported by 55 schools, 24 of which used Commercial Law by Peters and Pomeroy.

Economic Geography by Staples and York was reported by 19 of the 45 schools offering the subject.

In general business, two thirds of the 45 schools offering the subject reported General Business Training by Crabbe and Slinker and General Business by Crabbe and Salsgiver.

Few schools were offering consumer economics, salesmanship, economics, and retailing.

The long list of textbooks indicated that uniformity of textbooks was not required by school authorities. However, the most frequently used texts were published by South-Western Publishing Company and Gregg Publishing Company.

Sixty-six, or 16.4 per cent, of the 403 schools responding reported that they had a special method for selection of commercial students. A few commented on the question, 1 stating an attempt was being made to establish a method of selection; 4, that prognostic tests were being used; 4, that they guided the pupils; 3, that pupils made their choice at the end of the second year.

While about 30 per cent of the schools had a formal placement plan, other schools assisted the graduates informally by Civil Service Tests and by keeping in touch with local businessmen. Seven reported no need of a placement plan. The majority of graduates obtained their own positions.

Only about 25 per cent of the schools reported a formal follow-up system. Two Academies reported that they keep in touch with the graduates through the alumnae, and three other schools commented that they keep in touch with graduates but have no definite plan.

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APPENDIX

Dear Mr. [Name]

Enclosed for you are the materials that were prepared for the purpose of [purpose]. These materials are intended to be used as a [purpose]. They are intended to be used as a [purpose].

APPENDIX

These materials are intended to be used as a [purpose]. They are intended to be used as a [purpose]. They are intended to be used as a [purpose].

In order to have as little as possible of your time, I have prepared the enclosed letter and attached to it a list of the [purpose]. If you desire to give the [purpose], will you please sign the letter and have your secretary file in the name of the [purpose]. That letter will be [purpose]. It will be [purpose]. It will be [purpose].

To minimize the [purpose], all [purpose] will be [purpose]. My [purpose] will be [purpose].

I would like to see a [purpose] [purpose]. I would like to see a [purpose] [purpose]. I would like to see a [purpose] [purpose].

Sincerely yours,

[Signature]

COPY OF LETTER SENT TO 113 SUPERINTENDENTS OF CATHOLIC HIGH SCHOOLS

Reverend dear Father:

To complete the work required by the University of North Carolina for a Master's Degree in Business Administration, I am planning to write a thesis entitled The Status of Business Education in Catholic High Schools. Dr. McKee Fisk, head of the Business Administration Department, suggested this study because it has been said that Catholic school teachers are not as well prepared to teach business subjects as Public school teachers.

It will be impossible for me to make the necessary survey unless I have the cooperation of superintendents of Catholic high schools. Will you permit me to send to the principals of your high schools, teaching business subjects, a questionnaire seeking information about the subjects offered, preparation of teachers, enrollment in classes, and textbooks used?

In order to take as little as possible of your time, I have prepared the enclosed letter and attached to it a list of the high schools in your diocese. If you decide to give the above permission, will you please sign the letter and have your secretary fill in the names of the principals of the schools that teach business subjects. (A more prompt reply to the questionnaires might be received if I addressed the principals personally.)

In tabulating the data, only figures will be used; therefore any information received will be strictly confidential.

I should like to have a complete picture of what Catholic Education is doing in the business field and am praying for a one hundred per cent response to these questionnaires. Will you please add my intention to those for which you pray daily?

Respectfully yours,

Sister M. Teresa



COPY OF LETTER SENT TO SUPERINTENDENTS OF SCHOOLS  
FOR THEIR SIGNATURES

To Sister M. Teresa  
Sacred Heart Junior College and Academy  
Belmont, North Carolina

You have my permission to send to each of the principals of the schools under my supervision, teaching business subjects, a copy of the questionnaire described in your recent letter.

This permission is given in connection with a thesis you are writing entitled The Status of Business Education in Catholic High Schools.

I have had the blanks on the attached sheet filled in with the names of the principals of the high schools that teach business subjects.

---

Superintendent of Schools

COPY OF LETTER SENT TO PRINCIPALS OF 868 CATHOLIC HIGH SCHOOLS

Dear Reverend Father (Brother, Mother, Sister):

As explained to your School Superintendent, from whom I have obtained permission to send you the enclosed questionnaire, I am making a survey in connection with a thesis I am writing to complete the work required for a Master's Degree in Business Education at the University of North Carolina. This study, which is entitled The Status of Business Education in Catholic High Schools, will show what Catholic Education is doing in the business field.

To make the survey comprehensive, it is necessary to have the cooperation of the principals of all Catholic high schools that teach business subjects. I shall be most grateful if you will have your questionnaire filled in as soon as you can conveniently do so. My last summer session begins around the first of June and I should like to have the returns before then.

In tabulating the data, only figures will be used; therefore any information received will be strictly confidential.

I am praying for a one hundred per cent response to the questionnaires. Will you please do what you can for me both spiritually and temporally?

Respectfully yours,

Sister M. Teresa



Please check or fill in the following blanks:

Type of school: Parochial..... Central..... Academy..... Enrollment 1943-44.....

Is high school for commercial students only?..... Co-educational..... For boys..... For Girls.....

Religious order or orders conducting high school.....

Training of teachers:

Please check the proper columns or fill in information as required. Any teacher who teaches two or more classes a day should be included. If more than 5 teachers, give information on the reverse side of this sheet.

	Type		Sex		Degrees held				No degree	Years teaching experience		Working experience	
	Relig.	Lay	M	F	Master's		Bachelor's			Bus. subj.	Other subj.	Yes	No
					In bus.	Other	In bus.	other					
Teacher No. 1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
Teacher No. 2	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
Teacher No. 3	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
Teacher No. 4	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
Teacher No. 5	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	

Are teachers required by the State to hold state teaching certificates? Yes..... No.....

Do you use office machines other than typewriters for instructional purposes? Yes... No... If "Yes" fill in:

What is the length of the class period? ..... Minutes

Machine                      Number      Machine                      Number

Have you a placement plan? Yes..... No.....

\*Transcribing                      .....      Key driven calculator                      .....

Have you a follow-up system? Yes..... No.....

Mimeograph                      .....      Crank driven calculator                      .....

Do you have a special method for selecting commercial students? Yes..... No.....

Mimescope                      .....      Posting                      .....

Fluid Process                      .....      Adding                      .....

\*Dictaphone, etc.                      .....      Other:                      .....

