1960

A survey of the business education program in the secondary schools staffed by the school sisters of Notre Dame in the United States, 1958-1959

BOSTON UNIVERSITY

SCHOOL OF EDUCATION

Thesis

A SURVEY OF THE BUSINESS EDUCATION PROGRAM IN THE SECONDARY SCHOOLS STAFFED BY THE SCHOOL SISTERS OF NOTRE DAME IN THE UNITED STATES 1958--1959

Submitted by

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B. S., St. John University, Brooklyn, 1957

In partial fulfillment of the requirements for the degree of Master of Education

1960

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ACKNOWLEDGEMENTS

The writer extends her sincere gratitude to Professor Lester I. Sluder for his advice and guidance, and to her Religious Superiors for their generous permissions and interest in the writing of this thesis.

TABLE OF CONTENTS

LIST OF TABLES

CHAPTER I

INTRODUCTION

Statement of the Problem

The problems of this investigation were:

1. To study the programs offered by the business education departments of the secondary schools conducted by the School Sisters of Notre Dame in the United States

2. To determine the qualifications of the faculty members who teach in these schools, and

3. To make recommendations for improvement based upon the data compiled

Delimitation of the Problem

The educational field of the School Sisters of Notre Dame in the United States is divided into five geographical areas or provinces. The secondary schools which conduct business departments are scattered over twenty-one states. Since it was desired to get a complete, over-all picture of the business program offered in these schools, the survey embraced all of them.

Definition of Terms

The Dictionary of Education[1] defines "secondary school" as "the school division, comprising most often grades 9 to 12." It is in this sense that the term is used throughout this study.

The same source defines "business education" as "that area of education which develops skills, attitudes, and understandings essential for the successful direction of business relationships."[2]

Earlier, Frederick Nichols[3] defined "business education" more fully, as "a type of training which . . . has for its primary objective the preparation of people to enter upon a business career, to render more efficient service therein and to advance from their present levels of employment to higher levels." This is the sense in which it will be interpreted in the present investigation.

Justification

According to W. S. Monroe[4], "the major purposes of

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[1]Good, Carter V., Editor, Dictionary of Education, (New York: McGraw Hill Book Company, Inc., 1945) p. 201.

[2]Ibid., p. 54.

[3]Nichols, Frederick, Commercial Education in the High School, (New York: D. Appleton-Century Company, 1933) p. 51.

[4]Monroe, W. S., Encyclopedia of Educational Research, (New York: Macmillan Company, 1950) p. 115.

business education are twofold:

(a) preparation of students to be more intelligent consumers of the goods and services of business, and

(b) preparation for a specific job in business."

To what extent the secondary schools are achieving these objectives can be determined only through constant study and evaluation of the work being done in the particular schools. Educators have emphasized the need for self-evaluation. Several studies of the elementary and secondary schools of the School Sisters of Notre Dame have been made by candidates for Master's and Ph.D. degrees, but to the knowledge of the present writer, no specific study of its business education departments was ever before undertaken.

Educators have also stressed that the best results are obtained when the products of the evaluation are compared with the accomplishments of other schools. There is abundant material with which to compare, for much has been done along these lines in recent years. Excellent surveys of public and parochial school systems in many states have been made, and are readily available.

Sister Mona Marie Buergler, C. S. J.[1] made a study of business education in the secondary schools conducted by her community in 1957.

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[1]Buergler, Sister Mona Marie, C. S. J., The Status of Business Education in the Secondary Schools Conducted by the St. Louis Province of the Sisters of St. Joseph of Carondelet 1956-1957, Master's Thesis, Catholic University, Washington, D. C., 1957.

The School Sisters of Notre Dame have been long established in this country, teaching at all educational levels, and it is important for them to engage in an honest self-appraisal from time to time. The establishment of their secondary schools dates from before the turn of the century. These schools have made efforts through the years to keep pace with the changing times and advances in modern business methods. This study is an attempt to discover just how well they have succeeded. The writer feels that it can result in many distinct advantages for the community, its schools, and most important of all, for the students:

1. The study should serve to focus attention on the importance of the work being accomplished by the business departments, which only too often are forced into an inferior position in the general structure of the high school curricula.

2. The findings will furnish data for comparison with other secondary school business departments, and point up the "weak spots" for improvement.

3. The findings will also furnish data on the professional training and background of the faculty members, in order to determine whether they are in a position to cope with the present-day rapid advance in business methods.

4. The study may indirectly, at least, indicate the need for some sort of community organization for business teachers which would make for greater unity and coordination.

These and other advantages might possibly accrue from such a study if the findings were fully utilized.

According to Sister Mona Marie[1], the character and quality of a school can be determined by the extent to which education assists young persons to live happy and useful lives. How "happy" and "useful" the lives of our students are after they leave us is difficult to determine. We can measure only tangible outcomes with any degree of objectivity.

Organization of the Study

There are five chapters included in this study. Chapter I contains a statement of the problem, delimitation, definitions, and justification of the problem. Chapter II furnishes a background of related readings. Chapter III relates the procedures used in developing the problem. In Chapter IV is found the analysis and interpretation of the data compiled as a result of the checklist. Chapter V presents a summary of the findings, and recommendations for improvement.

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[1]Ibid., p. 3.

CHAPTER II

REVIEW OF RELATED RESEARCH

In this chapter the five theses mentioned in the following paragraphs will be reviewed. The one that is most closely related to the present study was written by Sister Mona Marie Buergler at Catholic University in 1957. Her survey is more limited geographically than the present one, including only 13 schools, but in every other respect it is similar. In fact, some of the points made by Sister Mona Marie have been incorporated into this survey.

Many state-wide studies of Catholic secondary business education have been made in recent years. Several surveys were conducted in large urban areas such as Chicago, Brooklyn, Philadelphia, and Boston. A study of the business education curriculum in the Catholic secondary schools of Boston was made by Rev. R. E. Champagne[1] at Boston University in 1952.

Since the state survey of business education in Maine by Giftos[2] included both public and parochial schools, it is reviewed here.

Also included in this chapter are the surveys by Horace[3]

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[1]Champagne, Rev. R. E., A Study of the Business Education Curriculum Offered in the Catholic Secondary Schools of the Archdiocese of Boston, Master's Thesis, Boston University, 1952.

[2]Giftos, S. P., A Survey of Business Education in Maine 1949-1950, Master's Thesis, Boston University, 1950.

[3]Horace, R. A., A Survey of Business Education in New Hampshire in 1947-1948, Master's Thesis, Boston University, 1949.

in New Hampshire and by Roche[1] in Vermont. Many of the items included in the questionnaires in the foregoing studies were included in the writer's investigation.

In 1957 Sister Mona Marie found that the enrollment in each of the 13 schools involved in her study ranged from 100 to 700 pupils, with approximately 45 percent of the students in business education courses.

The traditional subjects of typewriting, shorthand, and bookkeeping were the most frequently offered. The most widely-used machines were the Royal manual and IBM electric typewriters, and the A. B. Dick mimeograph.

Almost half the schools had a planned guidance program and 92 percent rendered informal job-placement service to their students. Three student follow-up studies had been made, and two others were in progress.

All schools subscribed to the Business Education World, and over 60 percent subscribed to the American Business Education Quarterly and the Catholic Business Education Review.

Of the 32 business education teachers surveyed by Sister Mona Marie, all held bachelor's degrees; 7 had master's degrees; and 7 were working toward their master's degree. All but 4 had previous office-work experience.

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[1]Roche, J. A., A Survey of Business Education in Vermont, Master's Thesis, Boston University, 1950.

In 1952 Rev. R. Champagne found that 70 Catholic secondary schools in the Archdiocese of Boston offered a business education program. Only 4 of the 70 schools had an enrollment of over 500 pupils.

The most frequently offered business subjects were typewriting, shorthand, and bookkeeping. In regard to equipment, there were 2,104 typewriters, 100 duplicators, and 74 Burroughs calculators in use.

Of the total number of graduates, about 50 percent were business students, except in the smaller schools where the percentage was even higher.

There were 108 business teachers listed, approximately one-sixth of the total number of teachers employed in the 70 schools. Sixty-nine of these had bachelor's degrees and 9 held master's degrees. These figures include only those degrees which were completed and not those in progress.

There were 76 teachers with outside business experience and 32 with no outside experience. This work-experience involved not mere part-time employment, but rather full-time positions which they held before they became religious teachers.

As would be expected among the members of a religious order whose lives are dedicated to teaching, the average number of years of teaching experience was much higher than would be found among a group of lay teachers.

The 169 schools included in the Maine survey by Giftos

were predominantly public, with the enrollment in nearly all of them less than 500 students.

Of the total business subject registration, typewriting ranked first, bookkeeping second, junior business training third, and shorthand fourth.

Giftos found a noticeable drop in enrollments between typewriting I, 5,647, and II, 2,647; bookkeeping I, 4,266, and II, 955; and shorthand I, 2,745, and II, 1,495.

Maine schools placed the background business subjects in grades 9 and 10, and offered the skill business subjects in grades 11 and 12. Many small schools offered courses in alternate years. These were the subjects that were less in demand.

Of the 358 public secondary school teachers who taught business subjects, 208 held state commercial certificates. Of this number, only 40 had bachelor's degrees, and 2 held master's degrees.

Eight of the 208 teachers had 5 or fewer years of teaching experience, whereas 34 teachers had over 25 years of experience.

Giftos did not include information about academy and parochial school teachers because it was too difficult to obtain.

In the surveys in Maine, New Hampshire, and Vermont, data were included concerning the number of men and women teachers, their marital status, and the salaries received. Since these facts are not pertinent to the present study,

they are not reviewed here.

As a result of the survey in New Hampshire, Horace found that half of the 95 approved public secondary schools and academies in New Hampshire had fewer than 100 pupils enrolled, and only one-tenth had enrollments over 500 pupils. In 1947-1948, 77 of these schools employed a business education teacher.

The most popular subjects offered were typewriting, general business, bookkeeping, shorthand, and economic geography. These were the only 5 business subjects that had as many as 700 pupils enrolled.

Typewriting was offered for two years in 44 schools, but shorthand was offered for two years in only 12 schools.

Because of small enrollments and insufficient teacher time, many schools alternated subjects. This sometimes caused a poor sequence of subjects.

General business, economic geography, and consumer education were the business subjects most likely to be taught by nonbusiness teachers.

Business teachers who taught other than business subjects were most frequently asked to teach in the social studies or physical education fields.

Of the 115 business teachers in New Hampshire, over half had 5 or fewer years of experience. Nineteen had no degrees and 4 had master's degrees. Teachers in the larger schools were more experienced than those in the smaller schools.

A review of the data presented shows that business education held a prominent place in the high schools of New Hampshire. Many of the small schools were attempting to offer too many courses in the vocational business program.

Many fine recommendations were made that might help to make the business education program more efficient in New Hampshire.

The last thesis to be reviewed in this chapter is the survey of business education in Vermont by Roche. Of the 53 schools which replied, almost 40 percent had enrollments of less than 100 pupils, while less than one-tenth had enrollments of over 500 pupils.

The business department enrollment was slightly more than one-third of the total school enrollments. The lowest business department enrollment was found in the largest schools, while the highest was found in the 100-199 enrollment group.

Twenty-eight percent of all graduates in Vermont in 1949-1950 were business education graduates.

Six different curricula were offered: the stenographic, bookkeeping, general curriculum with business electives, clerical, general business, and distributive education curricula.

The most popular subjects again were typewriting, bookkeeping, and shorthand. Roche also found a noticeable drop in enrollment between typewriting I and II, and shorthand I and II.

Ability grouping of business education classes and the use of standardized tests in the business program were not extensive in Vermont at the time.

Slightly more than one-tenth of the total number of teachers employed were business teachers. Twenty-nine of the seventy-one teachers had 5 or fewer years of teaching experience. Fourteen of them had twenty or more years of experience.

Twenty-six teachers had no degrees; 45 had bachelor's degrees, and 7 held master's degrees. More than 75 percent of the teachers had outside business experience, mostly part-time positions.

Because of small enrollments and insufficient teacher time, many of the business subjects were offered in alternate years. The schools of Vermont also followed the plan of placing background business subjects in grades 9 and 10, and presenting the skill business subjects in grades 11 and 12.

The 5 office machines most frequently used for instructional purposes were the typewriter, dictaphone, mimeograph, multigraph, and ditto.

Of the 53 schools replying, 13 provided a placement service and 21 had a guidance program.

Some ideas from the foregoing studies were incorporated into the present study. The next chapter will present the procedures used in conducting this survey.

CHAPTER III

PROCEDURES

In conducting this survey of the business education program in the secondary schools taught by the School Sisters of Notre Dame in the United States, the following steps were taken:

1. Related theses were read in order to obtain background information for formulating the instrument.

2. The instrument was prepared and submitted for criticism to the seminar at Boston University, and revisions were made according to suggestions received.

3. A letter of transmittal explaining the purpose of the study was prepared.

4. Permission to contact the schools was obtained from each Mother Superior in her respective province.

5. A mailing list was obtained from the Directory of the School Sisters of Notre Dame.

6. On November 24, 1958, 73 check lists and letters of transmittal were mailed to the secondary schools which conduct business departments staffed by the School Sisters of Notre Dame.

7. Three weeks later, follow-up reminders were sent to the schools which had not replied.

8. By January, 1959, all had replied but one. A third appeal to this one was successful, and resulted in a 100 percent response.

9. Data from the check lists were analyzed and tabulated.

10. A summary, conclusions, and recommendations were written, based on the findings of the survey.

Ten of the schools which responded were eliminated for the following reasons:

1. Four schools had incomplete business programs, as they were recently established.

2. In 3 diocesan high schools, taught by Sisters of various communities, the business department was not conducted by the School Sisters of Notre Dame.

3. One rural school offered only typewriting.

4. Another small rural school had 15 enrolled in general business, and 5 in clerical office practice; it offered typewriting I in alternate years.

5. One school offered only general business, and typewriting for personal use.

The 63 schools included in the survey are located in the following twenty-one states: Arkansas, Connecticut, Florida, Illinois, Indiana, Iowa, Louisiana, Maryland, Massachusetts, Michigan, Minnesota, Mississippi, Missouri, New Hampshire, New Jersey, New York, North Dakota, Pennsylvania, Texas, Washington, and Wisconsin.

Most of the questions asked could be answered by a check mark, or by a number. They included questions pertaining to: enrollment, curricula offered, criteria used in selecting students, equipment available, placement service, and business education periodicals received.

Other questions required a little more detail. These concerned mainly, the textbooks used, and the educational background of the faculty members.

The information received as a result of this survey is analyzed and tabulated in the following chapter.

CHAPTER IV

ANALYSIS AND INTERPRETATION OF DATA

Check lists were sent to 73 secondary schools located in various parts of the country, and there was a 100 percent response. Ten schools were eliminated for various reasons as explained in Chapter III. The responses from the remaining 63 schools formed the basis for the data used in this study.

The total enrollment in the 63 schools was 22,146 students. Fifty-one of the schools included in the survey had an enrollment of 500 or less. Nine schools enrolled between 500 and 750. Three schools enrolled over 1,000 each.

There was a total of 876 teachers, 678 of whom were religious, and 198 lay teachers. Of this total, 132 religious and 19 lay teachers were engaged in the business department.

No accurate data regarding the total number of business students and business graduates could be determined although a question concerning the enrollment was included in the questionnaire.

A wide variety of business subjects, nineteen in all, was offered in the schools surveyed. Table I shows the business subjects taught in all the secondary schools, the total enrollment in each subject, and the number and percent of the schools offering these subjects.

TABLE I

ENROLLMENTS IN THE BUSINESS SUBJECTS OFFERED IN THE SCHOOLS SURVEYED

Subject	Enrollment	Number of Schools	Percent of Schools
Typewriting I	4267	62	98
Stenography I	2774	60	95
Bookkeeping I	2579	55	87
Stenography II	1699	50	79
Typewriting II	1886	42	67
General Business	1866	36	57
Secretarial Office Practice	1285	32	50
Business Mathematics	1336	19	30
Clerical Office Practice	571	18	28
Office Machines	788	16	25
Business English	1237	11	17
Business Law	117	4	6
Economic Geography	268	3	5
Personal Use Typewriting	378	2	3
Record Keeping	65	2	3
Retail Merchandising	72	2	3
Consumer Education	26	1	1.5
Economics	30	1	1.5
Senior Business Problems	25	1	1.5

According to Table I, the traditional subjects, typewriting, stenography, and bookkeeping, ranked highest in enrollment. Fifty-seven percent of the schools offered general business, and 50 percent offered secretarial office practice. Business mathematics was taught in 30 percent of the schools; clerical office practice in 28 percent of the schools; office machines, 25 percent; and business English, 17 percent. The other subjects, business law, economic geography, personal use typewriting, record keeping, retail merchandising, consumer education, economics, and senior business problems, were all offered by less than 7 percent of the schools.

The table shows a notable decrease in enrollment between typewriting I and II, and stenography I and II. More schools offered stenography II than typewriting II. None of them taught more than one year of bookkeeping.

The textbooks used in typewriting I and II were mainly 20th Century Typewriting and Gregg Typing, with a few using Rowe Typing and Typing Simplified. In bookkeeping, the majority of the schools were using 20th Century Bookkeeping, and a few were using Bookkeeping Simplified. The general business textbooks were mainly General Business and a few General Business for Everyday Living. For secretarial office practice, the preferred book was Secretarial Office Practice with Applied Secretarial Practice a close second. In business arithmetic, a variety of textbooks was used, with Business

Mathematics appearing to be the most popular. In business English, various textbooks and workbooks were used, with no particular book being favored ahead of the others. It is interesting to note that all the schools, even though widely scattered, were using the same system of shorthand. Gregg Simplified was the preferred text.

TABLE II

CRITERIA USED WHEN GUIDING STUDENTS IN THE SELECTION OF THE BUSINESS CURRICULUM

Criteria	Number of Schools	Percent of Schools
Student's choice	49	78
Intelligence Quotient	28	44
Scholastic Record	28	44
English grades	19	30
Parent's choice	18	28
Shorthand aptitude test	13	21
Clerical aptitude test	6	10
Interest inventory	6	10
Prognostic test	5	8
None	5	8
Foreign language marks	2	3

Table II shows that various criteria were used in guiding students in the choice of a business curriculum.

Forty-nine, or 78 percent of the counsellors gave consideration to the student's choice; twenty-eight, or 44 percent, used the intelligence quotient and the scholastic record; nineteen, or 30 percent, used the English grades; eighteen, or 28 percent, used the parent's choice as criteria; only thirteen, or 21 percent, made use of a shorthand aptitude test; six, or 10 percent of the schools, used clerical aptitude tests and an interest inventory; five schools, or 8 percent, used prognostic tests, whereas only two schools, or 3 percent, made use of foreign language marks as criteria. Five schools reported that no specific criteria were used in admitting students to a business curriculum.

It would seem almost a necessity to establish some criteria for admitting students to the business program, in order to maintain a high standard of learning in the business department. While five of the schools had no specific criteria, many other schools used several of these criteria. However, the results of the study did not indicate the success of these criteria in guiding students in the selection of a business curriculum. Further research along these lines would prove most profitable.

Concerning the policies followed if a student failed a business subject, 31 schools reported that the students may repeat the subject, whereas 6 schools required the students to repeat the subject. Twelve schools did not permit the students to repeat the subject, and 29 permitted students to

attend summer school. Two schools advised the students to drop out of the business curriculum if their work was too poor. One school reported that it seldom failed a business student.

TABLE III

BUSINESS SUBJECTS TAUGHT BY NONBUSINESS TEACHERS

Subject	Number of Teachers Responding
Business Arithmetic	7
Typewriting I	7
General Business	5
Bookkeeping	3
Economic Geography	2
Stenography I	2
Stenography II	1
Clerical Practice	1
Record Keeping	1
General Accounting	1
Business Law	1
Retail Merchandising	1

Table III shows that the business subjects which the nonbusiness teachers were called upon most frequently to teach were business arithmetic and typewriting I. Other business subjects which they were required to teach less

frequently were general business, bookkeeping, economic geography, and stenography I. There was one instance each of a nonbusiness teacher giving instruction in stenography II, clerical practice, record keeping, general accounting, business law, and retail merchandising.

Twenty-six schools reported that they did not offer a placement service to their business graduates, while 24 schools did have a placement service. The other 13 had no formal placement service as such, but if employers made application for an office worker, the schools tried to accommodate them.

Thirty-nine schools reported that no follow-up of their students had ever been made. Twelve schools reported that at least one follow-up had been made in recent years.

Table IV shows the nonbusiness subjects taught by business teachers. They are listed in the order of frequency. The nonbusiness subjects taught most frequently by business teachers were English, history, general mathematics, and algebra I. The English classes were mainly in English I, and the history was American History and Government. Other nonbusiness subjects which they were required to teach less frequently were biology, general science, social problems, and home economics. There was one instance each of a business teacher giving instruction in physics, home nursing, speech, mechanical drawing, civics, citizenship, music, German I, and Latin I.

TABLE IV

NONBUSINESS SUBJECTS TAUGHT BY BUSINESS TEACHERS

Subject	Number of Teachers Responding
English	13
History	8
General Mathematics	5
Algebra I	5
Biology	2
General Science	2
Social Problems	2
Home Economics	2
Physics	1
Home Nursing	1
Speech	1
Mechanical Drawing	1
Civics	1
Citizenship	1
Music	1
German I	1
Latin	1

TABLE V

BUSINESS EQUIPMENT AVAILABLE FOR INSTRUCTION

Type of Equipment	Number	Percent of Equipment
Typewriters:		
Manual	1986	73.0
Electric	241	8.85
Calculators	225	8.3
Duplicators	118	4.3
Transcribers	59	2.13
Mimeoscopes	59	2.13
Check Writers	15	.6
Addressographs	8	.3
Folding machines	4	.14
Postal meters	3	.1
Bookkeeping machines	2	.06
Stenograph	1	.03
Card-o-graph	1	.03
Thermofax	1	.03
Total:	2723	100.00

As shown in Table V, the typewriters comprised the largest amount of total equipment, 73 percent. Among the electrics, the IBM was used the most frequently. The Royal came next, followed by the Underwood, Remington, and

Smith-Corona. The most widely-used manual typewriter was the Royal, followed by the Underwood, Smith-Corona, Remington, and Olympia. A small number of other makes of typewriters was also included.

There was a wide variety of calculators used, with the Burroughs leading the list. Among the duplicators, there were 45 A. B. Dick mimeographs, 31 Ditto machines, and 15 Gestetners. There were smaller numbers of other different kinds of duplicators in use.

Of the 59 transcribing machines used, 35 were dictaphones, and 10 were ediphones. Ten schools were using transcribing machines on a rental basis. Nearly every school had a mimeoscope. Fifteen schools had check writers and 8 had addressographs. Other machines in use in smaller numbers were folding machines, postal meters, bookkeeping machines, stenograph, card-o-graph, and thermofax.

Only seven schools had completed surveys of business firms in their areas to determine local employment opportunities open to their students. Eleven surveys were in progress. Forty-three schools had never made a survey.

Although a question concerning the curricula appeared on the check list, the responses to this question were incomplete; therefore, no accurate data concerning the business curricula in these schools can be reported.

TABLE VI

BUSINESS EDUCATION PERIODICALS RECEIVED BY THE RESPONDENTS

Title	Number of Schools	Percent of Schools
The Balance Sheet	63	100
Today's Secretary	58	92
Business Education World	57	90
Business Teacher	57	90
Catholic Business Education Review	44	70
Systems	28	44
National Business Education Quarterly	16	25
U. B. E. A. Forum	12	19
American Business Education	12	19
Journal of Business Education	10	16

The Balance Sheet, Business Teacher, and Systems are free publications. The Balance Sheet was received by 100 percent of the schools, and Today's Secretary by 92 percent of the schools. Business Education World and Business Teacher were each received by 90 percent of the schools. The Catholic Business Education Review was received by 70 percent; Systems by 44 percent, and the National Business Education Quarterly by 25 percent. Fewer than 25 percent of the schools were receiving the U. B. E. A. Forum,

American Business Education, and Journal of Business Education. A greater number of teachers should be reading these professional magazines.

TABLE VII

INSTRUCTIONAL AIDS USED IN BUSINESS DEPARTMENTS

Name	Number of Schools	Percent of Schools
Records	52	82.5
Charts	48	76.2
Movies	47	74.6
Speakers	38	60.
Demonstrations by experts	38	60.
Field trips	30	47.6
Film strips	30	47.6
Tapes	20	31.7
Radio	6	9.5
Bell Telephone	3	5.
Demonstrations by salesmen	2	3.
Opaque projector	1	1.5

As shown in Table VII, a wide variety of instructional teaching aids were used in the schools surveyed. The majority of the schools were using records, charts, movies, speakers, and demonstrations by experts. A smaller number of schools were making use of field trips, film strips, tapes, and radios. A surprisingly small number were taking advantage

of the Bell Telephone program for schools. It is free of charge and very educational. Only two schools had salesmen in for demonstrations. One school made use of an opaque projector.

One hundred thirty-two religious, and 19 lay teachers were engaged in teaching business subjects in the sixty-three schools. Following is the division of teachers according to degrees held.

TABLE VIII

DEGREES HELD BY THE TEACHERS RESPONDING TO THE SURVEY

Teachers	Master's Degree	Candidate for Master's	Bachelor's Degree	Candidate for Bachelor's	No Degree
Religious	28	35	116	14	2
Lay	--	3	16	--	3

According to Table VIII, there were 16 out of the 132 religious teachers who did not have a Bachelor's degree, although 14 of those were working for it. Twenty-eight had completed a Master's degree, and 35 more were working toward it. Of the 19 lay teachers, 16 held Bachelor's degrees, and 3 were working for their Master's. Three lay teachers had no degree.

Besides possessing the necessary professional training, 76 Sisters reported that they had had outside office experience before entering upon religious life. They had held a variety of positions. One had been the manager of the auditing department of a national Catholic youth publication, called the "Queen's Work," for seven years; another had been an assistant supervisor in the telephone company for 10 years. Twenty-one had been employed as secretaries, 10 as bookkeepers, and 27 as stenographer-bookkeepers. There were dictaphone operators, teletype operators, clerk typists, payroll clerks, file clerks, shipping clerks, and receptionists. These were all full-time positions held for at least a year, and the majority for a longer period of time. Twelve lay teachers had had varying amounts of business experience in full-time jobs, before joining the teaching profession.

As shown in Table IX, more than 40 percent of the total number of religious teachers involved in this survey were engaged in teaching business subjects for 10 years or less. Almost 30 percent had been teaching in the business area from 10 to 20 years. About 11 percent had been in the business department from 20 to 30 years. Slightly more than 6 percent had been teaching from 30 to 40 years, and 2 percent had persevered from 40 to 50 years. As would be expected among a group of religious teachers whose whole lives are dedicated to their profession, the average number of years teaching is much longer than it would be among a similar group of lay teachers.

TABLE IX

TOTAL NUMBER OF YEARS

RESPONDENTS HAD TAUGHT BUSINESS SUBJECTS

Number of Years Teaching Business Subjects	Number of Teachers	Percent of Teachers
1 - 5	32	24.3
6 - 10	25	19.
11 - 15	24	18.2
16 - 20	14	10.6
21 - 25	13	9.8
26 - 30	12	9.1
31 - 35	5	3.7
36 - 40	4	3.
41 - 45	2	1.5
46 - 50	1	.8
Total:	132	100.00

CHAPTER V

SUMMARY OF FINDINGS AND RECOMMENDATIONS

The purposes of this investigation were to study the business education programs in the secondary schools taught by the School Sisters of Notre Dame in the United States, and to make recommendations for improvement based upon the findings. Seventy schools conducting a business education program were surveyed. The program in seven of these schools was incomplete, so the study was limited to the remaining 63.

The findings, as a result of analyzing the data received, were as follows:

1. The total enrollment in the 63 schools surveyed was 22,146 students. Of the 63 schools, 51 had an enrollment of less than 500 pupils; nine had 500-750 pupils; three schools had over 1,000 pupils each.

2. There was a total of 876 teachers in the schools surveyed, 151 of whom were teaching business subjects.

3. The most-frequently offered business subjects were typewriting, stenography, and bookkeeping. The next most-frequently offered courses were general business, secretarial office practice, business mathematics, clerical office practice, office machines, and business English.

4. The preferred text books in the majority of the subjects surveyed were those published by the Southwestern and Gregg Publishing Companies.

5. All schools were teaching Gregg shorthand.

6. Not more than 1/3 of the schools had any kind of testing program for use in counselling students in the selection of the business curriculum. The majority of the schools used the student's choice as a criteria. Less than half of the schools surveyed gave consideration to the intelligence quotient and the scholastic records of the students. English grades were considered by 30 percent of the schools.

7. Twenty-four schools had a placement service, and 26 schools had none. The remaining 13 schools placed their students only if employers made application.

8. The majority of the schools had made no follow-up studies of their students.

9. Only seven schools had completed surveys of business firms in their areas. Eleven schools had surveys in progress.

10. The business subjects most frequently taught by nonbusiness teachers were business arithmetic, typewriting I, and bookkeeping.

11. The nonbusiness subjects most frequently taught by business teachers were English, history, general mathematics, and algebra.

12. In the schools surveyed, there were 2,227 typewriters, 225 calculators, 118 duplicators, 59 transcribers, 59 mimeoscopes, 15 check writers, 8 addressographs, 4 folding machines, 3 postal meters, 2 bookkeeping machines, and

one thermofax.

13. All schools were receiving The Balance Sheet. The majority of the schools were receiving Today's Secretary, Business Education World, Business Teacher, and the Catholic Business Education Review. More business teachers should be reading the U. B. E. A. Forum and the Journal of Business Education.

14. The majority of the schools were using records, charts, movies, speakers, and demonstrations as instructional aids. Almost 50 percent were using film strips and taking field trips, whereas 1/3 of the respondents were using tapes.

15. Of the 151 business teachers surveyed, 132 were Sisters and 19 were lay teachers.

16. One hundred thirty-two teachers had Bachelor's degrees; 28 teachers had Master's degrees; 38 were candidates for Master's degrees; and 19 had no degree, although 14 of these were working toward a Bachelor's degree.

17. Thirty-two Sisters and 15 lay teachers had had less than 5 years of experience in business edication. Twenty-five Sisters and 4 lay teachers had been in the field of business education from 6 to 10 years. Almost half of the Sisters had been teaching business subjects from 10 to 30 years. Twelve Sisters had continued in the business curriculum beyond 30 years.

18. Seventy-six Sisters and twelve lay teachers had had outside business experience at full-time jobs. Many others had had part-time positions. Some educators and parents think

that the religious teachers have only theoretical knowledge and lack practical experience, but the findings of this study prove differently.

Recommendations for Improvement of the Business Education Program

The following recommendations are based on the findings of this study:

1. Definite scholastic requirements should be met for admission to the business curriculum. Extensive study should be continued in establishing the best criteria which may be used in guiding students in the selection of the business curriculum. This would attract better students, and lower the percentage of failure.

2. Periodic surveys of local business firms should be made in all communities to determine job opportunities, and the type of training the students need. The data of such surveys would be helpful in the improvement of the curricula.

3. As indicated by the results of the survey, more emphasis should be placed on clerical practice and machine operations.

4. A survey of the teaching load of the teachers should be made to determine whether or not the quality of the business education program is being maintained.

5. Although the results of the survey show that the majority of the teachers are reading 3 or 4 of the professional

publications, an effort should be made by a greater number of teachers to read the National Business Education Quarterly, the U. B. E. A. Forum, the American Business Education magazine, and the Journal of Business Education. As Catholic educators, they should also be reading the Catholic Business Education Review.

6. Although 28 of the teachers had their Master's degrees and 38 were enrolled in a graduate program, a greater number of teachers should be encouraged to undertake additional education to keep up with the advances being made in business.

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APPENDICES

A SURVEY OF THE BUSINESS EDUCATION PROGRAM IN THE SECONDARY SCHOOLS

STAFFED BY THE SCHOOL SISTERS OF NOTRE DAME IN THE UNITED STATES

CHECK LIST

(To be filled in by the Head of the Business Department)

1. Name of School _____

2. Address of School _____
Street City State

3. Total school enrollment--September, 1958 _____

Business department enrollment--September, 1958 _____

Total number of graduates (business education students and others.)
June, 1958 _____

Number of business education graduates June, 1958 _____

4. Total number of teachers in school (business teachers and others)

Religious _____ Lay _____

5. Number of business teachers Religious _____ Lay _____

6. Please check the business curriculum(s) offered by your department:

Stenographic _____
Bookkeeping _____
Clerical _____
General Business _____
Distributive Education
General Curriculum with business electives _____
Other _____

7. Indicate business subjects taught by nonbusiness teachers:

_____

_____

_____

8. Indicate nonbusiness subjects taught by business teachers:

_____

_____

_____

9. Please check the criteria used when guiding students in the selection of the business curriculum:

___A. Intelligence quotient
___B. Prognostic tests
___C. Foreign language marks
___D. Scholastic record
___E. Shorthand aptitude test
___F. Clerical aptitude test
___G. English grades
___H. Student's choice
___I. Parent's choice
___J. Interest inventory
___K. None
___L. Other _ _ _ _ _ _ _ _ _ _ _ _ _

10. Please indicate the number of students enrolled, the grade level offered, the number of periods per week, the length of the course, and the text used.

Subjects Taught	Number Enrolled	Grade Level Offered	Periods Taught Per Week	Length of Course	Text Used
Bookkeeping I					
Bookkeeping II					
Bus. Mathematics					
Bus. English					
Bus. Law					
Bus. Organization					
Consumer Ed.					
Economic Geog.					
General Business					
Office Machines					
Clerical Office Practice					
Secretarial Office Practice					
Stenography I					
Stenography II					
Transcription					
Typewriting I					
Typewriting II					
Others:					

11. Please give the number of the following typewriters and business machines used for instructional purposes:

TYPEWRITERS	Manual	Electric
I. B. M.	_____	_____
Royal	_____	_____
Underwood	_____	_____
Smith-Corona	_____	_____
Remington	_____	_____
Olympia	_____	_____
Others:		
_____	_____	_____

CALCULATORS			
Remington	_____	Sundstrand	_____
Friden	_____	Burroughs	_____
Monroe	_____	Comptograph	_____
Clary	_____	Marchant	_____
Victor	_____	Comptometer	_____
Plus	_____	Olivetti	_____
Others:		_____	
_____		_____	

DUPLICATORS	
A. B. Dick Mimeograph	_____
Gestetner	_____
Roneo	_____
Ditto	_____
Standard	_____
Rex-o-graph	_____
Azograph	_____
Multilith	_____
Others: _____	_____

TRANSCRIBING MACHINES	
Dictaphone	_____
Soundscriber	_____
Ediphone	_____
Audograph	_____
Voice writer	_____
Others: _____	
_____	
ADDRESSOGRAPH	_____
MIMEOSCOPE	_____
CHECK WRITER	_____

OTHER MACHINES NOT LISTED:

_____

_____

12. Which system of shorthand is taught in your school? ___ Gregg ___Pitman

13. Please indicate by a checkmark the policy which your school follows if a student fails a business subject.

___A. Student is required to repeat the subject.
___B. Student may repeat the subject.
___C. Student is not permitted to repeat the subject.
___D. Student is permitted to attend summer school.

14. Does your department offer a placement service to business graduates?

Yes_____ No_____

15. Has a follow-up of your students ever been made, to determine their success or their weaknesses? Yes____ No____

If so, for what years was it made? _____

16. Has a survey of business firms in your area ever been made, in order to determine local employment opportunities open to your students?

Yes____ No____

If so, when was it made? _____

17. Please check the business education periodicals which you receive:

American Business Education	____	Journal of Business Education	____
Balance Sheet	____	Nat'l. Bus. Ed. Quarterly	____
Business Education World	____	Systems--Remington Rand	____
Business Teacher	____	Today's Secretary	____
Catholic Bus. Ed. Review	____	U. B. E. A. Forum	____
		Other: _____	____

18. Which of the following supplementary aids to you use in your business dept.?

Demonstrations by experts	____	Radio	____
Field trips	____	Records	____
Film strips	____	Speakers	____
Movies	____	Tapes	____
Charts	____	Others: _____	

19. Please submit here the name of each business teacher, Religious and Lay, with the desired information about her teaching experience, her education, and her employment experience.

Teacher	No. yrs. teaching	No. yrs. teaching bus. subj.	Degree held	Degree: Candidate for	No. yrs. office experience	Position held

ST. BONIFACE BUSINESS SCHOOL
142 WEST DIAMOND STREET
PHILADELPHIA 22, PA.

November 24, 1958

Dear Sister Superior:

With the kind permission of your Mother Provincial, the enclosed checklist is being sent to all the secondary schools conducted by our community in the five provinces of the United States.

Will you please ask the Sister in charge of the business department to check it for me? I will greatly appreciate this favor.

A self-addressed stamped envelope is also enclosed for your convenience in returning it.

Where there are several different communities on the staff, please fill out the checklist if the business department is conducted by our Sisters. If the business department is not conducted by our community, it is not necessary to fill it out, but please notify me to that effect, as I am anxious to receive a 100% response.

Thank you very much, Sister, for your time and cooperation.

Sincerely yours,

S. M. Theresa Margaret

Enc. 2