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A survey of business education in New Brunswick and Nova Scotia, 1950-1951.

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A SURVEY OF BUSINESS EDUCATION IN NEW BRUNSWICK AND NOVA SCOTIA 1950-1951

Submitted by

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CHAPTER I

INTRODUCTION

Statement of the Problem

The purpose of this study was to determine the status of the business education program and the business education teacher in the academic, composite, regional, rural, and vocational high schools of the provinces of New Brunswick and Nova Scotia.

Analysis of the Problem

The following subordinate problems were involved in this study:

1. The determination of the number of academic, composite, regional, rural, and vocational high schools

2. The determination of the number of academic, composite, regional, rural, and vocational high schools according to the size of the school

3. The determination of the number of high schools offering a business education curriculum

4. The comparison of the number of schools offering a business education curriculum in New Brunswick with those in Nova Scotia

5. The comparison of the number of schools that offer a business curriculum with the number of business students enrolled

6. The determination of the total high school population and the number of students enrolled in business education

7. The determination of the grade and sex of the business education students

8. The determination of the business subjects offered and the grade placement of each

9. The determination of the number of business teachers and a comparison with the number of academic, industrial, household economics, and agricultural teachers

10. The comparison of the number of business teachers with the number of academic teachers according to sex and degrees held

11. The average salaries of academic teachers

12. The average salaries of business education teachers

13. The comparison of the average salaries of academic teachers with the business education teachers

14. The distribution of business education teachers according to salary

15. The academic subjects taught by business education teachers and the frequency of occurrence

16. The distribution of business education teachers according to the number of years of teaching experience

Justification of the Problem

The academic, composite, regional, rural, and vocational high schools of the provinces of New Brunswick and Nova Scotia are small. This is due to the fact that the population is spread out. In the few communities where the density of the population could provide large high schools, there is the existence of Roman Catholic and Protestant schools. These factors, therefore, present a problem that hinders the provision of a more effective and adequate program of business education in the schools.

As no province-wide survey of this nature has been undertaken either in New Brunswick or Nova Scotia, this study should prove beneficial to the Departments of Education in each of the provinces for the purpose of revising the curriculum, to teachers in both provinces who are interested in the present situation, and to students who plan to do further research in this particular field.

Scope of the Study

The present study involved information of the business education program and the business education teachers of all the academic, composite, regional, and vocational high schools of the province of New Brunswick, and all the urban grant-aided academic high schools and vocational high schools of the province of Nova Scotia. The student enrollments covered grades 10, 11, and 12, and the special one-year business course students. The comparisons of schools that offer a business curriculum were made on the basis of the number of business teachers employed and the number of business students, because complete information on school enrollments was not readily available.

Because of the rigidity of the business education program in both provinces, no information was gathered concerning the enrollments of business education students in the various business subjects offered. A table, however,

was prepared showing the enrollments according to sex in each of the grades in which the business curriculum is offered.

This study compared the sex and average salaries of the business teachers with those employed in the academic departments of all the schools. There was no attempt made to compare the business teachers with the teachers of the industrial, home economics, and agricultural departments.

The business program and the status of the business education teachers were not compared with those in the other provinces of Canada or any of the states of the United States.

Organization of the Study

Chapter I includes the statement of the specific problem, an analysis of the subordinate problems involved, some supporting information justifying the problem, the scope of the study, and how the study was organized. Chapter II presents a brief summary of the related studies in Maine, New Hampshire, and Vermont. Chapter III is an explanation of the exact steps and procedures followed in making the survey. In Chapter IV is presented the analysis and interpretation of data obtained and organized for the study of the business education program. The analysis and interpretation of the data concerning the business education teacher is given in Chapter V. Chapter VI contains a brief summary of the information contained in Chapters IV and V, and a few general recommendations.

CHAPTER II

REVIEW OF RELATED STUDIES

As this study involves the status of the business education program and the business education teacher in the provinces of New Brunswick and Nova Scotia, the related studies of Maine, New Hampshire, and Vermont are reviewed in this chapter.

The first study to be reviewed is that of the State of Maine, conducted by Giftos[1], in 1950. Giftos made a survey of the business education program and the business education teacher in the secondary public schools of Maine. His data were obtained from the annual returns of schools that are filed with the State Department of Education and from the annual report of the Department.

The study included data on the total secondary enrollment, the number of schools offering a business education curriculum, the number and kinds of business curricula, the enrollment for each subject and the grade taught, the extent to which business subjects were taught by non-business teachers, the status of the business education teacher in regard to number, sex, certification, degrees held, salary, and the institutions furnishing the business teachers.

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[1]Giftos, Sarando Peter, A Survey of Business Education in Maine in 1949-1950, Master's Thesis, Boston University, 1950.

According to the report of his finding, there were 41,994 students enrolled in 174 public high schools, 40 academies, and 20 parochial schools in the year 1949-50. Almost one-half, 48.3 per cent, of the secondary schools had enrollments of fewer than 100. Approximately one-quarter, or 27.3 per cent, had enrollments between 100 and 199. Almost one-fifth, or 17.1 per cent, had between 200 and 499. In the schools enrolling over 500, he found 7.3 per cent of the students.

The study also revealed that almost three-quarters of the schools, or 72.2 per cent, offered a business education program.

Typewriting, bookkeeping, junior business training, shorthand, economic geography, and office practice enrolled more than 1,000 students for the state. Economics, business law, and consumer education had between 500 and 1,000 students. Business English, business mathematics, occupations, vocational information, and salesmanship enrolled from 100 to 500 pupils. There were fewer than 100 students enrolled in Maine in spelling, penmanship, distributive education, advertising, and rapid calculation. Distributive education was offered in only two schools. Bookkeeping was offered in 182 schools; a second year of the course was offered in 70 schools. Beginning shorthand was offered in 171 schools, and 163 schools offered the course a second year. Of the 183 schools offering typewriting, 154 gave a

two-year course. Seventeen schools offered three years of typewriting, and two schools offered three years of shorthand.

The basic business subjects were offered in grades 9 and 10, and the skill business subjects were generally offered in grades 11 and 12.

State commercial certificates were held by 208 of the 358 secondary school teachers. Of the 208, 40, or 19.1 per cent, had Bachelor's degrees, while 88.7 per cent of the non-business teachers had Bachelor's degrees. Two female teachers had Master's degrees.

There were 64 male business teachers and 144 female business teachers, and there were 90 male and 60 female non-business teachers.

The average salary of the business education teacher was $2,200, and the average salary of the non-business teacher was $2,400. No business teacher received as much as $3,300.

Of the 208 business teachers, 33.7 per cent had five or fewer years of experience, while 16.3 per cent had over 25 years of experience.

Giftos concluded his study by saying that business education in the State of Maine, in 1949-1950, held a very prominent position.

A similar survey was made by Roche[1] for the State of

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[1]Roche, James Avery, A Survey of Business Education in Vermont in 1949-50, Master's Thesis, Boston University, 1950.

Vermont for 1949-1950. His study, likewise, was divided into two main areas: (1) the business education program and (2) the business education teacher. Data were secured for the total school enrollment and the business enrollment, the number and kind of business curricula, the business subjects taught, together with the grade level and length of course, the type and purpose of standardized tests, guidance and placement programs, the number and type of office machines used, the status of the business education teacher with regard to sex, education, experience, salary, marital status, universities furnishing Vermont's business teachers, and the extent to which business subjects were taught by non-business teachers.

This study showed that 39.6 per cent of the schools that made returns had enrollments of fewer than 100 students; 30.2 per cent had enrollments between 100 and 199 students; 22.7 per cent had between 200 and 499; and 7.5 per cent had enrollments of over 500 students. Of the total school enrollment, 34.2 per cent were enrolled in business education.

Six different curricula were offered: stenographic, bookkeeping, general curriculum with business electives, clerical, general business, and distributive education. The last was offered by two schools.

The most popular subjects, in order, were: Typewriting I, Typewriting II, Stenography I, Stenography II, Junior Business

Training, Business Mathematics, and Office Practice.

Of the total teacher population, 12.7 per cent were business teachers. Of the 71 business teachers, 17 were men and 54 were women. Twenty-nine, or 40.8 per cent, of the business teachers had five or fewer years of teaching experience.

Twenty-six, or 36.6 per cent, of the business teachers had no degrees. Seven teachers held Master's degrees. The median salary of the business teacher was $2,430. Thirty-nine teachers received less than $2,500; 8 received between $3,000 and $3,500; and 2, over $3,500.

The basic business subjects were made available in grades 9 and 10, and the skill business subjects were given in grades 11 and 12.

Business mathematics and economic geography were the business subjects most often taught by non-business teachers.

The office machines most frequently used were as follows: typewriter, Dictaphone, Mimeograph, Multigraph, and Ditto. A placement service was provided by 13 schools and a guidance program by 20.

Roche concluded his study by stating that business education held a prominent place in the educational program of Vermont.

The final study to be reviewed for this survey is one by Horace[1]. Horace made her study of business education in the State of New Hampshire for the year 1947-1948. As in the two previous studies, her survey included data on the business education program and the business education teacher. The data were obtained from the files of the New Hampshire State Board of Education.

The survey showed 95 approved public secondary schools and academies in the state. Of these, one-half had fewer than 100 students enrolled. A little more than one-quarter of the schools had enrollments between 100 and 200. One tenth had enrollments of over 500 students.

Of the 95 schools, 77, or 81.1 per cent, employed a business teacher.

The most popular subjects were typewriting, junior business training, bookkeeping, shorthand, economic geography, business law, and secretarial practice.

Non-business teachers most frequently taught junior business training, economic geography, and consumer education. Business teachers most frequently taught social studies and physical education.

There were 115 business teachers in New Hampshire; 18 were men, and 97 were women. Over half of the teachers had

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

five or fewer years of teaching experience. Of the 115 teachers, 96, or 83.5 per cent, had university degrees; 4 had Master's degrees. It is interesting to compare this data with that reported by Giftos[1] in Maine, and Roche[2] in Vermont. The Maine survey showed that only 19.1 per cent of the business teachers had degrees; the Vermont report disclosed that 63.4 per cent of the business teachers had degrees.

The median salary of business education teachers in New Hampshire was $2,282.83. Two-thirds of the teachers received less than $2,500.

Horace concluded her study by stating that business education in New Hampshire held a prominent position, but at the same time she offered a number of recommendations. She recommended the appointment of a state supervisor of business education for advisory and guidance purposes, the consolidation of many of the smaller schools, the standardization of course names, and salary increases for business teachers in order to attract and hold the more highly competent ones.

A number of the ideas incorporated in the three studies reviewed here were used in the New Brunswick and Nova Scotia survey.

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[1]Giftos, op. cit.

[2]Roche, op. cit.

CHAPTER III

METHOD OF PROCEDURE

The following is the procedure used in securing and tabulating the data included in this study:

1. Using the facilities of Boston University School of Education Library, a careful check was made to ensure that no similar study had been made of the provinces of New Brunswick and Nova Scotia.

2. A list of studies (theses and periodical reports) was prepared and the majority of these read to determine the nature of the studies and the procedures used in obtaining the data.

3. Because of their proximity to the two Maritime Provinces, the theses covering the states of Maine, New Hampshire, and Vermont were carefully read.

4. Letters requesting permission to use the facilities of the Departments of Education were sent to the Chief Superintendents of Education for New Brunswick and Nova Scotia.

5. Information respecting the business education program and business education teachers was obtained from the records of the Departments of Education in New Brunswick and Nova Scotia (Vocational Branches).

6. Information respecting the academic program and the academic teachers was obtained from the records of the Departments of Education in New Brunswick and Nova Scotia.

7. All the necessary information was tabulated, from which the tables were prepared.

8. The findings were classified into two major areas: information concerning the business education program and information pertaining to the business education teacher.

9. Using the findings, the summary and conclusions were made.

CHAPTER IV

THE ANALYSIS AND INTERPRETATION OF DATA ON THE BUSINESS EDUCATION PROGRAM

In 1950-1951 there were 13,373 students enrolled in 60 academic, composite, regional, rural, and vocational high schools in the province of New Brunswick and 46 academic (urban), rural, and vocational high schools in the province of Nova Scotia.

Table I shows a comparison of the number of academic, composite, regional, rural, and vocational high schools for both of the provinces.

TABLE I

THE COMPARISON OF THE NUMBER OF ACADEMIC, COMPOSITE, REGIONAL, RURAL AND VOCATIONAL HIGH SCHOOLS

Type of School	New Brunswick	Nova Scotia	Total
Academic	18	37	55
Composite	13	-	13
Regional	27	-	27
Rural	-	7	7
Vocational	2	2	4
Total	60	46	106

A study of Table I shows that there were 18 academic high schools, 13 composite high schools, 27 regional high schools, and 2 vocational high schools listed in the records of the Department of Education for the province of New Brunswick; and that there were 37 academic (urban) high

schools, 7 rural high schools, and 2 vocational high schools listed in the records of the Department of Education for the province of Nova Scotia.

Table II shows a comparison of these schools according to size, based on the total number of teachers employed in each school in each of the provinces.

TABLE II

COMPARISON OF ACADEMIC, COMPOSITE, REGIONAL, RURAL, AND VOCATIONAL HIGH SCHOOLS TO SIZE OF SCHOOLS

No. of teachers	Academic		Composite		Regional		Rural		Vocational		Total	Per Cent
	Number	Per cent	Number	Per Cent	Number	Per cent	Number	Per cent	Number	Per cent		
1-9	41	38.7	6	5.7	24	22.6	5	4.7	1	.9	77	72.6
10-19	13	12.3	4	3.8	3	2.8	2	1.9	1	.9	23	21.7
20-29	-	-	2	1.9	-	-	-	-	-	-	2	1.9
30-39	1	.9	-	-	-	-	-	-	1	.9	2	1.9
40-49	-	-	1	.9	-	-	-	-	1	.9	2	1.9
Total	55	51.9	13	12.3	27	25.4	7	6.6	4	3.6	106	100.0

A study of Table II shows that of the 106 high schools used in the survey, 77, or 72.6 per cent, had fewer than 10 teachers; 23, or 21.7 per cent, had from 10 to 19 teachers; 2, or 1.9 per cent, had between 20 and 29 teachers; 2, or 1.9 per cent, had between 30 and 39 teachers; and 2, or 1.9 per cent, had between 40 and 49 teachers.

A further study of Table II reveals that of the 77 high schools employing fewer than 10 teachers, 41, or 38.7 per cent of the total number of schools, were academic high schools, which do not offer a business education program.

Table III shows a comparison of the types of high schools offering a business education program with those high schools not offering any business program.

TABLE III

COMPARISON OF SCHOOLS OFFERING BUSINESS CURRICULUM WITH THOSE NOT OFFERING

Type of School	Offering		Not Offering		Total	
	Number	Per Cent	Number	Per Cent	Number	Per Cent
Academic	-	-	55	51.9	55	51.9
Composite	9	8.5	4	3.7	13	12.2
Regional	6	5.7	21	19.8	27	25.5
Rural	-	-	7	6.6	7	6.6
Vocational	4	3.8	-	-	4	3.8
Total	19	18.0	87	82.0	106	100.0

An examination of Table III shows that of the 106 high schools, 19, or 18 per cent, offered a business education program, and that 87, or 82 per cent, did not offer any such

program. Not one of the 55 academic high schools, representing 51.9 per cent of the total number of schools, offered a business program. More than half of the composite high schools and all of the vocational high schools offered a business program.

Table IV is a comparison of the number of schools offering a business education curriculum in New Brunswick with the number of schools in Nova Scotia.

TABLE IV

COMPARISON OF SCHOOLS OFFERING BUSINESS CURRICULUM IN NEW BRUNSWICK WITH NOVA SCOTIA

Province	Offering		Not Offering		Total	
	Number	Per Cent	Number	Per Cent	Number	Per Cent
New Brunswick	17	28.3	43	71.7	60	100.0
Nova Scotia	2	4.3	44	95.7	46	100.0

Table IV shows that out of the 60 high schools in New Brunswick, 17, or 28.3 per cent, offered a business program; and 43, or 71.7 per cent, did not offer any kind of program. In Nova Scotia, where there are 46 high schools, 2, or 4.3 per cent, offered a program, and 44, or 95.7 per cent had nothing to offer.

Table V gives a comparison, based on the number of business education students enrolled, of the number and sizes of schools offering a business education program in New Brunswick with those in Nova Scotia.

TABLE V

COMPARISON OF NEW BRUNSWICK AND NOVA SCOTIA SCHOOLS ACCORDING TO NUMBER OF BUSINESS STUDENTS ENROLLED

Number of Students	New Brunswick		Nova Scotia		Total	
	Number	Per Cent	Number	Per Cent		
1-49	12	63.2	-	-	12	63.1
50-99	2	10.5	1	5.3	3	15.8
100-149	2	10.5	-	-	2	10.5
150-199	-	-	-	-	-	-
200-249	-	-	1	5.3	1	5.3
250-267	1	5.3	-	-	1	5.3
Total	17	89.5	2	10.6	19	100.0

Of the 19 schools offering business education in New Brunswick and Nova Scotia, as indicated in Table V, 12, or 63.2 per cent, having fewer than 50 business students were located in New Brunswick. There were 2, or 10.5 per cent, in New Brunswick, and 1, or 5.3 per cent, in Nova Scotia that enrolled between 50 and 99 students. New Brunswick had 2, or 10.5 per cent, with enrollments between 100 and 149. Nova Scotia had 1, or 5.3 per cent, with an enrollment between 200 and 249; and New Brunswick alone had 1, or 5.3 per cent, with an enrollment exceeding 250.

Table VI shows the number of business education students enrolled in the high schools of New Brunswick and Nova Scotia, and gives a comparison of the numbers enrolled in business with the numbers enrolled in other programs.

TABLE VI

COMPARISON OF THE NUMBER OF BUSINESS STUDENTS WITH ALL OTHERS

Province	Business		Other		Total	
	Number	Per Cent	Number	Per Cent	Number	Per Cent
New Brunswick	931	15.8	4,979	84.2	5,910	100.0
Nova Scotia	288	3.9	7,175	96.1	7,463	100.0
Total	1,219	9.1	12,154	90.9	13,373	100.0

A study of Table VI shows that of the 5,910 high school students enrolled in New Brunswick, 931, or 15.8 per cent, followed a business education curriculum, and that 4,979, or 84.2 per cent, were enrolled in other programs. Of the

7,463 students enrolled in the urban high schools of Nova Scotia, 288, or 3.9 per cent, were in a business education curriculum, and 7,175, or 96.1 per cent were in the academic department. Table VI further indicates that of the 13,373 students enrolled in the high schools of the two provinces taken together, 1,219, or 9.1 per cent, were enrolled in business, and 12,154, or 90.9 per cent, followed another program.

Table VII gives the sex and grade distribution of the business education students enrolled in the high schools of both New Brunswick and Nova Scotia.

TABLE VII

SEX AND GRADE DISTRIBUTION OF BUSINESS STUDENTS

Province	X				XI				XII			
	Boys		Girls		Boys		Girls		Boys		Girls	
	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
New Brunswick	131	35.4	239	64.6	95	29.2	230	70.8	17	40.5	25	59.5
Nova Scotia	20	26.3	56	73.7	-	-	-	-	-	-	-	-
Total	151	33.9	295	62.1	95	29.2	230	70.8	17	40.5	25	59.5

Province	Special				Total			
	Boys		Girls		Boys		Girls	
	Number	%	Number	%	Number	%	Number	%
New Brunswick	79	40.7	115	59.3	322	34.6	609	65.4
Nova Scotia	30	14.2	182	85.8	50	17.4	238	82.6
Total	109	26.8	297	73.2	372	30.5	847	69.5

Table VII shows that there were 372 boys, or 30.5 per cent, and 847, or 69.5 per cent, girls enrolled in the business education program of the schools of the two provinces. This makes a total of 1,219 business students.

Of the 931 students enrolled in New Brunswick, 322, or 34.6 per cent, were boys, and 609, or 65.4 per cent, were girls. Of the 288 students in Nova Scotia, 50, or 17.4 per cent, were boys, and 238, or 82.6 per cent, were girls.

The total number of students enrolled in grade X for both provinces was 446. Of this number, 151, or 33.9 per cent, were boys, and 295, or 62.1 per cent, were girls. Of the 325 students in Grade XI, 95, or 29.2 per cent, were boys, and 230, or 70.8 per cent, were girls. In grade XII the total student enrollment was 42. There were 17, or 40.5 per cent, boys, and 25, or 59.5 per cent, girls. In the Special One-year Commercial Class there were 406 students, of which 109, or 26.8 per cent, were boys, and 297, or 73.2 per cent, were girls.

Table VIII shows the subjects offered in the business curriculum.

TABLE VIII

SUBJECTS OFFERED IN BUSINESS CURRICULA

GRADE X	GRADE XI
Practical Subjects Arithmetic Financial Records Spelling and Penmanship Any two of: Typewriting General Mathematics General Science French	Practical Subjects Bookkeeping I and Penmanship Shorthand I Typewriting Arithmetic Spelling and Correspondence French (elective with community)
GRADE XII	**SPECIAL**
Practical Subjects Bookkeeping II Shorthand II Typewriting and Office Practice Spelling and Correspondence Business Law Business Arithmetic French (elective)	Practical Subjects Bookkeeping Shorthand Typewriting and Office Practice Spelling and Penmanship Correspondence Business Law Business Arithmetic Filing
The Core Subjects in grades X, XI, and XII are: (1) Health and Physical Education, (2) English, and (3) Social Studies.	

A study of Table VIII shows a uniform or standard course for both the three-year business students and the special one-year students. The core subjects in grades 10, 11, and 12 were: (1) health and physical education, (2) English, and (3) social studies.

The practical subjects offered in grade 10 were: (1) Arithmetic, (2) Financial Records, (3) Spelling and Penmanship, (4) any two of Typewriting, General Mathematics, General Science, and French.

The practical subjects offered in grade 11 were: (1) Bookkeeping I and Penmanship, (2) Shorthand I, (3) Typewriting, (4) Arithmetic, (5) Spelling and Correspondence, and (5) French, which was elective with the community.

The practical subjects offered in grade 12 were: (1) Bookkeeping II, Shorthand II, (3) Typewriting and Office Practice, (4) Spelling and Correspondence, (5) Business Law, (6) Business Arithmetic, and (7) French, which was elective with the community.

The subjects offered in the special one-year course were: (1) Bookkeeping, (2) Shorthand, (3) Typewriting and Office Practice, (4) Spelling and Penmanship, (5) Business Law, (6) Correspondence, (7) Business Arithmetic, and (8) Filing.

In addition to following the prescribed subjects of the courses, commercial geography in grade 10 was offered

in three schools; office machines was offered in three schools; retail selling was offered in one school; and business etiquette was offered in one school.

Each of the vocational high schools in Saint John, New Brunswick, and Halifax, Nova Scotia, offered 4 three-year courses in business education: (1) Stenography, (2) Bookkeeping, (3) Clerical, and (4) Merchandising.

Chapter V contains the analysis and interpretation of data on the business education teacher.

CHAPTER V

THE ANALYSIS AND INTERPRETATION OF DATA ON THE BUSINESS EDUCATION TEACHER

In 1950-51 there were 53 business education teachers in the provinces of New Brunswick and Nova Scotia. Table IX shows the number and sex of the business teachers and compares them in number and sex with the academic, industrial, household economics, and agricultural teachers of the two provinces.

TABLE IX

COMPARISON OF NUMBER AND SEX OF TEACHERS IN NEW BRUNSWICK AND NOVA SCOTIA

Type of Teacher	New Brunswick				Nova Scotia				Total	
	Number			Per cent	Number			Per cent	No.	Per cent
	M	F			M	F				
Business	14	27	41	8.8	2	10	12	2.9	53	6.1
Academic	165	116	281	60.6	200	168	368	90.3	649	74.4
Industrial	83	-	83	17.9	24	-	24	5.9	107	12.3
H. E.	-	50	50	10.8	-	4	4	0.9	54	6.2
Agriculture	9	-	9	1.9	-	-	-	-	9	1.0
Total	271	193	464	100.0	226	182	408	100.0	872	100.0

A study of Table IX shows that of the 872 high school teachers, 53, or 6.1 per cent, were business education teachers; 649, or 74.4 per cent, were academic teachers; 107, or 12.3 per cent, were industrial teachers; 54, or 6.2 per cent, were household economics teachers, and 9, or 1.0

were agriculture teachers.

Out of the 464 teachers in New Brunswick, 41, or 8.8 per cent, were business teachers; 281, or 60.6 per cent, were academic teachers; 83, or 17.9 per cent, were industrial teachers; 50, or 10.8 per cent, were household economics teachers; and 9, or 1.9 per cent, were teachers of agriculture.

In Nova Scotia 408 teachers were listed. There were 12, or 2.9 per cent, business education teachers; 368, or 90.3 per cent, were academic teachers; 24, or 5.9 per cent, were industrial teachers; 4, or 0.9 per cent, were household economics teachers; and there were no agriculture teachers.

Table X shows a distribution of the sex and educational qualifications of the business education teachers and makes a comparison with the academic teachers.

TABLE X

COMPARISON OF SEX AND EDUCATIONAL QUALIFICATIONS
OF BUSINESS EDUCATION AND ACADEMIC TEACHERS

	New Brunswick								Nova Scotia							
	Academic				Business				Academic				Business			
	M	F	No.	%	M	F	No.	%	M	F	No.	%	M	F	No.	%
Bachelor	76	55	131	46.6	6	7	13	31.7	104	90	194	52.7	2	5	7	58.3
Master	27	15	42	15.0	3	2	5	12.2	84	45	129	35.1	-	1	1	8.4
None	58	50	108	38.4	5	18	23	56.1	12	33	45	12.2	1	3	4	33.3
Total	161	120	281	100.0	14	27	41	100.0	200	168	368	100.0	3	9	12	100.0

	TOTAL											
	Academic						Business					
	M	%	F	%	No.	%	M	%	F	%	No.	%
Bachelor	180	55.4	145	44.6	325	50.1	8	40.0	12	60.0	20	37.7
Master	111	64.9	60	35.1	171	26.3	3	50.0	3	50.0	6	11.4
None	70	45.8	83	54.2	153	23.6	6	22.2	21	77.8	27	50.9
Total	361	55.6	288	44.4	649	100.0	17	32.1	36	67.9	53	100.0

An inspection of Table X shows that of the 649 academic teachers, 325, or 50.1 per cent, held a Bachelor's degree; 171, or 26.3 per cent, held a Master's degree; and 153, or 23.6 per cent, had no degree. Of the 53 business education teachers listed, 20, or 37.7 per cent, had a Bachelor's degree; 6, or 11.4 per cent, had a Master's degree; and 27, or 50.9 per cent, had no degree.

New Brunswick had 281 academic teachers. Of these, 131, or 46.6 per cent, had Bachelor's degrees; 42, or 15 per cent, had Master's degrees; and 108, or 38.4 per cent, had no degree. Of New Brunswick's 41 business education teachers, 13, or 31.7 per cent, had Bachelor's degrees; 5, or 12.2 per cent, held Master's degrees; and 23, or 56.1 per cent, had no degree.

Nova Scotia had 368 academic teachers. Of these, 194, or 52.7 per cent, held Bachelor's degrees; 129, or 35.1 per cent, held Master's degrees; and 45, or 12.2 per cent, had no degree. Of Nova Scotia's 12 business education teachers, 7, or 58.3 per cent, held Bachelor's degrees; one, or 8.4 per cent, held a Master's degree; and 4, or 33.3 per cent had no degree.

In New Brunswick 6 of the male business teachers and 7 of the female business teachers held Bachelor's degrees; 3 men and 2 women held Master's degrees; and 5 men and 18 women had no degree.

In Nova Scotia 2 men and 5 women held Bachelor's degrees, one woman held a Master's degree, and one man and 3 women had no degree.

Table XI shows the average salaries paid to business education teachers according to degrees held.

TABLE XI

AVERAGE SALARIES OF BUSINESS TEACHERS ACCORDING TO DEGREES HELD

Province	Bachelor's Degree		Master's Degree		No Degree	
	Male	Female	Male	Female	Male	Female
N. B.	$3,155.83	$2,843.60	$3,730.33	$3,550.00	$2,394.00	$2,529.00
N. S.	3,360.00	2,764.00	-	3,300.00	2,580.00	3,300.00
Both	3,206.87	2,810.43	3,730.33	3,466.67	2,425.00	2,639.14

Average salary (mean) of business teacher: $2,847.98

A study of Table XI shows that the average (mean) salary of the business education teacher in both provinces for the year 1950-1951 was $2,847.98.

Male teachers with Bachelor's degrees received $3,206.87, female teachers, $2,810.43; male teachers with Master's degrees received $3,730.33; female teachers, $3,466.67; male teachers with no degrees received $2,425; female teachers, $2,639.14.

The average salaries paid to academic teachers according to degrees held is shown in Table XII.

TABLE XII

AVERAGE SALARIES OF ACADEMIC TEACHERS
ACCORDING TO DEGREES HELD

Province	Bachelor's Degree		Master's Degree		No Degree	
	Male	Female	Male	Female	Male	Female
N. B.	$2,967.03	$2,621.71	$3,366.11	$3,374.87	$2,692.67	$2,063.36
N. S.	2,579.51	2,640.27	3,597.89	3,239.29	2,158.83	2,043.52
Both	2,743.14	2,633.23	3,541.51	3,273.19	2,586.87	2,055.47

Average salary (mean) of academic teacher: $2,798.87

A study of Table XII shows that the average salary paid to the academic teachers was $2,798.87 for the year 1950-1951.

Male teachers with Bachelor's degrees received $2,743.14, female teachers, $2,633.23; male teachers with Master's degrees received $3,541.51; female teachers, $3,273.19; male teachers with no degrees received $2,586.87; female teachers, $2,055.47.

A comparison of the average salaries of business education teachers with academic teachers is shown in Table XIII.

TABLE XIII

COMPARISON OF AVERAGE SALARIES OF BUSINESS TEACHERS
WITH THOSE OF ACADEMIC TEACHERS

	Bachelor's Degree		Master's Degree		No Degree	
	Male	Female	Male	Female	Male	Female
Business	$3,206.87	$2,810.43	$3,730.33	$3,466.67	$2,425.00	$2,639.14
Academic	2,743.14	2,633.23	3,541.51	3,273.19	2,586.87	2,055.47

Average (mean) salary of academic teacher: $2,798.87
Average (mean) salary of business teacher: $2,847.98

Table XIII, when examined carefully, shows that while the average salary of all academic teachers was $2,798.87, the average salary for the business education teachers was $2,847.98.

With the single exception of male teachers with no degrees, all business education teachers received higher average salaries than did the academic teachers.

Male academic teachers with Bachelor's degrees received $2,743.14; male business teachers, $3,206.87. Female academic teachers with Bachelor's degrees received $2,633.23; female business teachers, $2,810.43. Male academic teachers with Master's degrees received $3,541.51; male business teachers, $3,730.33. Female academic teachers with Master's degrees received $3,273.19; female business teachers, $3,466.67. Male academic teachers having no degrees received $2,586.87; male business teachers, $2,425. Female academic teachers having no degree received $2,055.47; female business teachers, $2,639.14.

Table XIV shows the distribution of business education teachers according to salaries.

TABLE XIV

DISTRIBUTION OF BUSINESS EDUCATION TEACHERS ACCORDING TO SALARIES

Province	$1,400 1,799	$1,800 2,199	$2,200 2,599	$2,600 2,999	$3,000 3,399	$3,400 3,799	$3,800 4,199	$4,200 4,599	$ not given	Total
New Brunswick	1	12	3	7	6	6	2	1	3	41
Nova Scotia	-	-	2	3	4	-	-	-	3	12
Total	1	12	5	10	10	6	2	1	6	53
Per Cent	1.9	22.6	9.4	18.9	18.9	11.3	3.8	1.9	11.3	100.0

A study of Table XIV shows that one, or 1.9 per cent of all the business teachers received less than $1,800; 12, or 22.6 per cent, received between $1,800 and $2,199; 5, or 9.4 per cent, received between $2,200 and $2,599; 10, or 18.9 per cent, received between $2,600 and $2,999; 6, or 11.3 per cent, received between $3,400 and $3,799; 2, or 3.8 per cent, received between $3,800 and $4,199; one, or 1.9 per cent, received between $4,200 and $4,599; and 6, or 11.3 per cent, did not report their salary.

Table XV shows the non-business subjects taught by business teachers and the frequency of occurrence.

TABLE XV

NON-BUSINESS SUBJECTS TAUGHT BY BUSINESS TEACHERS AND FREQUENCY OF OCCURRENCE

Subjects	Number of Cases
English	5
French	4
Social Studies (History)	4
Health	2
Physical Education	2
Algebra	1
First-aid	1

The business education teachers in the smaller high schools of New Brunswick are frequently called upon to teach other than business subjects. Table XV indicates that teachers were called upon to teach English more than

any other non-business subject. Five teachers reported having to teach some form of English (composition or literature). Four teachers had to teach French, and 4 had to teach social studies. There were 2 teachers having to teach health, and 2 teachers who had to teach physical education.

Table XVI shows the distribution of business education teachers according to the number of years of teaching experience.

TABLE XVI

DISTRIBUTION OF BUSINESS EDUCATION TEACHERS ACCORDING TO NUMBER OF YEARS OF TEACHING EXPERIENCE

YEARS OF TEACHING	Degree						Total	Per Cent
	Bachelor		Master		No Degree			
	M	F	M	F	M	F		
1	1	2	-	-	1	1	5	9.4
2	-	-	-	-	1	1	2	3.8
3	1	-	-	-	2	2	5	9.4
4	1	1	-	-	-	1	3	5.7
5	-	-	1	-	-	-	1	1.9
6-10	3	1	-	-	-	3	7	13.2
11-15	1	2	-	1	-	4	8	15.0
16-20	-	1	-	1	-	1	3	5.7
21-25	1	2	2	1	-	3	9	17.0
26-30	-	-	-	-	-	3	3	5.7
31-35	-	-	-	-	-	-	-	-
over 35	-	-	-	1	-	1	2	3.8
unreported	-	2	-	-	1	2	5	9.4
Total							53	100.0

As indicated in Table XVI, 5, or 9.4 per cent of all the business education teachers had only one year of teaching experience; 2, or 3.8 per cent, had 2 years; 5, or 9.4

per cent, had 3 years; 3, or 5.7 per cent, had 4 years; one, or 1.9 per cent, had 5 years; 7, or 13.2 per cent, had from 6 to 10 years; 8, or 15 per cent, had from 11 to 15 years; 3, or 5.7 per cent, had from 16 to 20 years; 9, or 17 per cent, had from 21 to 25 years; 3, or 5.7 per cent, had from 26 to 30 years; and 2, or 3.8 per cent, had over 35 years of experience. Five, or 9.4 per cent, gave no information on their returns concerning the number of years of teaching experience they had had.

Chapter VI contains a summary of the findings of this study.

CHAPTER VI

SUMMARY AND CONCLUSIONS

The following summary, based upon the data from the study of business education in the provinces of Nova Scotia and New Brunswick for the year 1950-1951, is presented:

1. The total secondary school enrollment was 13,373. These students were enrolled in 55 academic high schools, 13 composite high schools, 27 regional high schools, 7 rural high schools, and 4 vocational high schools, a total of 106 schools.

2. Almost three-quarters of the schools, 72.6 per cent, employed fewer than 10 teachers. Almost all of the schools, 94.3 per cent, employed fewer than 20 teachers. Only 2 schools employed more than 40 teachers.

3. Only 19, or 18 per cent, of the high schools offered a business education program.

4. Only 1,219, or 9.1 per cent, of the total secondary enrollment were pursuing a business program.

5. Of the 19 schools offering a business program, 12, or 63.2 per cent, had business enrollments of fewer than 50 students. Only one school, or 5.3 per cent, had an enrollment exceeding 250.

6. Fewer than one-third, or 28.3 per cent, of the schools of New Brunswick offered a business curriculum. Only 2, or 4.3 per cent, of the schools of Nova Scotia offered such a program.

7. Of the 1,219 business students enrolled in the schools of both provinces, 372, or 30.5 per cent, were boys, and 847, or 69.5 per cent, were girls.

8. Nova Scotia and New Brunswick offer a three-year business course and a special one-year business course.

9. There were 872 high schools teachers. Of this number, 53, or 6.1 per cent, were business education teachers. There were 41 in New Brunswick and 12 in Nova Scotia.

10. Of the 53 business education teachers, 20, or 37.7 per cent, had Bachelor's degrees; 6, or 11.3 per cent, had Master's degrees; and 27, or 50.9 per cent, had no degrees. While fewer than one-half of the business teachers had university degrees, more than three-quarters, 76.4 per cent, of the academic teachers held degrees.

11. The average salary of the business teacher was $2,847.98, while the average salary of the academic teacher was $2,798.87.

12. No business teacher received a salary less than $1,400 and no one received a salary greater than $5,000.

13. Business education teachers were called upon to teach English, French, Social Studies, Algebra, Health, First-aid, and Physical Education.

14. Almost one-tenth, or 9.4 per cent, of the business teachers had only one year of experience in 1949-1950. Sixteen, or 30.2 per cent, had 5 or fewer years of experience. Ten, or 18.9 per cent, had over 25 years.

15. A review of the data presented in this study shows that while business education holds an important position in the schools of New Brunswick, it is almost lacking in the schools of Nova Scotia.

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APPENDICES

HIGH SCHOOLS OF NEW BRUNSWICK
SCHOOL YEAR 1950 - 1951

Location

VOCATIONAL SCHOOLS

Saint John
Woodstock (Carleton County)

COMPOSITE HIGH SCHOOLS (URBAN)

Bathurst
Campbellton
Dalhousie (3)
Edmundston
Fredericton
McAdam
Moncton
Newcastle
Richibucto
St. Stephen
Sussex

REGIONAL HIGH SCHOOLS (RURAL)

Barachois
Belleisle
Campobello
Chipman
Deer Island
St. George (Eastern Charlotte)
Fredericton Junction
Grand Manan
Harvey
Lawrence Station
Minto
Miramichi
Neguac
Paquetville
Petitcodiac
Petit Rocher
Plaster Rock (Tobique Valley)
Port Elgin
Rothesay
Salisbury
Simonds
Shippegan
Southampton
Stanley
St. Francois
Canterbury

HIGH SCHOOLS OF NEW BRUNSWICK (Cont'd)

Location

ACADEMIC HIGH SCHOOLS (URBAN)

Hartland Superior
Woodstock
St. Andrews
Milltown
West Bathurst
Edmundston (Conway Academy)
St. Leonard
Chatham (3)
Saint John (3)
Grand Falls (2)
Sackville
Shediac (3)

URBAN HIGH SCHOOLS OF NOVA SCOTIA

Location of Academic High Schools

Amherst
Annapolis Royal
Antigonish
Bridgetown
Bridgewater
Canso
Dartmouth (2)
Digby
Glace Bay (2)
Halifax (3)
Kentville
Liverpool
Louisburg
Lunenburg
Middleton
New Glasgow
New Waterford
Pictou
Musquodoboit
River Hebert
Riverview
Shelburne
Springhill
Stellarton
Sydney (3)
Sydney Mines
Tatamagouch
Truro
Westville
Windsor
Wolfville
Yarmouth
Judique
Bookfield

Location of Vocational High Schools

Halifax
Yarmouth

Teachers' Return

Term Ending .....19.....

School .....

Department .....

Teacher .....

(To be filled in at Vocational Education Office)

Date Received .....19.....

Checked by .....

V. E. 7

NEW BRUNSWICK VOCATIONAL EDUCATION BOARD

VOCATIONAL TEACHERS' RETURN

Term Ending ..... 19.....

School ..... Department .....

Teacher ..... Sex ..... Salary .....

No. of days in Term ..... No. of Days Taught .....

No. of Hours School was in Session per Day .....

No. of Individuals, First Term: Male..... Female ..... Total .....

No. of Individuals, Second Term: Male..... Female ..... Total .....

No. of New Pupils, Second Term: Male..... Female ..... Total .....

No. of Individuals, BOTH Terms: Male..... Female ..... Total .....

DISTRIBUTION OF TEACHING TIME

SUBJECT—As in Time Table.	Class or Grade	No. in Class			Average Attendance	Periods per Week	Minutes per Period	Minutes of Instruction per Week
		M	F	Total				

This is to certify that the above statistics and information are full and correct and that I faithfully taught the above classes for ..... days as stated.

Checked and forwarded by .....
Teacher

..... Date ..... 19.....
Local Vocational Director

NOTE—A separate line shall be filled in for each class and subject under "Distribution of Teaching Time" above. This return is to be forwarded to the Director of Vocational Education at Fredericton within TEN DAYS after the close of THE YEAR.

NEW BRUNSWICK VOCATIONAL EDUCATION BOARD

Teacher's Report for the School Year Ending June 30, 19

Name of School .....

Name of Teacher (State whether Mr., Mrs., or Miss) .....

Academic Qualifications (Highest High School Grade completed) .....

University Degree if any (Give Name of University) .....

Professional Certificate (Class or Name) ..... Present Annual Salary .....

Years of Teaching Experience:

Where now teaching ..... elsewhere in province ..... elsewhere than in province ..... Total .....

Number of days classroom was open during year .....If this is a new classroom state date of opening .....

Number of Day-school pupils who attended

Less than 20 days .....
20 — 39 days .....
40 — 59 days .....
60 — 79 days .....
80 — 99 days .....
100 —119 days .....

Number of Day-school pupils who attended

120 — 139 days .....
140 — 159 days .....
160 — 179 days .....
180 — 199 days .....
200 days and over.....
Total Day-school Enrolment .....

Aggregate days attendance .....

Average daily attendance (aggregate attendance divided by the number of days classroom was open) .....

CLASSIFICATION OF DAY-SCHOOL PUPILS BY SEX, GRADE AS AT JUNE 30, 19.....

AGES	GRADES														Total Boys and Girls
	VII		VIII		IX		X		XI		Special		Total		
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	
years -															
years -															
years -															
years -															
years -															
years -															
years -															
years															
year -															
years -															
yrs & over															
al all ages															