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THE DEVELOPMENT OF COMMERCIAL EDUCATION IN NEW ORLEANS

A Thesis

Submitted to the Graduate Faculty of the
Louisiana State University and
Agricultural and Mechanical College
in partial fulfillment of the
requirements for the degree of
Doctor of Philosophy

in

The Department of Education

by
Ollie Mae Sills
M. A., University of Alabama, 1936
June, 1944

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ABSTRACT

This study traces, with special emphasis on significant trends, the development of commercial education in New Orleans from 1827 through 1942. Because of the limited business training for negroes, the body of this thesis is devoted to commercial offerings in white schools. The business program in each type of school is discussed in regard to trends and changes in aims, curricula, faculty, guidance and placement, enrollment, and equipment and facilities.

Previous research students have dealt with only limited phases of the commercial training in New Orleans; none has treated the subject comprehensively. Information for this study has been obtained almost entirely from primary sources. Chief among these sources are reports of principals, and city and state superintendents; bulletins, yearbooks, catalogs, and other school publications; newspapers; and conferences with principals and commercial teachers.

The first commercial training in New Orleans was offered by a private business school in 1827. From this time, business colleges developed rapidly and while retarded in their development by the War Between the States, they were the chief educational agency offering training for the business world until after 1910.

Early business colleges offered short, technical courses on the elementary and secondary levels. Emphasis was on penmanship and

bookkeeping. Curricula have expanded to include stenographic, secretarial, and bookkeeping courses, and a wide variety of subjects, a few of which are semi-cultural. Higher class schools have raised entrance requirements and limit their regular courses to those with a high school background.

Unethical practices, low standards, a poor grade of instruction, and a lack of capable leadership have retarded business college progress. However, because of their responsiveness to changing demands of the business community; their short, intensive courses; the individual attention given to enrollees; and their appeal to a neglected student body, business colleges continue to enroll large numbers.

Collegiate education for business had its beginnings in 1849 when a Chair of Commerce, Political Science and Statistics was organized at the old University of Louisiana. This department failed to meet with the expected success, and was discontinued in 1858. In 1914, the College of Commerce and Business Administration of Tulane University was established. This college has grown from a few night courses to a highly organized school with facilities for both graduate and undergraduate training. An expanded curriculum, increased enrollment, better-trained faculty, a growing interest in scientific research, and an increasing emphasis on the value of the English and Spanish languages are important developments of the College of Commerce of Tulane University.

Loyola University first offered business courses in 1917-18 to meet the demand for clerical workers which resulted from the

entry of the United States into World War I. These courses were discontinued after two or three years, and a night school of commerce and finance organized to offer non-credit courses to those preparing for C. P. A. and C. L. U. examinations.

In 1926, a Department of Economics, offering specialized training in commerce and finance, was organized in the College of Arts and Sciences of Loyola. Increased enrolment, improved professional preparation of the faculty, and the expansion of junior and senior offerings to allow a greater degree of specialization are the most significant changes which have taken place in the Department of Economics.

The recency of the introduction of secretarial science courses into the two Catholic colleges for women—Dominican College and Brescia (Ursuline) College—makes an evaluation of the commercial progress of these schools impossible at this time.

Church-related secondary schools have shown little progress in developing a comprehensive business education program. The first commercial training, offered in 1856, consisted of elementary bookkeeping, arithmetic, and penmanship. Subjects offered in 1942 totalled eleven, chief among which were typewriting, shorthand, and bookkeeping. Instruction continues to be of a technical nature, designed to prepare pupils for low-level clerical and stenographic positions.

A lack of familiarity with present-day business problems and with modern teaching practices characterizes commercial instruction of church-related secondary schools. However, there has been a

definite up-grading of technical subjects from the elementary and early secondary levels to the last two years of the high school, and also an improvement in the educational background of commercial teachers.

Bookkeeping was first offered in the public secondary schools of New Orleans in 1845. From this time until around 1900, the struggle of the high schools to gain a foothold in the system of education at public expense afforded little opportunity for the development of a sound program of business education.

An elective system of studies introduced soon after 1900 permitted greater emphasis on the commercial branches. This system was followed by parallel courses of study, one of which was commerce. After the World War, in order to care for the unprecedented numbers of youths who crowded into the secondary schools, three separate high schools of commerce were organized.

The depression, with its unemployment of vast proportions and the inability of immature commercial-trained youth to find jobs of the type for which they were trained, led to the organization of the first separate post-graduate school of commerce and also to the transformation of the commercial high schools into general high schools. Today, secondary business training is limited to personal-use and exploratory courses in the senior year. All vocational commercial training has been up-graded to the post-graduate schools.

A lack of progress characterized public secondary business education from its beginnings until around 1930. Since this time, there is evidence that a philosophy of business education is slowly

developing; a group of business education leaders are emerging; a body of commercial literature is being developed; and there is being formed a group of commercial teachers with a thorough understanding of the philosophy and practices of secondary education.

The public evening school system has offered commercial training since 1903. It has catered to youth and adults of all ages, backgrounds, and abilities, and has given whatever training its enrollees desired. The evening schools have made no attempt to be a pioneer; they have lagged behind public day schools in all changes.

CHAPTER I

INTRODUCTION

I. PURPOSE OF THE STUDY

The purpose of this study is to trace, with special emphasis on significant trends, the development of commercial education in the city of New Orleans. The author proposes to give an account of the gradual growth of this type of education from the first commercial training offered in 1827 through the year 1942, and to include information concerning (1) aims and objectives, (2) curricular offerings, (3) teaching staff, (4) growth in enrollment, and (5) guidance, placement, and occupations secured by graduates.

The study covers all types of commercial education and is not limited to any age group, type of school, or level of instruction.

II. THE IMPORTANCE OF THE PROBLEM

In Louisiana, a number of research students have dealt with commercial education in the various parishes, and a few have dealt with specific phases of commercial education in the state as a whole. There have been, however, only a small number of studies related to any phase of commercial education in New Orleans, and no research has been attempted of a comprehensive treatment of commercial offerings at all levels and in all types of educational institutions.

The fact that commercial education in New Orleans, a metropolis of approximately a half million people, has been neglected as a field of research, coupled with a lack of progress in some types of schools, indicates a need for numerous studies in this field. At the present time—with the expansion of war industries, the training of thousands of new workers each month, and the ever-increasing need for trained clerical, stenographic, bookkeeping, and managerial employees—commercial educators are faced with new problems for which they must find solutions; at the same time they are afforded a new and unique opportunity for growth and service.

In 1940, business occupations had expanded to a point where almost 20 per cent of all gainfully employed workers in the United States were engaged as clerks, bookkeepers and accountants, cashiers, office machine operators, stenographers, typists, secretaries, and in finance, insurance, and real estate groups.¹ This does not include the numerous other commercial occupations in which additional millions of workers are gainfully employed.

Since New Orleans has a school system which is the largest in the state, and since many developments and innovations are possible in this system but are not possible at the present time in other schools of the state, it appears that a study of commercial education would be of particular interest and value in indicating possibilities and trends for the state as a whole.

¹Sixteenth Census of the United States, 1940, Population.
Volume III, The Labor Force. Part I, United States Summary. p. 76.

That such a study is one of many needed in the city of New Orleans is readily seen when facts such as the following are considered:

(1) In the six-year period from 1931-1937, about 10,000 fewer children were born in New Orleans than in the preceding six-year period. Instead of waiting for losses in the school population to become manifest before taking steps looking toward a readjustment, a study of conditions and trends would show where to anticipate losses in school population.

(2) Population shifts within the city appear marked. Data show the infiltration of colored population into areas that were predominantly white a few years ago.

(3) Present emphasis in school house planning is along functional lines; that is, educational needs are studied, programs are set up, and buildings are planned which will adequately care for the proposed programs.

(4) Commercial education is being gradually taken out of the high schools and shifted to the post-graduate level.

The above-mentioned factors, as well as numerous others, would indicate that surveys covering thoroughly the entire school system, followed by surveys dealing with particular fields and problems are needed. Of the first type may be mentioned the survey made by the Citizens' Planning Committee of Public Education in New Orleans.

The study set forth in the following chapters is limited to the development of business education in New Orleans, and does not attempt to solve all, or any, of the problems mentioned above. However, its importance is increased when one considers the numerous related problems which affect, either directly or indirectly, the progress of commercial education.

III. DEFINITION OF TERMS

In this study the terms "business education" and "commercial education" are used interchangeably to denote a definite type of

education which Nichols describes as follows:¹

Commercial education is a type of training which, while playing its part in the achievement of the general aims of education on any given level, has for its primary objective the preparation of people to enter upon a business career, or having entered upon such a career, to render more efficient service therein and to advance from their present levels of employment to higher levels.

Commercial education is a comprehensive term that denotes one specific field of vocational education. It is not confined to the development of skills nor does it refer to either one subject or a group of sequentially organized subjects. It refers to the entire field of commercial training.

Nor is commercial education confined to one age level. This type of education is a part of the secondary and collegiate offerings, and in various types of other institutions employed people of all ages are enrolled. Formal business training in evening and correspondence schools represents a demand in a rapidly changing economic society for readjustment and promotional training beyond the preparation for initial employment.

Knepper states that "Business education is more than merely a phase of general education. It is a definite type of education in itself."²

IV. ORGANIZATION

This study has been divided into seven chapters, as follows:

¹Frederick G. Nichols, Commercial Education in the High School, (New York: D. Appleton-Century Company, Inc., 1933.) p. 51.

²Edwin G. Knepper, History of Business Education in the United States, (Cincinnati: South-Western Publishing Company, 1935). p. 215.

- I. Introduction
- II. Private Non-Denominational Commercial and Business Schools
- III. Business Training at the Collegiate Level
- IV. Commercial Education in Church-Related Secondary Schools
- V. Public Secondary Commercial Education
- VI. Commercial Education in the Public Evening Schools in New Orleans
- VII. Summary and Conclusions

The limited amount of commercial training furnished to the negro youth of New Orleans does not justify the provision of a separate chapter on this training. A brief description of business education offered to negroes is included in the Appendix.

V. PREVIOUS RELATED STUDIES

An early study of commercial education in the United States was that of James¹ which was published in 1904. In this study, James gives an exposition of the existing condition of commercial education in the United States around 1900. He also traces the development of commercial education in the business college, in the public school system, in the private secondary school, in public and private normal schools, and in colleges and universities.

¹Nicholas Murray Butler, editor, Monographs on Education in the United States. No. 13: Commercial Education (St. Louis: Louisiana Purchase Exposition Company, 1904), 50 pp.

Graham¹ traces the evolution of business education in the United States and discusses the implications of such training for business-teacher education. This study attempts to determine the changing aims and curricula of secondary business education in the United States and to reveal their implications for the academic and professional preparation of business teachers.

Gordon² traces the development of business education in the United States, and gives special attention to the importance of the curricula recommended in 1905 by the Committee of Nine, Department of Business Education of the National Education Association; in 1915, by another committee of the Department of Business Education; and in 1919, the curriculum formulated as a result of a proposed reorganization of secondary school curricula.

Haynes³ and Jackson trace the history of business education in the United States from its beginnings in colonial times, and discuss the growth of this type of education in the various public and private schools, of both secondary and collegiate grade. A similar study by Knepper⁴ deals with the development of business education in the United

¹Jessie Graham, The Evolution of Business Education in the United States and Its Implications for Business-Teacher Education (Los Angeles: University of Southern California Press, 1933), 228 pp.

²David Gordon, "The History of the Development of Commercial Curricula in the High Schools," (unpublished Master's thesis, College of the City of New York, New York, 1926).

³Benjamin R. Haynes and Harry P. Jackson, A History of Business Education in the United States (Cincinnati: South-Western Publishing Company, 1935).

⁴Edwin G. Knepper, History of Business Education in the United States (Cincinnati: South-Western Publishing Company, 1935).

States from colonial times through the business college era down to the present period--one of subsidized business education.

A study by Nichols¹ is an outgrowth of a course in principles of high school commercial education, and contains a discussion of numerous important topics that must be considered in setting up a desirable program of business training in a secondary school.

In a treatment of basic principles and trends in business education, Tonne² undertakes to present an understanding of the fundamental aspects of commercial training.

In a study of university education for business, Bossard³ gives a history of business training at the collegiate level, analyzes university business curricula, and presents trends in university business education.

A detailed study of the organization, administration, and functioning of 576 business colleges in the United States, based on the results of a questionnaire to these schools, has been made by Miller.⁴

¹Frederick G. Nichols, Commercial Education in the High School (New York: D. Appleton-Century Company, 1933).

²Herbert A. Tonne, Business Education, Basic Principles and Trends (New York: The Gregg Publishing Company, 1939).

³James Herbert Bossard, University Education for Business: A Study of Existing Needs and Practices. (Philadelphia: University of Pennsylvania Press, 1931).

⁴Jay W. Miller, "A Critical Analysis of the Organization, Administration, and Function of Private Business Schools of the United States," (published Doctor's dissertation, Temple University, Philadelphia, 1939).

A doctor's dissertation by Norton¹ deals with the evolution, organization, and administration of public secondary business education in Louisiana.

Through a questionnaire, Abrams² attempted to determine the duties of graduates of the Boys' High School in New Orleans and to determine the preparation which the school could give to equip its students for entry into the business world. This study attempts to show the nature of office positions in New Orleans business concerns, and the author concludes that general business training, rather than training for a particular type of business or for a specific job, is the training which will prove most valuable in initial jobs and in subsequent promotions.

Sherman³ traces the development of public secondary education in New Orleans from 1840 to 1877, and discusses the early courses of study, textbooks, faculty, and organization of schools for boys and girls at the high school level. The development of public secondary education in New Orleans from 1877 to 1914 is traced by Ozenovich.⁴ This study emphasizes changes in organization and curricula of the public high schools during this period. A discussion of the new impetus

¹Howard M. Norton, "Public Secondary Business Education in Louisiana: Its Evolution, Organization and Administration," (unpublished Doctor's dissertation, Louisiana State University, Baton Rouge, 1938).

²Ray Abrams, "How Can the Boys' High School of Commerce Equip Its Students for Initial Jobs and Subsequent Promotion in Business?" (unpublished Master's thesis, Tulane University of Louisiana, New Orleans, 1936).

³Maxine M. Sherman, "The Development of Public Secondary Education in New Orleans, 1840-1877," (unpublished Master's thesis, Tulane University of Louisiana, New Orleans, 1939).

⁴Steve J. Ozenovich, "The Development of Public Secondary Education in New Orleans, 1877-1914," (unpublished Master's thesis, Tulane University of Louisiana, New Orleans, 1940).

afforded education in private, public, and commercial schools following the close of the War Between the States is presented by Di Martino¹ in a study of education in New Orleans during the period of reconstruction. A study of changes in the public schools of New Orleans since the Civil War, with special emphasis on curricular developments, the organization of new schools, and the effect of economic changes on the educational progress of the city, has been made by Behrend.²

VI. SOURCES OF DATA

While data for this study have been secured from hundreds of miscellaneous sources, the chief sources of information include the following:

(1) Conferences with at least one person connected with each of the schools offering commercial training in 1942, and where possible, with persons familiar with schools and commercial departments no longer in existence.

(2) New Orleans newspapers from 1832 to 1942. The workers in the W. P. A. Archives, City Hall, New Orleans, have indexed at least one New Orleans newspaper for every day since 1832. These indexes were used as a guide in locating published materials on commercial education.

(3) Annual Reports of Principals of Public and Church-Related High Schools to the State Department of Education, 1924 through 1942.

¹Mary Di Martino, "Education in New Orleans During Reconstruction," (unpublished Master's thesis, Tulane University of Louisiana, 1935).

²Elsa Louise Behrend, "The New Orleans Public School System Since the Civil War," (unpublished Master's thesis, Tulane University of Louisiana, New Orleans, 1931).

- (4) Directories of New Orleans Schools, published by the Orleans Parish School Board, from 1890 through 1942.
- (5) Minutes of the Orleans Parish School Board, 1841 through 1942.
- (6) Minutes of the State Board of Education, 1877 through 1939.
- (7) New Orleans City Directories, scattered copies from 1827 through 1942.
- (8) Annual Reports of the District Superintendent in Charge of High Schools, 1938-1939 and 1939-1940.
- (9) Rules and Regulations of the Public Schools of New Orleans, 1910 through 1925.
- (10) Reports of the State Superintendent of Public Education, 1855 through 1940.
- (11) Annual Reports of Principals of Public High Schools, submitted to the Superintendent of the Orleans Parish Schools, 1920 through 1942.
- (12) Printed catalogs and circulars of New Orleans business colleges from 1860 through 1942.
- (13) Annual Reports of the New Orleans Public Evening Schools, 1921 through 1942.
- (14) University of Louisiana Reports and Bulletins, 1857 to 1883.
- (15) Catalogs of Tulane University, 1884 through 1942.
- (16) Catalogs and Bulletins of Loyola University, 1913 through 1942.
- (17) Catalogs of the College of the Immaculate Conception, 1869 to 1916.

(18) Catalogs of Holy Cross College, 1895 through 1931.

(19) Annual Reports of the United States Commissioner of Education, 1867 to 1917.

(20) Biennial Surveys of Education in the United States, 1916 to 1938.

(21) Statistical Reports of the Orleans Parish School Board, 1921 to 1942.

CHAPTER II

PRIVATE NON-DENOMINATIONAL COMMERCIAL AND BUSINESS SCHOOLS

Chapter II contains material of two types. The first section is devoted to private business colleges not connected or affiliated in any way with any religious organization. In this section the growth of business training in New Orleans from 1827, when offerings were limited to a few skill subjects which could be completed in two or three months, to 1942, when a variety of commercial training given in ten business colleges to New Orleans youth is described. In the second section other non-denominational and privately owned agencies which provide specialized training along business lines are briefly discussed.

Information for the first section of this chapter was obtained from the Annual Reports of the Commissioner of Education; the Biennial Surveys of Education in the United States; the catalogs, bulletins, and other publications of the various schools; newspaper files from the W. P. A. Archives in the New Orleans City Hall; New Orleans City Directories; reports of the State Superintendent of Public Education; from conferences with the director of each business college in existence in November, 1942; and from other scattered miscellaneous sources.

Except where otherwise indicated, information for the second section was obtained from the following sources:

American Institute of Banking--Miss Fay Geyer, Secretary of the New Orleans Chapter, and A. E. Roemershauser, Trust Department, Whitney

National Bank, New Orleans.

The Burroughs School for Operators—Miss Ethelyn I. Abel,
Supervisor.

The New Orleans Comptometer School—R. F. Drake, Advertising
Department, Felt and Tarrant Manufacturing Company, Chicago, Illinois.

The International Accountants Society—Jerry Goforth, Sales
Department, New Orleans.

International Correspondence Schools—Paul V. Barrett, Director
of Advertising, International Correspondence Schools, Scranton, Pa.

The New Orleans School of Filing—Miss Anna May Connelly,
Director.

The New Orleans Stenotype School—R. A. Whittaker, Manager,
New Orleans Office.

SECTION I

PRIVATE BUSINESS COLLEGES

During the period under consideration, the growth of business training kept pace with that of industry and commerce, but, like many other phases of the country's development, the business colleges had their day. Knepper¹ designates the years 1852 to 1893 as the Business College Era. In discussing business colleges as the dominant institution for business training during this period, he states:

. . . there are important differences between the business training of the earlier half of this era and that of the latter half. In the first half of the period the business

¹Edwin G. Knepper, History of Business Education in the United States, (Cincinnati: South-Western Publishing Company, 1955). pp. 38-39.

college, as an institution, was being "sold" to the people. In the latter half, a whole new field of business training was being "sold," though the business college itself had by this time become a fixture in American education. In the former part of this era, the business college was looked upon as an innovation, an experiment. Its leadership and usefulness were generally accepted in the latter half.

I. EARLY BUSINESS TRAINING IN NEW ORLEANS

Despite the fact that the early business colleges were narrowly conceived, and little effort was made through them to give an understanding of business as a whole, they filled a specific need by providing clerical training which was not given by any other agency. The early business educator provided opportunity for a neglected student body—a student body generally recognized as not having collegiate caliber but of having a great variety of background, needs, and capacities. This, to a large extent, accounts for the lack of standards and the loose schemes of instruction generally employed.

The first business schools offered training for the recording function of business, and while some emphasis was placed on writing and business correspondence, it was not until the latter part of the nineteenth century that business schools began to place equal importance on the communicative functions of business.

Early business training in New Orleans was offered in commercial institutes, literary institutes, classical and commercial institutes, and in academies. Three subjects formed the core of the early curriculum—penmanship, arithmetic, and bookkeeping.

Lafayette Academy. Lafayette Academy at 49 Canal Street was opened in 1827 for the education of youth. The following is a part of

the opening announcement:¹

. . . in the various branches constituting an accomplished education; and hope by their assiduity, perseverance, and strict attention to the morals of their pupils to merit a portion of public patronage.—A lady of acknowledged talents will attend to the female department.

Both a day and an evening school were maintained. In the day school two courses of instruction were offered. One included reading, writing, arithmetic, and grammar. The other included geography, mathematics, bookkeeping, French, Spanish, and Latin. A tuition fee of \$8.00 per month was charged. In the evening school, instruction was given in writing, arithmetic, bookkeeping, French, and Spanish.²

To Abraham Platt and H. B. Plarry, the founders of this school, go the honor of having offered the first business training, in both day and evening schools, in the city of New Orleans. It was in just such academies as this one that many New Orleans youth of this period received their only formal education.

Rufus Dolbear's Academy. The second attempt to offer business training in New Orleans was in 1832, when Rufus Dolbear's Academy was opened at 108 Canal Street and courses were offered in writing and bookkeeping. In 1843, Dolbear's Academy was reorganized as Dolbear's Commercial College and was advertised as being "the oldest and most efficient in America and Europe."³ It was later advertised as being the oldest chartered college in the southwest and the oldest commercial

¹New Orleans City Directory, 1827.

²Ibid.

³Cohen's New Orleans City Directory for 1855.

college in the United States.¹ Although these statements were somewhat overdrawn, they do indicate that this school was among the beginners.

The original plan of the college included three departments—agricultural, mechanical, and commercial. However, the agricultural and mechanical departments were never opened.² An early announcement of Dolbear's Commercial College follows:³

Dolbear's Commercial College (106 Canal Street)

(Founded in 1852)

Is open the entire year, day and evening.

At this institution, persons are fitted for Business and everyday life to Keep any set of Books, Settle Accounts, or Correspond in

English

French

Spanish

German, Etc.

All things being taught PRACTICALLY, Students are enabled at once to enter upon the discharge of their duties, whether in

A Mercantile House

Bank

Insurance

Railroad Co's. Office

or Steamboat

Students can begin at any time, and resume their lessons at any future time, without further charge. All are desired to attend until as perfect as they wish to be in any branch. From three hundred to four hundred attend annually, from a large number of the States, Mexico, Cuba, etc. There are now not less than two thousand of the former Students in banks and business houses in this city. Merchants apply here for Clerks and Book-keepers.

¹Catalog of Dolbear's Commercial College of the City of New Orleans, 1869. p. 3.

²Ibid., pp. 10-22.

³Gardner's New Orleans City Directory for the Year 1859 (advertisement on front cover).

There are NINE apartments, and professors for each branch. There are also private apartments for gentlemen in public life, and an elegant Parlor for company.

There are greater facilities here for the acquisition of the living languages, and a practical Commercial Education, than in any other Institution in the United States.

A BUSINESS EDUCATION is the best fortune parents can leave their sons.

TERMS (Payable in Advance)

Pennanship	\$ 25	Bookkeeping	\$ 50	Geometry	\$ 50
Arithmetic	50	Algebra	50	Surveying	50
Navigation	50	English	100	French	100
Spanish	100	German	100	Latin or Greek	100
Those Who Speak a Language				\$50	

RUFUS DOLBEAR

Dolbear's Commercial College was the first New Orleans business school to propose the idea of no sessions, review of studies free of charge by all former students, and unlimited attendance. All of these special features are found among present-day New Orleans business schools.

By 1867, the degree of Master of Accounts was awarded to those who successfully completed the course. Classes were graduated each month. The Master of Accounts degree signified that:¹

. . . the recipient had opened, conducted and closed many different kinds of Books, and is fully able to keep any set of Books in this or any other city, or any set that was ever kept from the day of Adam to the present time, and that his deportment has been that of a gentleman; and that consequently, he is prepared to go out into the world and be a self-supporting, and useful member of society. And I have never known one, who has ever become a pauper, a criminal, or a street-corner politician. Nor do I know one, who is now out of honorable and profitable employment.

¹Addresses Delivered at the Celebration of the Thirty-Fifth Anniversary of Dolbear's Commercial College, February 28, 1867. pp. 9-10.

In a report by the president of the college, the following statements were noted:¹

(1) Generally, there were more calls from business men for students than the college could supply.

(2) In March, 1867, there were 252 students enrolled. Three hundred more students were expected before the end of the year.

(3) At the March, 1867, commencement, 40 degrees were awarded. Of the 41 graduates in February, 1867, 22 were from Louisiana, 17 from other Southern states, and one each from Italy and France.

The main objective of Dolbear was to qualify men for business-- to build up at home an educational institution of a practical nature. In his address at the anniversary of the college, Honorable Charles Gayarre stated:²

. . . if my conclusions from the perusal of its catalogue and prospectus are correct as to its main object, [it] seems to have been established to mould and shape men of business, rather than to form scholars

By 1867, the departments of instruction had been expanded to include a Business Department, a Penmanship Department, and a Department of Bookkeeping.

The Business Department was a department³

. . . where merchants, public officers, steamboat captains, planters, newspaper proprietors, mechanics and business men in general, can have their books opened, closed, or corrected privately, and at reasonable rates, and where they can through a short course of instruction, learn to open and close their own books without assistance, or detect errors in them or in any other set of books. It seems . . . that it is difficult to imagine anything more useful and appropriate in a city like New Orleans.

¹Ibid., pp. 10-36.

²Ibid., p. 27.

³Ibid., p. 28.

The Department of Bookkeeping¹

. . . which is the art of recording mercantile transactions in a regular and systematic manner, and of keeping accounts with such precision and lucidity, that a man may know the true state of his debits and credits by the bare inspection of his books. Hence let mercantile bookkeeping be not undervalued. Of what interest would not be to us the books and accounts of the Medici, or of the other princely merchants of Venice, Genoa, and Florence! They would enable us to discover the secret of their mighty operations and of their success Hence the importance of the art of bookkeeping; hence the high wages which a diligent, skillful and trusty book-keeper generally earns in all countries.

Regular lectures on commercial law were given to explain such matters as frequently arose in the daily run of business. In order to prepare themselves for an active business career, young men were also urged to master three or four of the languages most in use in modern times.² Individual instruction was given in the belief that it would save three-fourths of the time otherwise required.⁵

The first mention in New Orleans business education of "phonography,"—a term coined by Isaac Pitman in 1840 to describe his system of shorthand writing published in 1837—is found in the 1869 catalog of Dolbear's Commercial College. The work offered by the college consisted of a commercial course which included penmanship, book-keeping, arithmetic, and commercial law. The cost for the entire course was \$145. A course in phonography alone was \$20 per month, and a life ticket in all departments sold for \$500.⁴

¹Ibid., p. 29.

²Ibid., p. 30.

³Catalog of Dolbear's Commercial College of the City of New Orleans, 1869. pp. 4-5.

⁴Loc. cit.

The time required for completion of the various branches varied from two to twenty weeks:⁵

Pennsanship course	2 to 4 weeks
Bookkeeping course	3 to 5 "
Commercial Course	10 to 16 "
French, Spanish, English or German	16 to 20 "

The time required to complete the training in phonography is not given.

At this time, the faculty of Dolbear's Commercial College consisted of the president and 17 assistants, three of whom held degrees from recognized universities and a fourth held a Master of Accounts degree from Dolbear's.²

During this period the plea of Southern educators was to the effect that the South educate its young men in the South. The feeling of rivalry, and even hostility, existing between education of the North and the South is well depicted by the following statement appearing in the 1869 catalog:⁵

The people of the South must now educate their young men practically, and thus fit them for the active duties of life. They must educate them in the South, and in our own Southern Institutions, and they are equal to any in the United States, but have hitherto lacked the support of their own people to an alarming extent. If we depend on another section for brain work, we are mentally and morally the slaves of that section and those who send their children to the North for education voluntarily pay their money to enslave the white people of the South.

Pleas of this nature frequently appeared in newspapers and in public addresses.

¹Ibid., p. 5.

²Ibid., p. 1.

³Ibid., pp. 18-20.

That the drawing power of Dolbear's was great can be seen from the fact that from June 1, 1866 to September 1, 1869, a total of 151 students received the degree of Master of Accounts. Of this number, 20 were from New Orleans, 27 from other Louisiana towns, and the remaining 104 from other Southern states. Of the 54 bookkeepers graduated during the same period, 14 were from New Orleans, seven from other Louisiana towns, 32 from other Southern states, and one from Cuba.¹

Other early business training. From 1827 to 1860, a few commercial institutes and a few academies offering classical courses as well as bookkeeping and penmanship were established. In 1857, the New Orleans City Directory lists three such schools.² One of these, Audubon College, was established in 1853 and enrolled 125 pupils. It offered a classical curriculum plus bookkeeping and penmanship. Another was Schardt's Institute, also organized in 1853. This institute enrolled a total of 100 pupils in its classical, bookkeeping, and penmanship classes.

The Crescent City Commercial Academy, located at the corner of Common and Prieur Streets, combined mercantile training with a study of the fine arts and academic subjects. In 1867, this school boasted equipment and apparatus unsurpassed by any other New Orleans school.³

Bryant, Stratton, and Chapman's Business College and Telegraph Institute, located at 33 Carondelet Street, offered both day and

¹Ibid., pp. 18-20.

²New Orleans City Directory, 1857. p. 201.

³New Orleans Daily Crescent, September 1, 1867. p. 7, col. 5.

evening classes. It was opened in 1866 and its efforts were devoted solely to commercial training. Scholarships, which were good in any of the 45 schools of the chain of Bryant-Stratton business colleges throughout the United States, were issued. Instruction included penmanship, bookkeeping, commercial law, commercial calculations, telegraphy, business customs, trade, and a course in business training.¹

Other early schools offering business training were J. B. Blackman's Commercial College, established in 1862; Babad's Academy, 1867; and Weaver Business College, 1878.² A few schools offering bookkeeping and penmanship were operated in private homes.

Although little is known concerning these early schools, it appears that most of them existed for only a few years and offered training of an elementary nature. It cannot be denied, however, that these schools, in endeavoring to prepare young people for business careers, filled a definite need in the business life of New Orleans.

The effect of the Reconstruction Period on the development of business colleges. Following the War Between the States there appeared an increased interest in adult education of a practical nature among the people of New Orleans. For four years the educational facilities for both sexes had been almost entirely suspended. Most of the young men had been called to the army, and the younger boys were left behind to take over the responsibilities of homes, farms, and business establishments.

¹Ibid., March 1, 1866. p. 3, col. 4.

²Department of Education, Annual Reports of the Commissioner of Education, 1874 (p. 569), 1884-85 (p. 616), and 1890-91 (p. 1482).

Prior to the War, professional preparation had been largely limited to the sons of the well-to-do. Many of these families were left in such a financial condition as a result of the years of economic struggle as to make the continuing of professional training an impossibility. As a result of this situation, many young men who might otherwise have entered the professions, turned to commercial and business enterprises as a source of employment. Because of this new impetus in the commercial field, an increased need for business training arose. To meet this need, new commercial colleges were established, subjects were added to the curriculum; academic, private, and parochial schools joined the procession by adding commercial training to their curricula.

II. SOULE'S COMMERCIAL COLLEGE AND LITERARY INSTITUTE

Mr. George Soule holds an outstanding place among the early leaders of Southern business education under private auspices. Mr. Soule was a graduate of an academy in Sycamore, Illinois. He later studied at the St. Louis Law School, and at Jones' Business College in St. Louis. Coming to New Orleans in 1856, he recognized the lack of good commercial schools in the city and founded Soule Commercial College and Literary Institute, which is today the oldest private business school not only in New Orleans but in the entire South.¹

In 1856, Soule College consisted of one small rectangular room which measured about 20 by 30 feet. In this room the commercial sciences were taught during the day and accounting work was performed during the

¹Ibid., 1872. p. 711.

evening for the business public. The school continued to grow, however, until in 1860 the faculty consisted of George Soule, the principal, and six instructors, and "boasted all facilities requisite to a counting house education."¹ Instruction was of a practical nature and the double-entry bookkeeping taught was the same as that seen over a four-year period by George Soule while correcting the books and adjusting the accounts of 187 New Orleans business firms.²

The only requirement for entrance to Soule's Commercial College and Literary Institute was "a knowledge of the rudiments of an ordinary English education."³ Pupils were allowed to enter at any time; there was no "class system."

Four courses were offered: (1) Double Entry Bookkeeping, (2) Commercial Calculation, (3) Commercial Law, and (4) Penmanship. All of these courses could be combined into what was known as a Collegiate Course, requiring from 12 to 16 weeks for completion and costing \$100. The shorter courses required from six to eight weeks for completion. A diploma was awarded for the satisfactory completion of any course.

The bookkeeping course embraced:⁴

. . . the most approved and practical forms of keeping Books by Double Entry, in the various departments of Trade and Commerce, including Mercantile, Manufacturing and Steamboat Book-keeping; Individual Company and Compound Company, with forms adapted to the Wholesale, Retail, Banking, Grocery,

¹Circular and Catalog of Soule's Commercial College, 1860. pp. 2-4.

²Ibid., pp. 3-4.

³Ibid., p. 4.

⁴Ibid., p. 15.

Mechanical Commission business, etc., etc., together with Accounts Current, Account Sales, and a complete system of Commercial Correspondence.

The commercial calculation course covered:¹

. . . every variety of calculation necessary for a mercantile man to know, worked by analysis and Cancellation, an entirely new system, and taught in no other institution in the Southern States.

The commercial law course²

. . . treated of Contracts in general, Bailments, Insurance, Principal and Agents, Guarantees, Partnerships, Common Carriers, Foreign and Domestic Bills of Exchange, and all Negotiable Instruments, with such other subjects as will enable the merchant and business man to understand his rights and responsibilities.

The Spencerian System of penmanship was stressed:³

. . . a free and natural use of the Arm, Wrist, and Fingers, and to impart a cultivated taste for a plain, uniform and expeditious system of fine writing.

During the four-year period from 1856 to June 1, 1860, a total of 278 boys and men had received diplomas from Soule College. Of these, 217 were from New Orleans, 12 from other Louisiana towns, and 36 from other Southern states.⁴

Soule College was kept open during the first year of the War Between the States, but was closed in 1862 when its founder became a member of the Confederate Army. After the war, Colonel Soule returned to New Orleans and re-opened the school which has since enjoyed (under

¹Ibid., pp. 15-16.

²Ibid., p. 16.

³Loc. cit.

⁴Ibid., pp. 19-28.

the direction of Colonel Soule and, since 1888, under the direction of his two sons) an uninterrupted career.¹

Year by year Soule College continued to grow. In 1870, an English School, with intermediate and higher English departments, was added to the Commercial Department. An academic school was added in 1880, and a shorthand and typewriting school in 1883. Each of these schools had a separate corps of teachers and was especially equipped for the course of study taught.²

Amidst much local opposition, Soule College opened the Counting Room and the Shorthand School to young women in 1884; thus claiming the distinction of being the pioneer among Southern schools in offering women the same commercial training advantages that were extended to men. The New Orleans Item commented thus on this pioneer movement in business education:³

In this it [Soule] led in the good work of destroying the superstition, the bigotry, the ignorance, and the slander that had so long denied to women the equal rights of men to earn an honorable support in the lives of trade and commerce and in the ranks of business toilers.

Although Soule College is generally given credit for being the first New Orleans business college to open its doors to women on an equal basis with men, there is a possibility that women were admitted to J. W. Blackman's Commercial College at an earlier date. The Report of the United States Commissioner of Education for 1874 gives a total

¹New Orleans Picayune, September 18, 1887. p. 4, col. 6.

²Circular and Catalogue of Soule's Commercial College and Literary Institute, 1879-1880. p. 4.

³The New Orleans Item, September 27, 1884. p. 10, cols. 3-4.

enrollment of 500 for this school, 50 of whom were women.¹ Since the enrollment for 1875 had dropped to 52² (two of whom were women) and continued at approximately this level for several years, it is believed that prior to 1875 an English day school, or another school to which women were admitted, was maintained in addition to the commercial training. There is, of course, no similar explanation for the two women students enrolled in 1875, since it appears that only commercial training was offered during this year. Between 1875 and 1890, Blackman's Commercial College continued to enroll only a few women from year to year. It would appear, therefore, that while a few women may have received some training in bookkeeping prior to 1884, no sizeable number received any commercial training until Soule College admitted them.

As early as 1868 Colonel Soule urged the establishment of Boards of Examiners for the purpose of examining all clerks, correspondents, short-hand writers, and accountants in order that business men might know the qualification of each applicant for a position, select a person with the necessary qualifications, and pay a salary accordingly. He comments on the incompetency and low wages in the clerical and accounting fields by saying:³

. . . we also find a woeful amount of incompetency, and a vast number of second, third, and fourth rate or class of employees . . . why so much incompetency and low grade capacity in the clerical and accounting labor market? . . . Boys and girls at starvation wages, perform, often

¹Department of Education, Annual Reports of the Commissioner of Education, 1874. p. 569.

²Ibid., 1875. p. 597.

³Address of Colonel George Soule at the Thirty-Second Anniversary and Commencement, June 30, 1888. pp. 11-13.

inefficiently, the services that elder brothers and sisters, or fathers and mothers should do at regular salaries Many business men are . . . responsible for the large per cent of low grade and incompetent material in the clerical and accounting market, because they have not yet adopted any standard grade of educational and business knowledge for correspondents, clerks, and bookkeepers; and because they often accept the services of low-grade employees, for the reason that it is a cheap article in the service market.

During the several decades in which he was an educator in the business field, Colonel Soule had varied experiences with courses of study and with methods of teaching. Probably the chief difficulty that confronted the onward progress of his school to higher grades of work was the lack of advanced textbooks on the commercial sciences. To overcome this difficulty, Colonel Soule undertook, in 1867, the authorship of the needed higher and more practical works on accounting and on practical mathematics; he continued to write books until his death in 1926. Textbooks developed over a period of years by Colonel Soule, and the members of his family who now own and operate the school, include the Philosophic Commercial and Exchange Calculator, Soule's Bookkeeping and Accounting, and Soule's Practical Mathematics. The last two of these are, in revised editions, still used by the college today.

The philosophic system of teaching arithmetic, developed by Colonel Soule before the beginning of the century, is still in use today. This system has been described thus:¹

By the philosophic system, all the arbitrary rules that overload the faculty of memory and prevent the expansion of the higher faculties of causality and comparison are abandoned, and the reasoning organs of the

¹New Orleans Item, September 27, 1903. p. 10, col. 4.

mind are brought into action, thereby capacitating the learner not only to produce the results of problems, but to observe fine distinctions, to reason logically, and to deduce correctly . . . the philosophic system serves to enlarge the powers of the mind and to qualify for high planes of usefulness, not only in the fields of mathematics, in accounts, and in all lines of business, but in all the vocations of life.

In his many years as an educator, Colonel Soule also stressed to his students the importance of physiology, hygiene, and phrenology and gave numerous lectures dealing with these subjects. In fact, it can be said that the training of Soule College students prior to 1920 included periodic instruction in all of these fields. Colonel Soule stressed the importance of phrenology in an address at the sixty-sixth commencement of the school when he stated:¹

In my sixty-six years of education, social, and economic labors, I have found Phrenology to be of the greatest value. I regard it as the Queen of Sciences and trust that it will soon be taught in the schools of the nation.

Despite the fact that phrenology has long since been stripped of its every claim as a science and branded as a strictly unreliable approach to educational matters, it cannot be denied that Colonel Soule has contributed much to the development of business education in New Orleans.

A brief description of Soule College in 1903, when it was moved into a new building which now stands by the New Orleans City Hall, follows:²

In this new building are the shorthand and typewriting schools. Eight teachers are regularly employed in the

¹Address of George Soule, Sixty-Sixth Commencement Exercises, June 28, 1922. p. 11.

²New Orleans Item, September 27, 1903. p. 10, cols. 5-6.

shorthand school, thus giving Soule College the largest as well as one of the most efficient faculties in the South. The standard Isaac Pitman system of phonography is taught and instruction is given on three typewriters. The all-finger sight, the three-finger sight, and the touch systems are taught. Manifolding, tabulating, copying letters, missographing, letter filing, cleaning typewriters, typewriter dictation, etc., are given proper attention at regular intervals.

The advanced shorthand dictation classes receive dictation from the teachers, and also from the latest improved commercial phonograph. Advanced students report the regular college lectures as additional dictation practice. Instruction in spelling, grammar, punctuation, abbreviations, paragraphing, etc., is given to every student.

An assembly room seating nearly 600 students is provided with large cases containing valuable apparatus for illustrating lectures on commercial law, finance, physiology, phrenology, astronomy, etc.

The entire floor is occupied by the advanced commercial department; the business practice department; the Soule College Store; the Soule College Bank; and the wholesale, real estate, and insurance offices known as the Merchants' Exchange.

The fourth floor is devoted to the English school and the initiatory bookkeeping department. There are also the academic and the intermediate schools, and the intermediate English rooms.

Soule College continued to expand until in 1904 it consisted of six separate schools:¹ (1) An English School for pupils 9 to 15 years old, (2) A Higher English School for students above 12, (3) A Two-Year Academic School, (4) A Shorthand and Typewriting School, (5) A Commercial or Business School, and (6) A Night School in which English, shorthand, and commercial studies were taught.

To meet the changing demands of business, the Commercial Department was revised from year to year by the addition of special features such as a college store, a college bank, business offices, etc.

¹The Daily Picayune, September 1, 1904. p. 7, col. 1.

The general set-up and offerings of the school, however, remained practically unchanged until 1915, with the exception that a seventh department, the Spanish Department, was added in 1911 and the high school or academic program was increased from two to three years.

Because of the growing importance attached to athletic programs in the high school, and because of the inadequacy of its grounds and its lack of facilities, around 1910 the Soule Brothers decided to discontinue the high school and grammar school offerings and to concentrate on the commercial training.¹ As a result, after 1915 the high school program was no longer offered. Both an English Day School and an English Night School were maintained, however, as late as 1927. The day school placed considerable emphasis on training in arithmetic, grammar, spelling, letter-writing, and bill-making. Both schools were for the purpose of preparing pupils to enter the regular shorter courses offered by Soule College. Although the public evening schools have largely taken over this function, Soule College has continued to maintain an English Night School which meets three times weekly and gives training in practical arithmetic, typewriting, grammar, spelling, letter writing, and bill making.

III. IMPORTANT FACTORS IN THE DEVELOPMENT OF BUSINESS COLLEGES IN NEW ORLEANS

After 1900, despite their continued growth in numbers and in enrollment, business colleges began to decline in relative importance as a phase of the educational system of New Orleans. Although it may

¹Soule College Catalog, 1927. pp. 23-25.

appear to a casual observer that the inadequacy of the business college as an educational institution for training youth was the cause of this waning, many other factors contributed to this change. The introduction of business courses into the high school, the college, and the parochial school, and the development of Y. M. C. A. schools, correspondence schools, and various vestibule schools maintained by corporations and other business firms combined to make the business college of less importance as a source of business training.

The success of business educators after the War Between the States tempted some colleges to resort to extravagant and even fraudulent advertising. The resulting criticisms from more ethical schools, from educators, and legislators all tended to weaken the position of the business college as an educational institution.¹

Business colleges failed to realize until it was too late that the business education program of the public and parochial high school offered real competition. The phenomenal growth of secondary education after 1890 made the high school a direct competitor of private business schools. E. Newton Smith appraised the status of the business colleges throughout the country when he said, in 1916:²

This type of school will probably never again lead the way in commercial education, yet on the other hand, as their very existence depends upon it, they will quickly and certainly respond to the new demands arising daily.

Despite the growing importance of other types of schools offering business training to youth and adults, it cannot be denied that the business schools of New Orleans continue to play a distinctive role.

¹Minutes of a Meeting of the State Board of Education, May 7 and May 22, 1925. pp. 60-61.

²E. Newton Smith, Education, Volume 37, September 1916. p. 327.

Various features of private business education, such as the absence of classes, the practice of admitting students at any time, and the plan of unlimited attendance, have served to increase its attractiveness. A keen personal interest in the individual student, and the "individual instruction" plan are important values of private business education.

While several New Orleans business colleges claim to have introduced the idea of individual instruction around 1900, it is definite that it was practiced at a much earlier date. Rufus Dolbear advertised as early as 1869 that his school used individual instruction in the belief that it would save three-fourths of the time otherwise required.¹ It is believed, however, judging from the very nature of early business training, that this type of instruction was employed widely even before 1869.

The progress of shorthand and typewriting and the development of differentiated curricula. Although shorthand had been used in the United States since the founding of the colonies, it had not been used for business purposes. By 1850, it was employed extensively for recording speeches and sermons and, to a lesser degree, in recording legislative proceedings. Its use in court reporting was not extensive until the second half of the century.

The rapid development after 1850 of shorthand as a practical art may be attributed to the forming of numerous shorthand organizations throughout the country, the backing received from publishers, publicity

¹Catalog of Dolbear's Commercial College of the City of New Orleans, 1869. pp. 4-5.

through national and regional conventions, and the debut of many shorthand magazines.¹

Isaac Pitman's system of shorthand writing known as "phonography" was first taught in New Orleans at Dolbear's Commercial College, where it was introduced in 1869.² It was only seven years later, in 1876, that the judge of each district court for the Parish of Orleans was permitted to appoint a competent shorthand writer capable of reporting at the rate of 150 words a minute, the remuneration for these reporters to be \$1800 per annum.³

Between 1880 and 1890, a number of individuals in New Orleans established instruction centers for training in phonography and typewriting. While the date of the first typewriting instruction is not definitely known, by 1885 one individual in New Orleans was offering lessons in typewriting and shorthand. One machine, a Remington, was used and Munson's system of shorthand was taught.⁴

By 1893, instruction in these two branches had become an established part of the business training in New Orleans. Information concerning nine instructors and schools is given in Table I, page 35.

The importance of these additions to the curriculum is indicated in a view of the changing concept of business:⁵

¹The New International Encyclopedia, 1928. Vol. 21, pp. 46-47.

²Catalog of Dolbear's Commercial College of the City of New Orleans, 1869. pp. 4-5.

³Bureau of Education, Circular of Information No. 1, 1895. "Shorthand Instruction and Practice," p. 179.

⁴Ibid., pp. 70-71.

⁵Catalog of Soule Commercial College and Literary Institute, 1895. p. 17.

TABLE I
 SHORTHAND INSTRUCTION UNDER PRIVATE ASPECTS IN 1893¹

Institution with Which Connected	Number of Teachers	Students						Date of Introduction of Study	Number of Pupils Since Introduction	System Taught	Typewriters Used	Time Required for Completion of Course	Number of Weeks in Scholastic Year	Charge for Tuition	
		Day		Evening		By Mail									Total
		M	F	M	F	M	F								
Private instruction	1			8	2	2	1	13	1882	300	Benn Pitman	None	6 to 12 months	*	\$5 to \$10 per month
Private instruction	1	15	5	8	4			32	1888	60	Isaac Pitman	Remington	8 to 12 months	52	\$10 per month
Private instruction	1	4	5		6			15	1885	50	Isaac Pitman	Remington	10 months	52	\$10 per month
Mercantile shorthand and typewriting offices; private instruction	3	2	20	2	1			25	1889	25	Isaac Pitman	Remington (3)	6 months	*	\$10 per month
Private instruction	1	19	36					55	1883	*	Munson's	Remington	6 months	52	\$10 per month, daily; \$5 per month, every other day
Private instruction	1			30	3		1	34	1882	200	Benn Pitman	None	5 months	52	\$10 per month
Private instruction	1	6	6					12	1888	16	Isaac Pitman	Remington (1)	7 months	*	\$10 per month
Private instruction	3	1	3	7	20		2	33	1884	500	Benn Pitman	Calligraph (1); Remington (1).	6, 8, or 10 months	*	\$5 per month
Soule Commercial College and Literary Institute	*	*	*	*	*	*	*	64	1884	143	Stenograph and Isaac Pitman	Hammond (7); Calligraph (2); Remington (1); National (1).	4 to 9 months, machine system; 12 months, pencil system.	52	\$25 per quarter for each branch (typewriting or shorthand) for gentlemen; \$15 for ladies.

¹ Bureau of Education, Circular of Information No. 1, 1893. pp. 70-71.

* Data not available.

. . . as is the relationship and superiority of the locomotive to the stagecoach, the reaper to the sickle, the telegraph to the post boy, the steamship to the sailing vessel, the spinning jenny to the spinning wheel, the sewing machine to the sewing needle, the telephone to the messenger boy, so is the relationship and superiority of the stenography system of shorthand to the pencil system and the typewriter to the pen.

Before the end of the century typewriting and shorthand had joined bookkeeping to form what has since been commonly termed "the backbone of the business curriculum," with the result that training was no longer limited to the recording function of business. New curricula, such as the stenographic course, the secretarial course, the shorthand course, and the complete commercial course, were organized. Almost at once, increased emphasis was placed on punctuation, spelling, and commercial correspondence.

With the development of typewriters, there was an increase in the demand for typists and stenographers. This increased demand brought about larger enrollments in schools designed to train typists and stenographers. Typewriter manufacturers cooperated in promoting the sale of this new combination to the public. This field of training appealed especially to girls and women, whereas boys continued to follow bookkeeping and accounting lines. There is no doubt but that business colleges began at once to prosper and that they found a ready market for trained students. An advertisement of Soule College stated that:¹

"Just now there is a great activity in the business world and a demand for stenographers and bookkeepers"

¹New Orleans Item, September 14, 1903. p. 6, col. 4.

Advertisements began to appear almost over night announcing the forming of shorthand, typewriting, bookkeeping, and arithmetic classes in private homes.¹ Day and boarding schools offering business training to young ladies were also established.²

While sufficient data are not available to indicate the enrollment in the various shorthand systems now in use, conferences with the directors of New Orleans business colleges indicate that where two or more different systems are offered in the same school, the enrollment in Gregg is considerably higher. The shorthand systems taught by the existing business colleges at the time that this subject was first introduced and the systems taught in November, 1942, are given in the following tabulation:³

<u>Business College</u>	<u>Original System(s)</u>	<u>System(s) in November, 1942</u>
Augustin Business College	Benn Pitman Isaac Pitman	Gregg, Benn Pitman Isaac Pitman
Chenet Secretarial School	Benn Pitman Isaac Pitman	Gregg, Isaac Pitman
Elliott Shorthand School	Elliott	Elliott
Garner Secretarial School	Paragon	Gregg, Paragon
Hale's Secretarial School	Isaac Pitman	Isaac Pitman
Soule Commercial College	Isaac Pitman	Gregg, Isaac Pitman
Southwestern Business College	Gregg	Gregg
Spencer Business College	Chartier's Electric	Spencerian, Gregg
Twentieth Century School	Isaac Pitman, Gregg	Isaac Pitman, Gregg
Warner Secretarial School	Paragon	Paragon

Curricular changes since 1900. Other than the introduction of intensive secretarial courses and the addition of a wider variety of

¹Ibid., August 22, 1903. p. 9, col. 3.

²Daily Picayune, September 16, 1903. p. 9, cols. 2-3.

³Information obtained through conferences with directors of New Orleans business colleges.

subjects of a vocational and technical nature, there has been little expansion in the curricula of New Orleans business colleges since 1900. Various personal-use courses such as "College Stenography" and personal-use typewriting have been introduced in some schools since 1930 for students not desiring the regular training.¹ Special emergency war courses, designed to give specialized training on a concentrated basis have also been organized since the beginning of the National Emergency.² One business college has introduced a course in Social Secretaryship³ and another a short course in personality improvement.⁴ While a few schools have for many years offered instruction in Spanish, increased emphasis has recently been placed on the importance of Commercial Spanish in our trade relations with the Latin Americas.⁵

Entrance requirements. In 1860, Soule Commercial College and Literary Institute required "a knowledge of the rudiments of an ordinary English education" for admission to its bookkeeping classes.⁶ No mention of entrance requirements to schools offering business training can be found prior to this date.

While it is logical to believe that the educational level of the students entering business colleges gradually became higher as

¹Conference with Mrs. R. A. Mullen, Director of Garner's Secretarial School, October 26, 1942.

²Ibid.

³Ibid.

⁴Catalog of Spencer Business College, 1941. p. 27.

⁵Soule College Catalog, 1943. p. 23.

⁶Circular and Catalog of Soule Commercial College, 1860. p. 4.

increasing numbers of youths completed elementary schools, and later as large numbers were attracted to the secondary schools, still the setting up of entrance requirements seems at no time prior to the 1920's to have limited enrollment to more than a negligible degree.

Newspaper advertisements, catalogs and bulletins have consistently failed to specify definite admission standards. The frequently used slogan, "You may progress as fast as your ability permits," seems to have taken care of the situation. Those lacking the previous educational training to profit from the courses and to make progress from month to month usually became discouraged and withdrew from the course.

Soule Commercial College attempted to solve the problem of inadequate background by maintaining, until 1927, both an English Day School and an English Night School, both of which placed considerable emphasis on arithmetic, grammar, spelling, letter-writing, and bill-making, and had as their main objective the preparation of students to enter Soule's regular shorter courses.¹ An English Night School is still maintained.

In 1923, Soule College combined bookkeeping with typewriting, shorthand, English, spelling, and punctuation, thus forming a secretarial course. Because this group of courses was considered a particularly heavy schedule, entrance to it was limited to those who were high school graduates.²

In 1942, five of the ten New Orleans business colleges did not require a secondary school diploma for admission.³ Of these schools,

¹Soule College Catalog, 1927. pp. 23-25.

²Conference with George Soule, Manager of Soule College, Oct. 23, 1942.

³Conferences with directors of New Orleans business colleges.

three reported that high school graduation was not required; one reported that no standards as to educational background were adhered to; and one stated that while high school graduation was encouraged, it was not a requirement for entrance. The remaining five schools required completion of a secondary school course as a pre-requisite for admission. The reports of four of these schools are given below:

- (1) A high school diploma or the equivalent is required. Those with considerable business experience may enter without a high school certificate.¹
- (2) Under no circumstances is anyone allowed to enter as a regular student who has not finished high school. References are also required. A few students, however, without high school diplomas are taken during the summer months for instruction in typewriting only.²
- (3) Since 1937, all day students have been required to be high school graduates. Students who are above the high school age, are employed, and do not plan to return to high school, are allowed to enter on sixty days' probation. This requirement is not enforced for night students.³
- (4) For the past eighteen years (since 1924) all students have been required to be high school graduates.⁴

It will thus be seen that requirements for entrance to New Orleans business colleges vary all the way from the school which sets up no requirements as to previous educational background to the school definitely requiring high school graduation for all regular courses.

¹Conference with Mrs. R. A. Mullen, Director of Garner's Secretarial School, October 26, 1942.

²Conference with Mrs. Christine Hale, Director of Hale's Secretarial School, October 29, 1942.

³Conference with George Soule, Manager of Soule College, October 25, 1942.

⁴Conference with Miss A. Ellis, Director of Twentieth Century School, October 31, 1942.

On the one hand may be seen a trend toward raising standards for previous education and on the other hand a tendency to admit anyone who gives evidence of being able to profit from business training. This latter tendency differs little from the idea of the early business educator, who had as his aim (disregarding profit-making motives) the provision of opportunity for a neglected student body. The effects of this lack of uniformity on standards required for graduation, and on the training methods and procedures which can be advantageously employed, are obvious.

Length of time required to complete courses in private commercial schools. Although some information is available as far back as 1874 regarding the length of time required to complete the courses of study of various schools, it is difficult to make any comparisons because of the varying content of the courses involved, the general educational level of the student body of the different schools, and because of the fact that the actual length of time for the completion of any training has always been largely dependent on the individual student's rate of progress.

In 1860, the time required to complete a course in double-entry bookkeeping at Soule Commercial College was from six to eight weeks. The full collegiate course required about double this time.¹ In 1874, of two schools reporting the time required for graduation, one indicated three months and the other twelve months.² In 1885, two business colleges reported a sixty-day course and another a course requiring from

¹Circular and Catalog of Soule Commercial College, 1860. p. 4.

²Department of Education, Annual Reports of the Commissioner of Education, 1874. p. 589.



six to eighteen months.¹ In 1900, one school estimated the average time required as being three months, and another from five to twelve months.² In 1917, four schools reported as follows: For the commercial course, six to twelve, five to six, three to four, and three to six months; for the stenographic course, eight to nine, four to five, and three to six months.³

The time required to complete a course of study in the night schools has always been longer than for day courses. In 1885, one school reported six to twelve months for completion of its night course, and another twelve to twenty-four months.⁴ In 1900, of the two schools furnishing this information, each indicated nine months.⁵ In 1915, the time given by three business colleges to complete night courses varied from seven to fifteen months.⁶

The great variation in time required for graduation would seem to indicate that while the actual courses offered remained relatively constant, the content of the individual courses changed considerably from year to year.

In 1942, of eight New Orleans business colleges estimating the time required for completion of stenographic courses, three schools

¹Ibid., 1885-1886. p. 616.

²Ibid., 1900-1901. pp. 2282-2285.

³Bureau of Education, Biennial Survey of Education in the United States, 1916-1918. Bulletin, 1919, No. 47. p. 101.

⁴Department of Education, Annual Reports of the Commissioner of Education, 1885-1886. p. 616.

⁵Ibid., 1900-1901. pp. 2282-2285.

⁶Ibid., for Year Ended June 1917. p. 2016.

indicated that the time varied from three to five months; four, from five to eight months; and one school from six to nine months.¹

The time required for completion of secretarial courses in nine schools varied from three and one-half to twelve months:²

<u>Number of Schools</u> <u>Reporting</u>	<u>Time Required</u> <u>in Months</u>
4	5½ - 7
1	7 - 8
4	6 - 12

One school reported a bookkeeping course requiring from six to ten months; another from six to twelve months. A general business course offered by one business college required from nine to twelve months and a business administration course from 15 to 18 months.³

From such data as are available, two conclusions can be drawn in regard to the time for completion of commercial courses: (1) The sixty-day business courses, while not characteristic of nineteenth century business education, have rarely been found in well-established schools since 1900. (2) There continues to be a wide variation in the minimum and maximum time requirements of various schools. This can be attributed to the lack of uniformity in course content, in teaching procedures, and in admission requirements.

Unethical practices of business colleges. Business colleges have used numerous methods and devices to attract youth and adults to

¹Information obtained from conferences with directors of business colleges in November, 1942.

²Ibid.

³Ibid.

their doors. Some have been strictly ethical and have refrained from erroneous advertising, false and misleading circulars and catalogs, high-pressure salesmanship, and "get-rich-quick" offers. Others have constantly practiced various deceptive schemes, of which the public has eventually become aware. Unfortunately, the reputation of business colleges as a whole has suffered because of the fraudulent practices of a minority group.

A practice frequently found among unethical business colleges is that of guaranteeing positions to graduates. While no actual cases of such a practice have been found in New Orleans, conferences with New Orleans business men and with officials of business colleges indicate that some such "guarantees" are made from time to time.

Other business colleges, while pointing out the opportunities for employment, have been careful not to guarantee placement. In 1860, in discussing the possibilities of employment after graduation, Soule's Commercial College and Literary Institute stated:¹

A young gentleman of good moral character, industrious habits, and not too proud or ashamed to work, and willing to accept what is offered, has never been known to be in want of situation in this city; and no young gentleman answering this description, fully qualified has ever failed to receive a proper remuneration for his services. Having ourselves an extensive business acquaintance with mercantile men, we have frequent application for young gentlemen, and consider it a pleasure to render our assistance in obtaining situations.

That the policy of "guaranteeing" placement is frowned upon by ethical institutions may be seen from the following:²

¹Circular and Catalog of Soule Commercial College and Literary Institute, 1860. p. 5.

²Soule College Bulletin, 1943. p. 27.

When we are asked our policy in regard to "guaranteeing situations," we plainly state that it is a dishonest proposition, and that any school which undertakes to guarantee situations needs the student's money more than the student needs the instruction that such a school can give.

George Soule, in discussing the evils which beset business schools and the competitive spirit existing between public and private commercial education, has said:¹

There are, however, many evils that environ reputable business schools, and which limit their usefulness and menace their life.

These evils consist of the "guarantee position" schools, the "get-knowledge-quick" schools, the "seven-lesson" schools, the "thirty and sixty-day shorthand" schools, the house to house "soliciting" schools, the "speculation, chain, or branch" business schools, and the "superficial course business and shorthand" schools, and especially the partial business courses offered by some Public High Schools through incompetent teachers.

He farther stated:²

Louisiana has an institution at Jackson for the accommodation of unfortunate people who have lost their minds. If a man imagines he is Caesar crossing the Rubicon, or George Washington crossing the Delaware, the State will consign him to the Insane Asylum. But the man who loses his mind and imagines on lines of hypnotic suggestion, that by some strange power or incantation, an unscrupulous teacher can make him a stenographer or bookkeeper in a few days or weeks, is allowed full liberty. Seriously, I consider the deceptive advertising that is practiced by many shorthand and business schools a disgrace to the intelligence and moral tone of the profession of business education. It is provoking the censure and the condemnation of the discerning public of business schools and of all teachers thereof. Hence, in self-defense and in ethics, meritorious schools have the right to unmask the false teachers and to purify their profession.

¹Addresses and Lectures on Education, Social Science, Physiology, Hygiene, Phrenology and Practical Subjects Relating to the Welfare and Happiness of Mankind and the Good of the State and the Nation, 1920.
p. 77.

²Ibid., p. 79.

The following is a letter from William Boizelle, a New Orleans citizen, which was read to the State Board of Education at its meeting in May, 1925:¹

Among our statutes there are laws regulating the teaching and practice of various professions . . . but there is no law regulating the teaching of stenography by private schools, which in the humble opinion of writer, is needed urgently.

It is my belief that the large number of poorly paid office workers that we find today is due mainly to the bad preparation that they have received at the hands of people who were more interested in getting their money than in the welfare of their pupils. I refer to those private shorthand schools which widely advertise in print and by letters that they teach shorthand and typewriting in one or two months, which any one having any knowledge of the subject will realize is an utter impossibility and an imposition on the public.

There is a constant and increasing number of girls and boys who prematurely leave the schools of the State and find their way into these loosely organized and commercialized schools. I believe that it is both advisable and possible to have a law protecting the public from their harmful existence. Such a statute should provide for the qualification and licensing of the teachers and the nature of the course of study.

I am sure that an examination of the situation outlined above will be of benefit to the state.

Although this matter was referred to the Committee on Education, for action at the next meeting of the Board, no further mention was made of this letter.

Spencer Business College and Institute of Shorthand, in its 1902-1903 yearbook, encouraged enrollment in the school with the following statement:²

The purpose of this College is to offer to young men a modern, practical English and Business trading school

¹Minutes of a Meeting of the State Board of Education, Thursday, May 7, 1925, and Friday, May 22, 1925. pp. 80-81.

²Bulletin of Spencer's Business College and Institute of Shorthand. 1902-1903 Yearbook. p. 5.

The course of study and textbooks used have special reference to the affairs of practical life; and while we encourage higher education, we are conscious of the fact that but few are really capable of taking it, and fewer still can afford it. And according to the testimony of eminent business men, university men are not generally successful business men. It is plain, therefore, that a boy well versed in arithmetic, writing, book-keeping, stenography, and English is more capable of making a good living than he who learned Latin, Greek, and Geometry in their stead.

An advertisement of Spencer Business College, which appeared in the *Times Picayune* in September, 1920, was obviously planned to mislead many youths and uninformed and immature people:¹

Help wanted--Business men of the South are demanding our bookkeepers and stenographers. They have beaten a path that leads to "Efficient Quarters." Wish we had 25 young men and ladies we could send out Monday morning.

Every Spencer graduate is employed and we have been unable to fill many positions paying from \$25.00 to \$50.00 per week.

It is not a question of whether you can afford to take the Spencer Course. The question is, CAN YOU AFFORD NOT TO TAKE IT?

"Money won't buy everything," you say. Money will. Uncle Sam's dollars will buy anything on earth that any human being ought to have. Get efficient--the Spencer way--and be ready to make money--the right way.

Enter Spencer College and if, at the end of the first week, you are not satisfied with our representations, our teachers, our courses, and your progress, call at the college office and get your money back--SHAKE HANDS AND QUIT.

In order to encourage enrollment, some schools have advertised a "free trial week:"²

Free shorthand course, lasting one week, "which will not only enable you to master the theory of the great SPENCERIAN

¹The Times Picayune, September 26, 1920. p. 10, cols. 7-8.

²Ibid., September 2, 1917. p. A-7, cols. 1-2.

SYSTEM, but afford you a splendid opportunity of trying-out your own ability.

Spencer continued to advertise the "Trial Week" as late as 1939.

A typical advertisement was:¹

. . . . We guarantee that at the end of the week you will be writing and reading shorthand with an ease and speed that would amaze writers of other systems.

Although advertisements of some business colleges are merely planned so skillfully as to be deliberately misleading, other advertising and means of securing students are definitely based on deceptive practices. A number of such practices were uncovered by the Federal Trade Commission in 1939, when it issued a complaint against the four partners of Spencer Business College in regard to alleged violation of Section five of an Act of Congress approved September 26, 1914. This business college was engaged in the sale and distribution of printed and mimeographed courses of instruction in elementary secretarial and business administration subjects, and chiefly engaged in conducting correspondence courses in these subjects through the use of an "Extension Division" which directed sales representatives, agents, and employees in selling these courses of instruction.² The Commission made the following complaints against Spencer Business College:³

(1) That Spencer Business College had represented to the prospects solicited that they had been especially selected for enrollment;

¹Ibid., September 6, 1925. Section 4, p. 10, cols. 7-8.

²Federal Trade Commission Decisions, June 1, 1939 to November 30, 1939. p. 718.

³Ibid., pp. 718-719.

- (2) That the agents or sales representatives had special authority to sell meritorious persons such offers;
- (3) That those students especially selected were offered an especially low price for advertising purposes, with tuition to be given free;
- (4) That the regular price for the course was considerably higher;
- (5) That these prospects were recipients of scholarships and that the number of scholarships available to any given locality, city, or state was limited;
- (6) That Spencer Business College maintained branch offices in numerous cities other than New Orleans.

The complaint pointed out that the above were false and misleading representations and to the prejudice of the public and competitors and constituted unfair and deceptive acts and practices.

According to the Federal Trade Commission, the sale of courses of study to be taken by correspondence was engaged in over states other than Louisiana and was the chief business of the college.

Based on the findings of the Commission, an order to cease and desist was issued to Spencer Business College on August 25, 1959:¹

It is ordered, That the respondents, Melvin B. Selcer, Mary F. Selcer, and Charlotte Spencer, individually and as copartners trading as Spencer Business College, or under any other name or names, and respondent Ray Axton, an individual, their representatives, agents, and employees, directly or through any corporate or other device, in connection with the offering for sale, sale and distribution of correspondence courses in commerce, as commerce is defined in the Federal Trade Commission Act, do forthwith cease and desist from:

¹Ibid., pp. 725-726.

(1) Representing that respondents offer for sale correspondence courses at a discount unless such price is substantially lower than the price at which such courses are ordinarily offered for sale and sold by respondents.

(2) Using the term "scholarship" or any other term or terms of similar import or meaning to designate, describe or in any way refer to an offer or a correspondence course whereby the recipient is required to pay therefor substantially the same price as the price for which such courses are ordinarily sold by respondents.

(3) Misrepresenting that any specified sum is the actual cost of "materials" of correspondence courses, or otherwise misrepresenting the actual cost of the materials thereof.

(4) Representing that correspondence courses are being, or will be, sold only to a limited number of customers, or otherwise misrepresenting any material fact concerning the terms and conditions of sale, or the extent to which the sale of said correspondence courses is limited.

(5) Representing that respondents maintain a branch office or offices in any city or locality wherein respondents do not in fact maintain a branch office or offices.

It is further resolved, That the respondents shall within 60 days after the serving upon them of this order, file with the Commission a report in writing setting forth in detail the manner and form in which they have complied with this order.

It is not to be assumed from the above examples that the business college as such has engaged in unfair or unscrupulous practices. It is to be regretted, however, that the strictly ethical business college in New Orleans has been definitely retarded because of the presence of a few schools having no real objective other than getting the student's money and no real standards other than those set up by the students themselves. Advertising and other methods of soliciting students and the awarding of scholarships have been hindered by this ever-present minority group.

Growth in the number of business colleges and in enrollment.

While it is not possible to obtain exact information as to the number

of business colleges in New Orleans from year to year, approximately correct data have been secured from the New Orleans City Directories, the first of which is for the year 1827.

In 1827, there was one academy in New Orleans which offered training in bookkeeping, writing, and arithmetic. By 1857, two commercial institutions and one academy offering both classical courses and a course in bookkeeping and penmanship furnished the only commercial training under private auspices. In 1860, the schools offering training in bookkeeping and penmanship were known as "penmanship schools."

City directories for the years during the War Between the States and during the Reconstruction Period are not available. The horrors of the Civil War and of the days of reconstruction, the yellow fever epidemics and the disastrous quarantines that came with them, and the destructive Mississippi River floods have all had their effect in retarding the growth of New Orleans and of its educational institutions.

In discussing the influence of the Civil War and Reconstruction
1
Period upon business colleges, Knepper says:

It is difficult to estimate the influence of the Civil War itself upon business education Even during the actual warfare, it appears not to have seriously impeded the progress of business training. It appears also that the years of reconstruction were favorable in their effect on business training. The soldiers being returned to private life found the flexible entrance requirements of the business colleges and their short intensive period of training well adapted to their needs. The business college movement must have received no small impetus from this source of students.

1
Knepper, op. cit., p. 39.

From 1870 to 1900, there appears to have been no more than a slight increase in the number of business colleges. With the exception of the years 1893 and 1895, when the New Orleans City Directories list only one and two schools, respectively, the number varied from three to six business colleges. From 1900 to 1920, there was a slight increase, the number of business schools under private auspices for these years averaging 7.4. During the 1920's there was again an increase in business colleges, there being 16 for the year 1925.

In November, 1942, there were ten educational institutions under private auspices in New Orleans which were devoted to business education below the collegiate level, in schools commonly known as business colleges. Table II has been prepared from data furnished by these ten business schools, and gives the date of establishment, the original enrollment, and the enrollment in November, 1942:

TABLE II
DATE OF FOUNDING OF SCHOOLS, ENROLLMENT AT THAT TIME, AND
ENROLLMENT IN NOVEMBER, 1942

<u>Business College</u>	<u>Date Established</u>	<u>Original Enrollment</u>	<u>Enrollment, Nov., 1942</u>
Soule's Commercial College	1856	Avg. of 45 per yr. for first 3 yrs.	700
Chenet's Secretarial School	1892	7	45
Spencer Business College	1895	15	350
Augustin Business College	1901	6	150
Hale's Secretarial School	1912	20	55
Twentieth Century School	1912	4	20
Garner Secretarial School	1922	1	175
Elliott Shorthand School	1924	1	68
Southwestern Business College	1924	5	45
Warner Secretarial School	1942	15	15

The total enrollment of the ten business colleges listed in Table II for November, 1942 was 1625.

Enrollment data for the individual schools are found in the Reports of the Commissioner of Education and in Biennial Surveys of Education in the United States for twenty-one years during the period from 1872 to 1929. Any tabulation or attempted comparison based on these figures would be practically valueless, however, since the number of schools listed for each year represents approximately only one-third to one-half the actual number in existence. Also, only one school reported to the Office of Education with any regularity. The enrollment of this school—Soule Commercial College—is given in Table III for six different years, at fourteen-year intervals, since 1871.

TABLE III
ENROLLMENT IN SOULE COMMERCIAL COLLEGE

Year	Day Courses			Night Courses			Total
	M	F	T	M	F	T	
1871-1872	250	-	250				250
1885-1886	239	11	250	42	-	42	292
1899-1900	298	51	349	195	15	210	559
1913-1914	487	96	583	346	65	411	994
1927-1928	381	454	835	333	376	709	1544
1941-1942	not given		948	not given		857	1785

In discussing the effect of recent economic and political changes on the enrollment of business colleges in New Orleans, H. E. V. Porter,

Executive Secretary of the National Association of Accredited Commercial Schools, says:¹

. . . . all business schools or colleges in this country have been seriously affected by the World War. Many such schools have lost all, or nearly all, of their boys who are in Government service, and there has also been a marked depreciation shown in girl students who find such ready and profitable employment in Government service. We have not tried to check up these matters closely. There is not much point in our doing so. The war needs are of first consideration. We have been informed from a reliable source of information that more than 300 business schools in the United States have been obliged to suspend because of lack of patronage. There are about 250 schools listed in the National Association of Accredited Commercial Schools and of this number only four have thus far felt it necessary to suspend activities.

In a conference with the director of each business college in New Orleans, in November, 1942, the question was asked: "What changes have taken place in the character of your student body during the last two decades?" Replies to this question indicated that the following changes have occurred:

Augustin Business College reported that before the outbreak of World War II, the enrollment was made up of about 50 per cent boys and 50 per cent girls. Now, it is about 75 per cent girls and 25 per cent boys.

Chenet's Secretarial School was formerly a classical and commercial institute catering mostly to the youth of the state who wished to prepare for colleges and universities. A boarding school was maintained, and students from many states and several foreign countries attended. In 1926, a shorthand school was started and the literary institute and boarding school were discontinued. Since this time, practically the entire enrollment has been composed of local students. The school was composed almost entirely of boys until 1926. At the present time, it is made up almost entirely of girls.

Soule College reports that prior to 1900 most of the students were boys, but through the years the number of girls increased until just prior to the outbreak of the War, about 70 per cent

¹Letter from H. E. V. Porter, February 12, 1944.

of the enrollment was girls. Since 1941, girls have made up about 80 per cent of the enrollment.

At the present time, there is a tendency for the day classes to be composed almost entirely of girls, and for the boys and adults to attend the evening classes.

In 1885, Babad's Academy, A New Orleans school offering commercial training, reported that the average age of its students was 19 years. For the same year, J. W. Blackman's Commercial College and Soule's Commercial College and Literary Institute reported 18 and 15 years, respectively.¹ The following year, the average ages reported were:² Babad's Academy, 19; Blackman's Commercial College, 12; Soule's College, 16.

Elliott's Shorthand School reports that the average age of students at the present time is just a little higher than in 1924, when the school was first opened. Soule Commercial College indicates that the average age of its students has gone up to 17 and 18 years, and that this change has occurred in the last eighteen years; prior to that time, pupils were 12 to 15 years old. This higher average age of business college students can be accounted for by two factors: First, five of the ten business colleges in New Orleans today require a high school education or the equivalent for entrance; and, second, those not requiring a high school education do require their enrollees to be older than the usual grammar school age. With the development of a public school system extending through the high school, it has ceased to be necessary for young boys and girls to depend upon business colleges as their only source of training.

¹Department of Education, Annual Reports of the Commissioner of Education, 1885-1886. p. 619.

²Ibid., 1886-1887, pp. 806-807.

Faculty. Prior to 1884, all instruction in New Orleans business colleges was given by men. Soule Commercial College in 1884 employed the first woman instructor, at the same time that it opened its doors to women students. Soon thereafter other schools began to employ women instructors, and by 1904 of 40 instructors in three schools for which data are available, 25 were men and 15 were women.¹ In 1915, four schools reported a total of 26 instructors--18 men and 10 women.² In recent years, the tendency has been for women teachers to slightly outnumber the men.

Little information is available concerning the education, salaries, and experience of those offering instruction in the business colleges of New Orleans. The instructors in the early business schools were generally men who had been engaged in business and were familiar with bookkeeping practices and procedures. While in 1942 two schools reported that all of their teachers were college graduates, five schools reported that none of their faculty had a college degree. In the 1941-42 session, a total of 38 instructors were employed by the ten business colleges then in existence.³ Of the 26 instructors employed by four schools, for this session, the Directory of Private Business Schools in the United States lists seven, or 26.92 per cent, as holding Bachelors' degrees.⁴

¹Ibid., 1904-1905, pp. 1225-1226.

²Ibid., 1915-1916, pp. 216-217.

³Information obtained from directors of individual schools.

⁴War Emergency Council on Private Business Schools, Directory of Private Business Schools in the United States, 1941-1942. p. 43.

As to methods of selecting members of the faculty, the directors of the various business colleges reported the following:

Augustin Business College employs only those who have been trained in the school. No "outsiders" are ever taken in.

The faculty of Chenet's Secretarial School has always been limited to members of the family of the owner.

Elliott's Shorthand School gives "free" tuition to a few students who serve as assistants to the owner and operator of the school.

Garner's Secretarial School requires instructors to be college or normal school graduates. Preference is given to applicants with actual business experience.

In Hale's Secretarial School, all instructors are college graduates and are employed for lectures only, being paid by the hour. A large part of the training is given by the owner.

Soule College reports that four factors influence the selection of its teachers: (1) the instructor must like to teach, (2) personality and ability to impart information, (3) educational background--a college degree is desirable but not essential, (4) must be a graduate of Soule's before being employed.

In Southwestern Business College the owner is sometimes assisted by her husband and daughter--no others are used. All of these have diplomas in shorthand, typewriting, and book-keeping from various business colleges.

Spencer Business College gives preference to college graduates. In November, 1942, this school reported that all of its instructors were college graduates.

The increase in the average pupil-load of business college instructors since 1880 is shown in Table IV.

Equipment. Table IV gives the number of typewriters and the number of other machines used by the business colleges of New Orleans in November, 1942. The War Emergency Council of Private Business Schools suggests that a minimum of one typewriter to every three students of typewriting is necessary to carry on efficiently the training

TABLE IV
AVERAGE PUPIL-LOAD PER TEACHER

Year	Number of Schools Reporting	Number of Instructors	Number of Pupils	Average Pupil-Load per Teacher
1890 ¹	2	12	871	70.92
1890 ²	5	14	461	32.93
1900 ³	3	14	694	49.57
1914 ⁴	3	28	1796	64.14
1917 ⁵	4	35	2156	65.33
1928 ⁶	1	23	1544	67.13
1941 ⁷	4	26	3128	120.32

offered by business colleges.⁸ Using this as a basis for determining the adequacy of the number of typewriters available, only three schools—Hale's Secretarial School, Twentieth Century School, and Warner Secretarial School—all of which are small schools enrolling only a total of 30 students in November, 1942, meet this standard.

¹Department of Education, Annual Reports of the Commissioner of Education, 1890. p. 461.

²Ibid., 1890-91, p. 1372.

³Ibid., 1900-01, pp. 2282-2283.

⁴Ibid., 1914-15, p. 471.

⁵Bureau of Education, Biennial Survey of Education in the United States, 1916-1918. Bulletin, 1919, No. 47. p. 71.

⁶Ibid., 1928-1930, Bulletin, 1930, No. 25. p. 21.

⁷War Emergency Council on Private Business School, Op. cit., p. 43.

⁸War Emergency Council on Private Business Schools, Op. cit., p. 16.

TABLE V
EQUIPMENT OWNED BY NEW ORLEANS BUSINESS COLLEGES
IN NOVEMBER, 1942¹

School	Number of Typewriters	Number of Other Machines
Augustin Business College	30	6
Chenet's Secretarial School	13	0
Elliott Shorthand School	18	0
Garner Secretarial School	31	10
Hale's Secretarial School	21	4
Soule's Commercial College	140	20
Southwestern Business College	9	5
Spencer Business College	70	14
Twentieth Century School	10	0
Warner Secretarial School	5	3
Total	347	60

SECTION II

OTHER AGENCIES UNDER PRIVATE AUSPICES PROVIDING SPECIALIZED TRAINING ALONG BUSINESS LINES

In addition to the training furnished by the business colleges of New Orleans, specialized training is also provided by a few other agencies, which enroll several hundred students yearly. Among these are (1) The American Institute of Banking, (2) Burroughs School for Operators, (3) The New Orleans Comptometer School, (4) The International

¹Data furnished by various business colleges.

Accountants Society, (5) International Correspondence Schools, (6) The New Orleans School of Filing, (7) The New Orleans Stenotype School.

A brief discussion of the type of training offered by each of these agencies is given below.

I. AMERICAN INSTITUTE OF BANKING

The New Orleans Chapter of the American Institute of Banking, organized in 1901, has for its purpose the training of bank employees in New Orleans. For several years after its organization the project met with little success, since it was looked upon with skepticism as being a labor movement rather than an educational undertaking.

An educational committee composed of three members--the past president, the president, and the vice president of the chapter--assumes full responsibility for the administration of the educational program.

The first course offered by the Institute was in Elementary Banking. Through the years the work has been expanded until at present it includes courses in: Negotiable Instruments, Standard Banking, Standard Economics, Credits, Business Forecasting, Commercial Law, Banking Fundamentals, Public Speaking, Bank Management, Bank Organization and Operation, Money and Banking, Corporate Finance and Investments, Business Correspondence, Credit Management, Farm Credit Administration, Accounting, and Business Cycles.

Courses are organized into three groups--Pre-Standard, Standard, and Graduate. The Institute issues certificates representing the satisfactory completion of the prescribed work in any group. In 1942-43, courses were arranged as follows:¹

¹The American Institute of Banking Catalogue, 1942-1943. p. 8.

<u>Pre-Standard Courses</u>	<u>Minimum Hours Required</u>
Bank Organization and Operation	42
Commercial Law	42
Negotiable Instruments	42
Economics I (from the problem standpoint)	42
 <u>Standard Courses</u> 	
Economics II (from the standpoint of business management)	42
Money and Banking	42
Accounting I (from the standpoint of private business enterprise)	42
Accounting II (partnership and corporation accounting; special consideration of manufacturing concerns)	42
Analysing Financial Statements	42
 <u>Graduate Courses</u> 	
Credit Administration	42
Bank Administration	42
Corporation Finance	42
Investments	42
Trust Business I	42
Trust Business II	42
Business Cycles	42
Consumer Credit	42
Home Mortgage Lending	42

The Pre-Standard courses must be completed before entering the Standard courses, and the Graduate courses require completion of the Standard courses.

Ordinarily, classes have been made available to between 250 and 300 bank employees yearly. For the 1942-43 session, however, enrollment had decreased to around 100. Before the outbreak of World War II, only around five per cent of the students were women, but in November, 1942, approximately 95 per cent were women. Prior to around 1940, students were distributed about evenly among the several courses offered. In 1942, about 65 per cent of those enrolled were in Elementary Banking, and were

individuals who had just begun working in banks. Approximately 75 per cent of these were young girls under twenty years of age.

Students generally enroll for only one class at a time, and the charge, \$10.00 per course, is usually borne by the banks. Additional funds are received from the New Orleans Clearing House, which contributes around \$5.00 per member yearly.

Instructors are from Tulane, Loyola, and some are local bank officials. The commercial law classes are usually conducted by local lawyers, preferably with a college teaching background. However, instructors are not required to be college graduates. Instruction follows an outline furnished by the National Office. Examinations also come from the National Office.

Trends in the educational work of the New Orleans Chapter of the American Institute of Banking are:

(1) The scope of the educational activity of the chapter has increased considerably. In 1942, a total of 32 different classes were available to students. Fifteen years earlier, only three classes were offered.

(2) The American Institute of Banking is being called into Tulane, Loyola, and into the New Orleans High Schools, more frequently for the purpose of giving lectures and holding conferences on banking and financial topics.

(3) A marked increase in the use of seminars, brought about by the expansion of government regulations and changing conditions within banks both in the nature of the bank's work and the necessity for banks to attempt to meet the customer on the customer's ground.

(4) An increase in the number of students (with the exception of 1942-43) despite the fact that with the advent of the mechanization of office routines, bank personnel has actually decreased in the last ten or fifteen years.

II. THE BURROUGHS SCHOOL FOR OPERATORS

To meet the demand for competent machine operators, and thereby increase the sale of its products, the Burroughs Adding Machine Company maintains schools for operators in certain business centers. One of these, the Burroughs School for Operators at 722 Howard Street, New Orleans, was organized in 1938.

At that time, high school graduates who had taken commercial subjects were trained as operators and placed with business concerns purchasing Burroughs' equipment. Where such training was desired, a thirty-hour course was also offered to two employees of each concern purchasing a machine.

Since January, 1941, while still maintained for sales promotion purposes, the school has operated on a tuition basis. Two instructors, both of whom are college graduates, offer instruction in eight courses: Calculator, Typewriter Computing-Billing Machine, Typewriter Bookkeeping Machine, Typewriter Computing-Billing and Bookkeeping Machines, Bank and Commercial Bookkeeping Machine Course, Bank Bookkeeping Machine Course, Commercial Bookkeeping Course, Bank Bookkeeping Course, and a Combination Course consisting of Calculator, Typewriter Computing-Billing and Typewriter Bookkeeping Machines.

Entrance tests are given before a student is enrolled for machine instruction, and a confidential report, used as a placement aid after

the student has completed the course, is secured from former instructors or employers.

Tuition varies from \$35 to \$110, depending upon the course selected. Time for completing the various courses ranges from three to thirty weeks. Training in the use of the Burroughs Calculating machine requires around 350 or more hours, approximately 30 hours a week for 10 to 12 weeks.

The school is equipped for about 20 students, the greater portion of whom are girls at the present time. Before 1941, a considerable number of boys were also enrolled. Since 1939, when the school was first opened, there has been a slight decrease in total yearly enrollment.

III. THE NEW ORLEANS COMPTOMETER SCHOOL

The New Orleans Comptometer School was first started about 1910 with an enrollment of three or four students who were instructed by Milton Baldrige, sales representative at that time. This school represents a gradual growth which closely parallels the growth of the Comptometer adding-calculating machine. As the sale of machines increases, more trained operators are required to operate them, and this, in turn, necessitates larger school enrollment. Almost all the early operators were women. At the present time, the New Orleans Comptometer School uses twenty-three Comptometers, with morning, afternoon, and evening classes.

In the early days, the general agent trained operators and also handled Comptometer sales. Later, as the demand for equipment and operators grew, it became necessary to engage full-time instructors. At present there are two instructors in the New Orleans Comptometer School—

one for the day classes and one for the evening classes. Each Comptometer teacher must be a graduate of a Comptometer School, must have had general office experience as a Comptometer operator, and each application must be approved by the head of the educational department in Chicago. All Comptometer instructors are called periodically to Chicago for conferences and discussions of improved teaching methods.

Early graduates (as well as present graduates) were placed by the free placement bureau, maintained by the school without charge to either employer or operator. The furnishing of trained Comptometer operators is an important service offered by the sales organization. Each machine sold should be used by a trained operator if the maximum efficiency is to be secured.

The war has greatly accelerated the demand for Comptometers and operators and, at the present time, the demand for operators is far in excess of the supply in the New Orleans area.

The time required to complete the course depends largely upon the ability of the student, but averages around three months. The tuition for the course is \$60.00.

IV. THE INTERNATIONAL ACCOUNTANTS' SOCIETY

The International Accountants' Society, one of the oldest and largest home-study schools in America teaching accounting and allied subjects exclusively, was established as a school in 1903.¹ Today, it enrolls several dozens of New Orleans youth and adults yearly.

¹International Accountants' Society, Inc., Accounting, p. 2.

This is a home-study course planned to prepare its students for accounting positions and to qualify them for C. P. A. examinations. The tuition fee of \$155 provides the students with C. P. A. coaching for an indefinite period of time.

While lessons and examinations come from the main office in Chicago, the New Orleans office employs two Certified Public Accountants for coaching and consulting services.

The two main trends in New Orleans enrollments are the increasing number of women completing the courses of the International Accountants' Society and being placed in accounting positions, and an increase since the beginning of the war in the average age of those enrolled from 25 to 30 years to around 40 years of age.

V. INTERNATIONAL CORRESPONDENCE SCHOOLS

In October, 1891, a School of Mines, using the correspondence method, was opened in Scranton, Pennsylvania. As fast as courses could be prepared, other subjects were added to the list. Commercial and accounting courses, business management, salesmanship, and advertising became part of the 400 courses taught by International Correspondence Schools.

On April 24, 1923, the New Orleans Branch of the International Correspondence Schools was organized. Since that time, several hundred New Orleans men, women, and youths have enrolled in the six commercial courses: (1) Accountant-Secretarial (2) Bookkeeping and Business Forms (5) Business Correspondence (4) Commercial (5) English and Bookkeeping (6) Stenographic-Secretarial.

VI. THE NEW ORLEANS SCHOOL OF FILING

The New Orleans School of Filing, owned and operated by Miss Anna May Connelly, was opened in 1938 to supply the need for trained file clerks in New Orleans. The small amount of elementary filing offered in the commercial departments of the high schools was inadequate to turn out filing specialists. The school trains for three types of jobs: (1) regular file clerks (2) chief file clerks and (3) file analysts or supervisors.

The course of instruction includes thorough training in all basic filing methods, namely, alphabetic, geographic, numeric, and subject; a study of the up-to-date and modern methods of operation of filing departments, and the systematic control of records. Cross-referencing, charge methods, and follow-up methods are covered thoroughly. Up-to-date filing equipment and systems are provided for the use of students.

Two classes, each meeting twice weekly for one and one-half hours, enroll a total of 20 to 30 students. The course requires around fifteen weeks for completion, and the tuition fee for the entire course is \$40.00.

The chief change that has taken place in the school since its organization in 1938 has been the increasingly large number of adult women taking the filing training.

VII. THE NEW ORLEANS STENOTYPE SCHOOL

The New Orleans Stenotype School has offered stenotype instruction in evening classes in New Orleans since March, 1942. Prior to this time, the small amount of such training found in the city was handled by

the business colleges on a franchise basis. Soule Commercial College still holds the franchise for day courses.

Between 70 and 80 students were enrolled in the night classes at this school in December, 1942. The course requires approximately 450 hours for completion, and a speed of 150 words per minute must be attained to secure the Certified Stenotype Certificate. Classes meet twice weekly for one and one-half hours.

SECTION III

SUMMARY

An unregulated and uncontrolled institution, the private business college was the chief educational agency in New Orleans that endeavored to prepare young men and women for business careers from the 1820's until around 1910. Since 1910, public and private secondary schools and colleges and universities have trained increasingly large numbers, so that today the private business school, while continuing to enroll large numbers of youths and adults, represents merely one phase of business education in New Orleans.

The earlier business schools operated on the elementary and secondary level and gave instruction in a few skill subjects which could often be completed in a few weeks. Curricula have gradually been expanded to include a large number of courses, some of which are semi-cultural in nature, and while there is an almost complete lack of uniformity in standards, higher class business colleges have gradually raised entrance requirements until in 1942, five of the ten schools in existence required high school graduation as a pre-requisite for the regular day courses.

After 1850, important social, economic, political, and educational developments contributed to the forward strides made by business colleges in expanding their curricula, increasing their enrollments, and improving their methods of teaching.

In 1900, the private business school was described by Edmund James as follows:¹

The commercial college is peculiarly American; nothing exactly like it is known in other countries Its almost spontaneous origin, its rapid and wide diffusion, its utter disregard of all save the direct answer to current demand, and then gradually its recognition of present inadequacy and its determination toward broader, fuller usefulness—these characteristics of the commercial college mark it as essentially the product of a young, eager, and gradually maturing people The men who first noted a need for business instruction waited not to formulate the problem, but bent himself straight-a-way to furnish the opportunity and to meet the demand.

Despite the greater part which other educational agencies have played since 1910 in providing New Orleans youth and adults with business education, business colleges have continued to play an important role because of their responsiveness to the demands of the business world and their ready adaptability to ever-changing business and economic conditions. Charles G. Reigner has described the training given by the private business college thus:²

The private business school, organized and operated by private initiative, secured and has since maintained its position because it did and does give that kind of technical, specialized training which it professes to give. It has met changed conditions and increased demands. The technical training is more effective than ever. Best of all, the forward-looking business school manager recognizes the

¹Nicholas Murray Butler, editor, Monographs on Education in the United States, 1904. No. 13: Commercial Education, pp. 6-7.

²Charles G. Reigner, "Private Initiative and the Private Business School," The Rowe Budget, November, 1938. p. 1.

importance of developing the students' personalities, as well as giving them training in office skills.

An important factor contributing to the slowly decreasing importance of private business schools was the development, at public expense, of a unified system of education extending from the elementary school through the university. Low standards and unethical practices of many schools have also been important factors in decreasing their ability to successfully compete with the secondary school offerings in business education.

The place of the private business college in meeting the demand for trained employees along business lines, as a result of the present national emergency, is described thus by Reigner:¹

In these war days, as well as in the days of peace to come, cooperation in work and coordination of effort are the key to the perpetuation of our democratic institutions. The private business school has signally demonstrated the value of its service to the people of America. It has made a place for itself in the intricate and far-flung educational processes by which America seeks to prepare its boys and girls, its young men and young women, for the duties and responsibilities of today and tomorrow.

The continuation of the service of the private business school is inextricably interwoven with the interests of the elementary and the secondary schools of America. It builds its highly specialized training on the foundation which is laid by the public schools. Its fundamental purpose is to serve, along with other types of education, in the public interest.

In addition to training offered by private business colleges, correspondence and home-study courses and specialized training along business lines is being offered to an increasing number of New Orleans students yearly.

¹Charles G. Reigner, "The Private Business School in American Education," Directory of Private Business Schools in the United States, 1941-42, p. 12.

CHAPTER III

BUSINESS TRAINING AT THE COLLEGIATE LEVEL

Business training in New Orleans available to white youth above the high school level is found in four schools of collegiate grade. One of these, (Tulane University of Louisiana, is a privately endowed, non-sectarian institution and maintains the only collegiate school of business in New Orleans. Loyola University is a Catholic institution and, in part-time and evening courses, offers its commercial training in the Department of Economics of the College of Arts and Sciences. Two Catholic colleges devoted to the training of young women—St. Mary's Dominican College and Brescia College—have recently organized limited programs for training in the secretarial field.)

This chapter attempts to trace the gradual growth of business education at the collegiate level from its beginning in the nineteenth century through the 1941-1942 session. Changes and growth are discussed from the standpoint of aims and purposes, offerings, enrollments and graduates, and faculty. Since a considerable portion of the data for this study were collected in the latter part of 1942, at various times information is given for the 1942-1943 session in order to further indicate developments and trends which have had their beginning in recent years.

Chapter III is divided into three sections. The first section is devoted to the program of Tulane University, the second to Loyola

University, and the third to a very brief sketch of the work offered in St. Mary's Dominican College and Brescia (Ursuline) College.

Because of the almost complete lack of previous studies along this line, considerable material has been obtained from first-hand sources. Extensive use has been made of college catalogues and other bulletins. Much information has also been obtained through interviews with and materials furnished by the following:

Tulane University

Leslie James Buchan, Dean of the College of Commerce and Administration and Professor of Accounting since 1939.

Dr. Morton A. Aldrich, Dean and Professor of Economics and Employment Management at Tulane from 1914 to 1939.

Loyola University

Miss Margaret E. Carey, Registrar of Loyola University from 1919 to 1939.

Dr. John V. Connor, Professor and Chairman of the Department of Economics since 1926.

Reverend Joseph A. Butt, Associate Professor of Accounting and Director of Placement for the Department of Economics.

SECTION I

THE COLLEGE OF COMMERCE AND BUSINESS ADMINISTRATION OF

TULANE UNIVERSITY

I. THE OLD UNIVERSITY OF LOUISIANA AND THE BEGINNINGS OF HIGHER COMMERCIAL EDUCATION IN NEW ORLEANS

The starting point of the University of Louisiana was the organization of the Medical College of Louisiana in September, 1854. Articles 137, 138, and 139 of the Louisiana Constitution of 1845

contained provisions for the establishment in New Orleans of a university, and recognized the Medical College of Louisiana as one of its departments.¹

Articles 137, 138, and 139 of the Louisiana Constitution of 1845 provided that:²

Article 137. A university shall be established in the city of New Orleans. It shall be composed of four faculties, to wit: One of law, one of medicine, one of natural sciences, and one of letters.

Article 138. It shall be called the "University of Louisiana," and the medical college of Louisiana, as at present organized, shall constitute the faculty of medicine.

Article 139. The legislature shall provide by law for its further organization and government, but shall be under no obligation to contribute to the establishment or support of said university by appropriations.

DeBow's Review for November, 1847, set forth the need of a department of Public Economy, Commerce, and Statistics in the University of Louisiana, and reported that the idea had met with "decided approbation" from many practical minds in New Orleans, as well as many members of the Board of Administrators.³

In a report made by Dr. Hawks, President of the University of Louisiana, to the Board of Administrators in 1848, the following statement appears:⁴

But there is another department of which our situation requires us not to be unmindful. There should be a professorship devoted to commerce in all its manifold relations. It

¹Benjamin Hall Dart, editor, Constitutions of the State of Louisiana, p. 519.

²Loc. cit.

³James D. B. DeBow, editor, The Commercial Review of the South and West, Vol. IV, No. 3, November 1847, p. 414.

⁴Ibid., Vol. V, No. 3, March 1848, p. 238.

presents a vastly extensive field, embracing the general history and statistics of commerce, its relation to the policy of nations, and the consequent happiness of man, its connection with history and influence on civilization, the principles of commercial and maritime law with various other topics that readily suggest themselves. This feature, if adapted, would be peculiar to our own University.

To Mr. Mausel White, a New Orleans citizen and merchant, goes the credit for having taken the lead in establishing the chair of commerce. In a letter of January 28, 1848, to the Board of Administrators of the University of Louisiana, Mr. White expressed his interest in the establishment of the University, and stated that he had succeeded in collecting from public spirited citizens of New Orleans some funds for the use of the University, and that he planned to continue this movement for donations. He stated:¹

The object of this movement is to secure an endowment for a Chair of Commerce, Political Economy and Statistics, in the University. These matters have not, so far as I am informed, been made the subject of especial study in any of the Institutions of this country or of Europe. The states of the German Zoll Verein, indeed, as we learn by the foreign mail of today, constitute an exception, as they intend a "Commercial University," for merchants, manufacturers and commercial lawyers.

It will be the proud satisfaction of New Orleans to have taken the lead of all other commercial cities of the world in this matter, and it may be confidently affirmed that this important department of knowledge could be prosecuted with higher success and efficiency in no other city. To her commerce is the all and all of prosperity, and she the spontaneous, youthful, yet vigorous offspring.

Act 49 of 1847 established the University of Louisiana in the city of New Orleans and provided for its administration, faculties,

¹Ibid., p. 238.

and departments.¹ Section 12 of this act further provided for the establishment by the Board of Administrators of such schools and professorships as might seem advisable.² In pursuance with the powers vested in them by this section of the act of 1847, the administrators of the University of Louisiana accepted the offer of Maunsel White to endow a professorship of Political Economy, and appointed J. B. D. DeBow to the chair so endowed.³

The Commercial Review of the South and West offered the following comment on this newly established professorship of commerce:⁴

The new university . . . has, we believe, been the first institution in modern times, and certainly in our own country, to perceive the importance of elevating the mercantile classes to the same rank as the learned professions, by especially endowing a chair to be devoted forever to the propagation of mercantile knowledge.

It was natural that the city of New Orleans should have strongly supported such a movement. The 1840 census showed that one in every 41 persons in Louisiana was employed in commercial pursuits, while in New Orleans one in every 15 was so employed. This average was higher than that in any other city or state in the United States.⁵

The first commercial classes, under the direction of Professor J. B. D. DeBow, were formed in November, 1849. Two courses of instruction

¹Acts Passed at the Second Session of the First Legislature of the State of Louisiana, January 11, 1847, pp. 39-44.

²Ibid., p. 42.

³Report of the Board of Administrators of the University of Louisiana to the Senate and House of Representatives of the State of Louisiana, 1849. p. 2.

⁴James D. B. DeBow, editor, op. cit., Vol. VI, 1848, p. 110.

⁵Ibid., p. 111.

were offered:¹

1st. A Course of Lectures upon—The rise and progress of the science of political economy; productive powers of labor; nature, accumulation, etc., of stock; progress of opulence in different nations; mercantile systems; revenue; sources of public wealth; growth and progress of the United States; ancient commerce; commerce in dark ages; in middle ages; growth of modern commerce; present commercial world; navigation treaties; tariffs; banks; internal improvements; agriculture; manufactures; population; statistics, etc.

This course will consist of about 25 or 30 lectures, during the winter, at such hours and on such days, as may be most agreeable to the majority of the class.

Tickets for the course—which will be as interesting to all classes of citizens as to those engaged in or preparing for mercantile life—TEN DOLLARS.

2d. Course.—This is intended for regular matriculated students. Instructions will cover the whole field of commercial education, given daily, in three or four recitations, etc.: Writing, book-keeping, commercial correspondence, accounts, account sales, invoices, general principles of commercial law, banking, insurance, exchange, partnership, factorage, guarantee, brokerage, bankruptcy, wrecks, salvage, freights, privateering, marque and reprisal, quarantine, custom house regulations, etc., sketches of eminent merchants. A course of reading history and commercial geography and navigation, will be embraced.

The second course covered a period of five months, at the end of which public examinations were to be held. The fee for this course was \$50. Its obvious objective was to fit the student for the active, busy, life "in which he must engage to reach success and fortune."²

Despite the enthusiasm and support received in establishing a chair of commerce, the efforts of DeBow met with little success and by 1857 the report of the Board of Administrators of the University

¹James D. B. DeBow, editor, op. cit., Vol. VII, 1849, p. 188.

²Ibid., p. 188.

contained no mention of a commercial department.¹ Article 142 of the Louisiana Constitution of 1868 specifically provided for only three departments—law, medicine, and a collegiate department.²

In his report to the President of the University on January 10, 1879, the dean of the academic (collegiate) department listed four professors, among whom was a professor of penmanship, bookkeeping, and commercial courses.³ However, there are no records or other information which in any way indicate that this renewed attempt to offer commercial training met with any success.

When Paul Tulane, a former resident of New Orleans, made his donation in 1882 for the higher education of white youth in New Orleans, the problem arose of what disposition should be made of the old University of Louisiana, which was by this time a feeble, struggling institution.

By Act 43 of 1884 of the General Assembly of the State of Louisiana, the University of Louisiana became The Tulane University of Louisiana, subject to ratification of the electors by constitutional amendment at the next general election.⁴ This amendment was ratified.⁵

Tulane University of Louisiana was divided into Tulane University, Tulane College, Tulane High School, the law department, and the medical

¹Report of the Board of Administrators of the University of Louisiana to the Senate and House of Representatives of the State of Louisiana, 1857.

²Benjamin Wall Dart, editor, op. cit., p. 566.

³University of Louisiana Reports, January 22, 1879, p. 32.

⁴Acts Passed by the General Assembly of the State of Louisiana at the Regular Session, 1884, pp. 48-54.

⁵Benjamin Wall Dart, editor, op. cit., p. 604. (Article 263 of the Constitution of 1879).

department. The distinction between the college and university work was described thus:¹

In the conduct of studies the line between university work and collegiate or academic work is sharply drawn. The former is elective and of the most advanced character; the latter is embraced in a series of equivalent curricula, extending through seven years, three in the high school and four in the college, all leading to the degree of bachelor of arts . . .

Tulane College offered six courses of study, one of which was a commercial course:²

The need has long been felt in commercial circles throughout the United States for a more liberal education, under higher auspices, of young men intending to pursue a commercial career. The instruction given is often too inadequate in amount, superficial in character, and ill adapted to the development of intellectual and moral power. An effort is made in this course to supply a want.

The linguistic training embraces French, German and Spanish; and French is taught not only colloquially, under the most favorable conditions, but in its higher literary and philological aspects. Mathematics is carried through Analytical and Descriptive Geometry. The English, Literary and Philosophical studies and the Natural Sciences are taught as fully as in the Classical Course. To these are added studies in Political Economy and Commercial Law, and in Political and Commercial Geography, and in Geology and Astronomy. The practical bookkeeping is supplemented by full courses and practice in Type-Writing and Short Hand and Telegraphy, and in Life and Fire Insurance and Bank and Railroad accounts. The effort will be made to combine culture with practical business attainments.

The four-year commercial course which led to the Bachelor of Arts degree included the following:³

¹Department of Education, Annual Reports of the Commissioner of Education, 1887-1888. p. 650.

²Tulane University of Louisiana, Catalog of Academical Department, 1884-1885, pp. 40-42.

³Ibid., p. 43.

<u>Freshman Year</u>	Hrs. Per Wk.	<u>Sophomore Year</u>	Hrs. Per Wk.
English	3	English	3
Mathematics	5	Physics	3
French	3	French	3
Political, Physical and Commercial Geography	3	Life and Fire Insurance Banks and Railroad Accounts	3
Spanish	3	Spanish	3
Type Writing and Shorthand	<u>3</u>	Type Writing and Shorthand	<u>3</u>
Total	20	Total	20

<u>Junior Year</u>	Hrs. Per Wk.	<u>Senior Year</u>	Hrs. Per Wk.
Mental Science	3	Mental Science	2
Chemistry	4	Political Science	3
Commercial Law	3	English Literature	2
German	4	German	3
Telegraphy	3	Commercial Law	3
Geology)	2	Biology	3
Astronomy)	2	Political Economy	3
Physiology and Hygiene	<u>1</u>	Physiology and Hygiene	<u>1</u>
Total	20	Total	20

The enrollment in the commercial course never consisted of more than a few students. During the 1885-1886 session, only five students, all of whom were freshmen, were in the commercial class; in 1886-1887, two sophomores and five freshmen were enrolled.¹

After the 1887-1888 session, the commercial course was discontinued and thereafter, until 1894, was offered only in the high school.²

After the Medical School, Law College, a Summer School, an Engineering School, and a School of Arts and Sciences had become firmly established, plans were made for the organization of another branch of

¹Tulane University of Louisiana Catalogs, 1885-1886 and 1886-1887. pp. 19-20 and 39-40, respectively.

²Ibid., 1888-1889. p. 46.

Tulane University--the College of Commerce. By vote of the Board of Administrators of the Tulane Educational Fund, the College of Commerce and Business Administration of Tulane University was established in September, 1914.¹ The New Orleans Association of Commerce, the Society of Louisiana Certified Public Accountants, and more than 200 individuals and business firms guaranteed the expenses of the College for the first six years, a guaranty fund of \$15,000 having been raised to finance this new undertaking.²

The need of a college of commerce in a commercial city such as New Orleans, the value of such training in connection with the city's proposed extension of its trade with Latin America, the importance of a thorough knowledge of commerce and finance in carrying on trade with foreign countries, and its advantages to the city of New Orleans are set forth by the Times-Picayune in an interesting account of the opening of the college:³

The proposition was made a year ago, when it was suggested that Tulane, which had already established schools or departments in nearly every other line of teaching--law, medicine, dentistry, engineering, etc., should open a school of commerce, in which the great principles of finance, credits, accounting, etc., would be taught. The arguments in favor of the establishment of such a school in New Orleans are convincing. In a commercial city like this, where the greater part of the youth propose, or are likely to enter commercial life, it would seem that instruction in the profession they intend to follow was needed. As for the idea formerly entertained that the man in business or commercial life does not need any college education, that he can pick up all he need know in a clerkship or minor

¹Bulletin of the Tulane University of Louisiana. College of Commerce and Business Administration. Announcements for 1914-1915, November 1, 1914, pp. 6-7.

²Times Picayune, September 15, 1914. p. 11, col. 7.

³Ibid., p. 8, col. 2 (Editorial).

position through practical experience, it died long ago. Finance, economics and the higher branches of business have become an essential part of the education and equipment of everyone who wishes to play a leading part in commercial and banking affairs. Practical experience is valuable, but knowledge of principles and theory, of the commercial history of the world, of the products of various countries and the markets they seek, of their systems of credits prevailing elsewhere, are essential to complete success.

We are brought face to face with this proposition just now in the proposed extension of our trade to Latin America, which depends largely on our better knowledge of the methods of business of those countries. Americans have awakened to the fact that it is not simply a question of our producing what the South continent wants, but of knowing and cultivating its tastes, packing our goods to suit its means of transportation, and having accurate knowledge of its banking, financial and credit systems. We are not likely to get in there until we know those points which the proposed department of commerce of Tulane University intends to include in its curriculum.

Such a department is naturally more needed in New Orleans than in most other collegiate cities, because this is a great commercial and financial center and because it deals with many foreign countries and must fully understand their way of doing business. In several of the other cities such schools have been established in connection with other great universities. It is desired to do the same for New Orleans. Thanks to the efforts of those who have had this matter in charge the necessary fund has been guaranteed, and the College of Commerce and Business Administration will open this fall.

We give elsewhere full particulars of the courses that will be taught, etc. They will be open not only to young men, but will invite those of maturer years, who have advanced through their practical experience, and who desire to know more of the histories, theories, practice and methods in the various commercial branches, to study commercial law, higher accounting and finance, economics and business, etc., to speak or write commercial Spanish, so that they can correspond with agents and houses with whom they hope to do business in Latin America.

Dr. Morton A. Aldrich, professor of Economics in Tulane, who will be the dean of this College of Commerce, has been active in nearly all recent movements which affect New Orleans as a commercial or financial center, and from his knowledge of this city and conditions and possibilities here he can help to operate the new department to achieve the best results. It can be made a useful and valuable adjunct to the movement now under way for the development of the commerce and business of this port and section. No greater opportunity has ever been offered us. Success is certain if our merchants and bankers, their agents

and employees, are thoroughly equipped for the work they have before them, how business is best handled, especially in those countries we wish to reach. The great success of the Germans in South America, in countries from which they are the most distant, and with which they have very little connection of any kind, has been due to the careful study all employees of houses engaged in this trade make of the subject.

The College of Commerce of Tulane University offers an opportunity which fits into the other opportunity presented by the European war, and gives this city and section a chance of doing better business with our southern neighbors to their and our own advantage. As such, all in New Orleans will wish it success.

The statement of Jeff D. Hardin, president of the New Orleans Board of Trade, typifies the attitude of New Orleans business men toward this new undertaking:¹

New Orleans has long felt the need of such an institution as the new College of Commerce and Business Administration to be opened as a department of Tulane University. It offers a great chance for the young men and old men, for that matter, to measure up to the great opportunities for the new trade era . . . it gives the student an intimate knowledge of the present-day problems with which we of New Orleans are confronted.

Of special interest is the fact that the College of Commerce and Business Administration was not intended to compete with, but to supplement, the work offered by existing business colleges.²

II. OFFERINGS

In order to make the first courses in the newly established College of Commerce and Business Administration available to business men, the classes were offered from 8:00 to 9:45 one night each week in the rooms of the Association of Commerce in down-town New Orleans. The

¹Times Picayune, October 11, 1914. Section 2, p. 2, column 3.

²loc. cit.

regular offerings were supplemented by informal Friday night talks by business men, and a special library to be used by these students was located at the Association of Commerce in the office of one of the professors.¹

Successful completion of these first courses led only to a certificate, but plans were under way, as soon as finances would permit, to enlarge the course of study, set up uniform entrance requirements, and offer courses leading to a college degree. This aim was realized in 1915-1916 when, in addition to the certificate given upon the completion of any course, a four-year curriculum leading to the degree of Bachelor of Business Administration was organized. The first two years were provided for in the College of Arts and Sciences, and only the last two years were in the College of Commerce and Business Administration. Beginning in 1916, the first two years could also be taken in Newcomb College for Women or in the College of Technology.²

The courses of the last two years were arranged to suit the needs of the individual student. For the first two years, however, a required course of study was set up:³

<u>Subject</u>	<u>Year Hours</u>
Economics	3
History and Government	3
English	6
French, Spanish, or German	6
Physics, Chemistry, Zoology, or Botany	5

¹Times Picayune, September 13, 1914. Page 11, column 7.

²Bulletin of Tulane University, College of Commerce and Business Administration. September 1, 1916, p. 16.

³Ibid., September 1, 1915. p. 16.

<u>Subject</u>	<u>Year Hours</u>
Mathematics	5
Physical Training	1
Elective (may be from the College of Commerce and Business Admin- istration)	<u>6</u>
Total	55 year hours

The beginning of the day courses in Commerce at Tulane may be traced back to the 1915-1916 session, when the first three day courses were offered.¹ However, for several years the majority of the work continued to be offered in the evening classes. In addition to the degree of Bachelor of Business Administration, a six-year combined course in business and law, to which students were admitted at the beginning of their senior year, was also first announced during this session.²

With the growth of this new enterprise and the demand for additional courses and library facilities, various organizations contributed to the maintaining of courses and to the library. Among these were: The Young Men's Branch of the Association of Commerce, The Tulane Society of Economics, The New Orleans and Northeastern Railroad, the New Orleans Credit Men's Association, The Louisiana Life Underwriters' Association, the Advertising Club of New Orleans, and the National Foreign Trade Council. With the further development of this college, additional individuals and business firms generously added to its financial support.³

¹Ibid., p. 18.

²Ibid., p. 17.

³Ibid., September 1, 1916. p. 16.

In 1916, women students were admitted for the first time to the Commerce courses.¹ Since this time all day and night classes have been open to them on an equal basis with men.

Offerings were expanded in 1919 to permit two four-year courses leading to a degree. In one course, the first two years were academic while the last two were devoted almost wholly to business subjects. In the other course, the first two years were divided about equally between general and business subjects, with the junior and senior years being devoted almost wholly to Commerce and Business Administration.²

While minor changes have been made from year to year in the requirements for a degree earned by either of the above methods, the two general plans of earning a degree have remained unchanged since 1919. Students still have their choice of a four-year course in the College of Commerce and Business Administration, in which some professional courses are scheduled during the first two years; or they may be admitted from a junior college or from the College of Arts and Sciences or the College of Engineering and pursue a specialized curriculum for the junior and senior years.³

In 1920, students spending four years in the School of Commerce were required to pursue the following curriculum during the freshman and sophomore years:⁴

¹ Ibid., September 1, 1916. p. 16.

² Ibid., November 1, 1919. p. 20.

³ Ibid., July 15, 1941. pp. 20-30.

⁴ Ibid., September 1, 1920. p. 21.

<u>Freshman Year</u>		<u>Sophomore Year</u>	
	<u>Yr. Hrs.</u>		<u>Yr. Hrs.</u>
Business Economics	3	Survey of Business	3
Accounting I	5	Business Correspondence	
Business Talks by Business Men	1	(2) or English (3)	2 or 3
English	3	Business Talks by Business Men	1
Spanish or French	3	Elective Business Courses	6
Math. - Trigonometry and Analytic Geometry	3	History (3) or Logic and Psych. (3) or Chemistry (5) or Physics (5)	3 or 5
Physical Training	1	Spanish or French	<u>3</u>
	—		
Total	19	Total	18 or 21

Typical suggested courses of study for the junior and senior years for students who had pursued the business course from the freshman year were:¹

Junior Year

Business Talks by Business Men and five of the following courses:

Employment Management I
Marketing
Banking and Business Conditions
Business Statistics
Accounting for Executives
Accounting II or III
Commercial Spanish III and
Advanced Spanish Conversation
Business Policy I

Senior Year

Business Talks by Business Men and five of the following courses:

Sales Management
Corporation Finance
Employment Management II, or II and III.
Business Policy I or II and courses listed under the junior year.

A comparison of the courses offered to freshmen and sophomore students during the 1920-21 session and of the suggested course of study for the junior and senior years for the 1923-24 session with the General Course for the degree of Bachelor of Business Administration as announced for the 1941-42 session indicates no radical changes in offerings.

¹Ibid., August 1, 1925. p. 19.

Perhaps the only really significant change which appears from a comparison of these curricula is found in the greater possibilities existing in the latter year for the satisfying of individual student needs through the increased use of electives in the curriculum.

Although the College has never encouraged a high degree of specialization, suggested curricula have usually been set up, for those interested, in some of the major fields of business. However, a student has never been required to elect any of these programs and other courses of study have been arranged to fit the needs of individual students. By the 1942-1943 session, day offerings had been increased to the point where, in addition to a general curriculum, programs of specialization were offered in accounting, finance, marketing, production management, commerce and law, statistics, personnel administration, and economics.¹

It was not until 1926 that any specific courses were required for juniors and seniors. Previous to this time, the general requirement had been 15 or 16 hours per year, one hour of which was devoted to Business Talks by Business Men. Aside from fulfilling this requirement, schedules were arranged to suit the individual needs of the student. From 1926 to 1940, a course in Employment Management and one in Marketing were required of all juniors. A course in Business Research was required of all seniors, and a course in Finance in either the junior or senior years.² Since 1940, the courses in Employment Management and in Business Research have not been definite degree requirements,

¹Ibid., July 1, 1942. p. 18.

²Ibid., June 1, 1926. p. 20.

although they have been prerequisites for degrees in various of the specialized curricula.

Standards for graduation set up by the faculty in 1927 were:¹

The Faculty reserves the right to be the judge of the fitness of any student to continue in his studies, to be promoted or to be recommended for graduation, without bringing specific charges against him and irrespective of his ability to attain a passing grade in his studies . . . students whose written and spoken English is reported as unsatisfactory will be required to do special work to improve their English . . . No student will be graduated until, in the judgment of the Faculty, his use of English is satisfactory. No degree will be conferred upon students who have not spent at least one year in residence in this College.

From 1927 to the present time, the above standards for graduation have remained unchanged. In addition, since 1931 a comprehensive examination has been required of all seniors:²

. . . a comprehensive examination, which will test the student's ability and maturity of judgment in deciding on business policies and making executive decisions, is required of all students in the latter part of the Senior year.

With the addition in May, 1940, of a Graduate Division and a Research Division to the already existing Undergraduate and Night Divisions, the number of divisions of the College of Commerce and Business Administration was increased to four.

The Undergraduate Division continued to offer four-year curricula leading to the degree of Bachelor of Business Administration. The Night Division continued to offer non-degree courses to part-time students. The newly-organized Graduate Division offered courses leading to a degree of Master of Business Administration to students who had

¹Ibid., June 15, 1927. p. 11.

²Ibid., July 15, 1931. p. 10.

earned the degree of Bachelor of Business Administration and showed ability to profit by a year of graduate study. The Research Division was organized for the purpose of assembling information and making business investigations for the benefit of New Orleans business enterprises and in cooperation with the teaching faculty of the College.¹ This program, carried on by members of the faculty assisted by graduate research fellows, especially endeavored to study those business problems which were neglected and avoided by individual business units.

Present-day facilities offered by the city of New Orleans for a study of commerce and business administration in cooperation with the regularly scheduled courses are described thus:²

Located in New Orleans, the largest city in the South and one of the largest in the United States, the College of Commerce and Business Administration offers ideal opportunity for the observation and study of business, both foreign and domestic. The availability of primary source materials in the community facilitates investigation, even though it is impossible to bring into the laboratory all of the material with which the student of business should concern himself. He is, therefore, encouraged, and in many instances required, to make inquiries into specific business problems. Since 1914, when the business community showed its interest in the work of this College, by subscribing the funds to underwrite expenses, there has been a continued willingness on its part to be of assistance to students wherever possible. These contacts and the training afforded thereby are valuable, regardless of whether the graduate remains in a city or resides in a smaller community.

Former Dean Morton A. Aldrich, in speaking of curricular changes which have taken place in the College, says:³

The chief change over the period of twenty-eight years in Tulane's School of Commerce and Business Administration has

¹Ibid., July 15, 1941. p. 15.

²Ibid., July 15, 1941. pp. 16-17.

³Conference with Dr. Aldrich, November 23, 1942.

been that the teachers have become more intelligent; that is, we know so much better what to give the student—give him the kind of food that is substantial food for his later growth. We know better what to give him and how to give it to him.

We have learned that the thing to do is to give the boys the training that will be most helpful to them after they have been successful for ten years rather than when they have been working for two or three years.

When the College was new, there was much stress on giving information. Now, emphasis is on where to get the information. Of course, business judgment cannot be trained without a certain amount of information but the main emphasis should not be just on information. We have come to use the case system largely.

In the early years of the school, there was a great temptation to do for the students what their parents wanted. Gradually, the school came to the conclusion that this was not the type of training the boys should be given. The courses and instruction given as a result of this realization were of such a nature that the student could be successful regardless of the type of business into which he entered. Since the first few years we have continued to give students what they would need after having been in business ten years rather than what they thought they wanted when they came to school. The College has attempted to train primarily for junior executive positions rather than for trades. Our only trade is accounting and very few graduates go into this field.

In his annual report submitted to the president of Tulane, Dean Aldrich speaks of some of the outstanding needs of the College of Commerce and Business Administration:¹

There is no departmental break-down in the administrative organization of the College. At the present time, it would be practically impossible to differentiate the needs of theoretical departmental divisions from the needs of the College proper. The College has reached the saturation point in nearly every department of its physical plant.

In general, then, it can be said that, though the College is short on personnel and facilities of various types, it is nevertheless true that any effective solution for these

¹Annual Report for 1937-1938 and 1938-1939 on the College of Commerce and Business Administration of Tulane University. pp. 5-7.

problems is directly dependent upon a solution of the housing problem. In short, space seems the common denominator of both the immediate and eventual needs of the College of Commerce and Business Administration.

Given adequate space, personnel, and facilities, the College of Commerce and Business Administration, in cooperation with the University administration, would be enabled to carry out:

- (1) The program of instruction of the College.
- (2) A program of industrial and business research relating to the Southern States and the Latin American countries.
- (3) A program for making available research facilities and facts to the business community.
- (4) A program of graduate work.

The basis for the above opinions rested on these observations:

- (1) The general economic welfare appears to be increasingly dependent upon a more intelligent and farsighted administration of industrial and business enterprise.
- (2) The commercial and industrial importance of the South is rapidly increasing.
- (3) Much effort is being exerted at the present time to improve the commercial relations between the United States and the Latin American countries. The strategic location of Tulane University creates both opportunities and responsibilities for developing an outstanding program of business education in this particular division of foreign trade.
- (4) There is serious need for educational leadership in promoting types of industrial and commercial research intended to clarify the changing problems of business management in the South.

In order that the College of Commerce and Business Administration might not be forced to continue to limit the scope of its program because of lack of adequate physical facilities, Mrs. Norman Mayer made a generous bequest, in 1940, to provide for construction and maintenance of a building to be used by the College. On February 19, 1941 the College moved into this newly constructed building which was named the Norman Mayer Memorial in honor of Mrs. Mayer's husband, who was a prominent New Orleans

business man and an ardent supporter and contributor to the College during its early days.

An analysis of the day courses offered since the 1915-1916 session (these are given for three-year intervals in Table VI) indicates the following:

(1) No courses in the field of Labor were offered after 1917-1918 until the 1940-1941 session, since which time two courses have been offered yearly. One of these is in Labor Problems and the other in Labor Administration.

(2) Greater emphasis has been placed on the importance of the ability to speak and write English clearly and concisely as is shown by the increased offerings since 1930 in Business English and Correspondence, Business Reports, and Public Speaking for Business.

(3) Offerings in Commercial Spanish have been increased since 1940. The courses in Spanish Conversation have also been increased since 1940.

(4) From 1919 to 1940 there were only three years in which a course in Foreign Trade was offered. Beginning in the 1940-1941 session, two courses a year are being offered—one in Foreign Trade and one in Foreign Exchange.

(5) Prior to 1919, the only course offered in any phase of Management was a course in Business and Office Management, offered in 1917-1918. Since 1930, the number of courses in this field of study has been increased, courses most frequently offered being (in descending order) Business Management, Retail Store Management, and Management of Employees. Prior to 1936, the course in Production Management was

offered only twice—in 1927-1928 and in 1928-1929. Since 1936, this course has been offered yearly.

(6) The first Accounting work was in 1919-1920. Only Principles of Accounting was offered until 1922-1923, when a second course was offered. Until 1940-1941, other than the courses in Principles of Accounting, only Cost Accounting and Accounting for Executives were offered. Since 1940-1941, six additional courses have been added in this field.

(7) Scattered courses were offered in the field of Marketing before 1928. From this time until 1940, when several new courses were introduced for the first time, offerings have been relatively constant. Marketing Principles and Advertising have been most frequently scheduled.

(8) Courses in Finance were not offered regularly prior to 1923-1924. Since 1926-1927 there has been practically no increase in offerings in this field. Business Finance, Corporation Finance, and Investments have each been offered almost yearly since 1930-1931.

(9) Offerings in Real Estate have been meager and have not been scheduled with any regularity from year to year.

(10) Up to 1925-1926, the only research course was Research in Management of Employees, offered in 1919-1920. Three courses were introduced in 1925-1926, since which time there has been a steady increase in research courses. Since 1940-1941, research work has been offered in a number of new fields. Courses most frequently listed have been in Accounting, Business Finance, Business Statistics, and Marketing.

(11) Mathematics was first taught in the College of Commerce and Business Administration in 1923-1924. A course in Algebra and one in Mathematics of Business were offered yearly until 1940. Since

1940-1941, only General Mathematics has been offered. (This course includes a study of Algebra, Trigonometry, Analytic Geometry, and Graphical Analysis).

(12) Business Talks by Business Men has been listed more frequently than any course in the College. During the first few years, this was a required subject and carried college credit. Since this time, it has continued to be required of all students but no longer carries any credit. Credit courses most frequently offered, and the number of years each has been offered, arranged in descending order are:

Accounting (Principles)	24	Elementary Spanish Con-	
Business Economics	22	versation	19
Commercial Spanish	22	Advanced Spanish Conver-	
Business Statistics	22	sation	19
Business Finance	21	Marketing Principles	19
Corporation Finance	21	Research in Accounting	18
Business English	20	Research in Business	
		Finance	18
		Business Management	18

It will be noted that of the thirteen most frequently offered courses three have been in the field of Finance, three in Commercial Spanish, and two in Accounting.

(13) From 1915-1916 to 1942-1943 there has been an increase in the number of different courses offered from three to 69. A large number of these have been added since the beginning of the 1940-1941 session. For the 1939-40 session, 44 courses were offered. The increase to 69 in this three-year period represents an increase of 56.82%.

(14) Since 1925, no work has been offered in Money, Banking, and Finance. Training in value and exchange and in money and the mechanism of exchange has been received by the student in the courses in Principles of Economics and in Business Economics.

SEMESTER HOURS IN DAY COURSES OFFERED IN THE COLLEGE OF COMMERCE AND
BUSINESS ADMINISTRATION FROM 1914 TO 1943

Courses	Year First Offered	Total No. of Yrs. Offered												
			1915-16	1918-19	1921-22	1924-25	1927-28	1930-31	1933-34	1936-37	1939-40	1942-43		
<u>Labor</u>														
Labor Conditions and Problems	1916-17	1												
Probs. of Labor and Industrial Organization	1917-18	1												
Labor Problems	1940-41	3												3
Labor Administration	1940-41	3												3
<u>English and Business Correspondence</u>														
Business Correspondence	1917-18	14												
Business English	1922-23	20				3								
Correspondence Supervision	1928-29	2												
Business Reports	1927-28	16							3					
Public Speaking for Business	1930-31	7												
Grammar and Composition	1941-42	1												
<u>Foreign Trade and Exchange</u>														
Foreign Trade	1919-20	5												
Foreign Revenue and Trade	1927-28	1												
Foreign Exchange	1942-43													3
Commercial Geography and Foreign Trade	1918-19	1		2										
<u>Spanish</u>														
Commercial Spanish	1921-22	22			6									
Elementary Spanish Conversation	1923-24	19			1	9								
Advanced Spanish Conversation	1923-24	19			1	1	9							

TABLE VI (continued)

SEMESTER HOURS IN DAY COURSES OFFERED IN THE COLLEGE OF COMMERCE AND
BUSINESS ADMINISTRATION FROM 1914 TO 1943

Courses	Year First Offered	Total No. of Yrs. Offered									
		1915-16	1918-19	1921-22	1924-25	1927-28	1930-31	1933-34	1936-37	1939-40	1942-43
<u>Economics</u>											
Growth of American Life and Character	1917-18	1									
Survey of Business	1920-21	2									
Principles of Economics	1915-16	7	3							6	
Resources and Industries	1919-20	1	3								
Business Economics	1919-20	22		3	6	2	2	6	6	9	
Economic History and Geography	1940-41	3								6	
Changes in Organization and Operation of Business	1941-42	1									
Application of Fundamentals of Economics to the Specific Business Problem	1940-41	2									
Business Forecasting	1925-26	2				3					
The Organization of Business	1926-27	4				3					
Business Conditions	1922-23	1									
The Financial Organization of Business	1915-16	1			3						
Economic Theory	1942-43	1								3	
Business Organization and Management	1915-16	1	3								
Commodity and Security Prices, Interest Rates, General Business Conditions, and Business Forecasts	1920-21	1									
The Changing Business Set-Up	1930-31	9					3	3	3		
Price Changes	1933-34	1						3			
Business Policy	1918-19	6	2	3	6						
Organization of Trade and Industry	1922-23	1									
<u>Money, Banking, and Finance</u>											
Money, Banking, and Industrial Payments	1915-16	2	2								
Banking and Finance	1917-18	3		3							
Banking	1919-20	2									
Banking and Business Conditions	1923-24	2			3						
<u>Real Estate</u>											
Real Estate	1931-32	6						3	3	3	
Real Estate and Its Business and Legal Aspects	1941-42	1									

TABLE VI (continued)
 SEMESTER HOURS IN DAY COURSES OFFERED IN THE COLLEGE OF COMMERCE AND
 BUSINESS ADMINISTRATION FROM 1914 TO 1943

Courses	Year First Offered		Total No. of Yrs. Offered																
	1915-16	1918-19	1921-22	1924-25	1927-28	1930-31	1933-34	1936-37	1939-40	1942-43	1919-20	1922-23	1925-26	1928-29	1931-32	1934-35	1937-38	1940-41	1943-44
<u>Management</u>																			
The Employees and Employment Management																			
Employment Management																			
Retail Store Management																			
Production Management																			
Management of Employees																			
Business Employment																			
Sales Management																			
The Executive and His Responsibilities																			
Business and Office Management																			
Office Practice and Management																			
<u>Accounting</u>																			
Accounting Principles																			
Cost Accounting																			
Accounting for Executives																			
Income Tax Accounting																			
Auditing																			
Governmental Accounting																			
C. P. A. Review Course																			
Special Preparatory Course																			
Advanced Accounting Principles																			
Analysis of Financial Statements																			
<u>Marketing</u>																			
Markets and Marketing																			
Marketing Methods																			
Marketing Principles																			
Purchasing																			
Transportation																			
Advertising																			
Wholesaling and Retailing																			

TABLE VI (continued)

SEMESTER HOURS IN DAY COURSES OFFERED IN THE COLLEGE OF COMMERCE AND
BUSINESS ADMINISTRATION FROM 1914 TO 1945

Courses	Year First Offered	Total No. of Yrs. Offered										
			1915-16	1918-19	1921-22	1924-25	1927-28	1930-31	1933-34	1936-37	1939-40	1942-43
<u>Marketing (continued)</u>												
Salesmanship and Sales Management and Advertising	1916-17	1										
Salesmanship and Sales Management	1919-20	9										
Salesmanship	1935-36	8										
Principles of Sales Administration	1940-41	3										
<u>Finance</u>												
Taxation and Public Finance	1917-18	1										
Business Finance	1919-20	21				3	3	3	3	3	3	3
Corporation Finance	1922-23	23				3	3	3	3	3	3	3
Investments	1930-31	10										
<u>Research</u>												
Research in Accounting	1925-26	18										
Research in Business Finance	1925-26	18				3	3	3	3	3	3	3
Research in Employment Management	1925-26	4				3						
Research in Production Management	1937-38	6										
Research in Business Statistics	1926-27	17				3	3	3	3	3	3	3
Research in Marketing	1926-27	17				3	3	3	3	3	3	3
Research in Management	1937-38	16										
Research in Management of Employees	1919-20	11					3	3	3	3	3	3
Market Research	1931-32	9										
Research in Labor	1940-41	2										
Research in Real Estate	1940-41	3										
Research in Utilities	1940-41	3										
Research in Economics	1940-41	3										
Business Research Methods	1940-41	3										

TABLE VI (continued)

SEMESTER HOURS IN DAY COURSES OFFERED IN THE COLLEGE OF COMMERCE AND
BUSINESS ADMINISTRATION FROM 1914 TO 1943

Courses	Year First Offered	Total No. of Yrs. Offered	1915-16	1918-19	1921-22	1924-25	1927-28	1930-31	1933-34	1936-37	1939-40	1942-43
<u>Mathematics</u>												
College Algebra	1923-24	17				3	3	3	3	3	3	
Mathematics of Business	1923-24	17				3	3	3	3	3	3	
General Mathematics	1940-41	3										3
<u>Other Courses</u>												
Business Statistics	1918-19	22		2		4	3	3	3	3	3	3
Commercial Law	1923-24	11						3				3
Insurance	1925-26	9					3			3		3
Business Talks by Business Men	1915-16	28	*	*	*	*	*	*	*	*	*	*
Psychology and Its Application to Business	1928-29	11						3	3	3	3	
Public Utilities	1940-41	2										3

*Offered yearly as a non-credit required course.

(15) Of the 19 courses in Economics offered since the 1915-1916 session, ten have been offered only once. A course in Business Economics was offered yearly as a required course from 1919-1920 through 1940-1941. Since 1940, a course in Principles of Economics has been required of all students. Other than these required courses, Economics offerings have been few and rather scattered.

The day courses in the College of Commerce and Business Administration have increased from three courses offered during the 1915-1916 session to a total of 214 semester hours offered in 1942-1943. The distribution of the 1942-1943 courses (exclusive of graduate work) according to fields of study is given below:¹

Semester Hours (Exclusive of Graduate Work) Offered in the
Various Fields During the 1942-1943 Session

Accounting	45	Transportation and Utilities	9
Economics	27	Commercial Law	6
Marketing	27	Management	6
Spanish	22	Mathematics	6
Finance	15	Real Estate	6
English	12	Insurance	3
Labor	9	Business Research Methods	3
Production Management	9		
Statistics	9	Total	<u>214</u> sem. hrs.

The accelerated war program. Tulane University's accelerated war program was inaugurated in the 1941-1942 session. Three semesters of work, instead of the two customarily offered, were provided in order that a student might complete the regular four-year program in approximately three calendar years. The following of the accelerated program was left to the option of the student.

¹Bulletin of Tulane University, College of Commerce and Business Administration. July 1, 1942, pp. 45-62.

War service opportunities. In July, 1942, the College of Commerce and Business Administration announced that two different opportunities for war service were open to its students:¹

1. Under the Selective Service System's Occupational Bulletin Number 10, certain students may be considered for deferment by the local Selective Service Boards to enable them to complete their training with a view to entering occupations in which there is a critical shortage in defense industries. This, however, is a matter entirely outside the jurisdiction of the University and is of course subject to change by the Director of the Selective Service System at any time. Some of the fields of service at present on the critical list for which training is available in this College are as follows:

Accountants
Economists
Industrial Managers
Personnel Administrators
Statisticians

2. Qualified students may enlist immediately in reserve corps of various branches of the services and under conditions imposed by that enlistment may be allowed to complete a part or all of their college program before being called to active duty

Night courses in Commerce and Business Administration. The College of Commerce and Business Administration of Tulane began with the offering of six night courses in the 1914-1915 session. The following year, day courses were offered for the first time and plans were made to arrange a program of day studies leading to a degree. For several years, however, the night courses continued to furnish the greater portion of Tulane's business training.

It was not until 1926 that the night courses were moved from the Association of Commerce rooms, where they had been offered since 1914, to the Tulane campus.

¹Ibid., p. 19.

After the organization of the day courses in the College of Commerce and Business Administration, the night courses were devoted almost entirely to the training of employed men and women. These courses did not carry college credit and their aim was expressed as:¹

The aim of the Night Division is to serve the local business community by making available to business people a well integrated program of specialized business training of university grade outside the regular hours of business . . .

A revision of the program of the Night Division of the College of Commerce and Business Administration at Tulane to provide more extensive training for night students was announced in September, 1941. The regular curriculum was expanded to permit specialization in the fields of (1) accounting, (2) marketing, (3) finance, (4) management, (5) Latin-American trade.²

As a special measure to meet the needs of defense production, courses were announced in production management, statistical management, control, personnel management, and Latin-American export and import procedure. In order to enable students to shorten the time required for these courses, two class periods of two hours each, instead of one as had been the case since 1914, were held weekly.³

The work of the Night Division of the College of Commerce and Business Administration, along with the work of the Division for Teachers, is now carried on by University College which was established August 6, 1942. University College offers various courses from the fields of

¹Bulletin of the Tulane University of Louisiana. Night Division, College of Commerce and Business Administration. Announcements for Session 1941-1942, pp. 7-8.

²Times Picayune, September 19, 1941. Page 29, column 5.

³Ibid., page 29, column 5.

arts, sciences, and business. The instructors are full-time professors from the day faculties of the different colleges of the University.¹

The offerings in Commerce and Business Administration of University College give an opportunity for employed men and women to continue their training, and they have been planned to appeal especially to:²

1. Men and women who are fitting themselves for a more effective part in the war-time effort.
2. Employed men and women who are being drafted into positions requiring more professional and business training.
3. Men and women who have been unable to complete their formal education and who desire to take one or more courses of further training.
4. Men and women who have missed college training partially or wholly and are interested in working toward an academic degree.
5. College graduates whose present employment makes specialized training desirable.

Certificates of attainment, awarded since 1915 for the successful completion of courses, continue to be offered by University College. Until 1916, a certificate was awarded for the successful completion of any course. From 1916 to 1941, a student who satisfactorily completed eight two-hour courses was given a certificate. Since 1941, three types of certificates have been awarded:³

Junior Certificate - awarded on satisfactory completion of six full-year courses. If four or more are in the same related

¹Conference with Leslie James Buchan, Dean and Professor of Accounting since 1939. November 23, 1942.

²Bulletin of the Tulane University of Louisiana. University College. Announcements for 1942-1943, July 15, 1942, p. 8.

³Bulletin of the Tulane University of Louisiana. Night Division, College of Commerce and Business Administration. Announcements for Session 1941-1942, pp. 9-10.

field, this will be indicated on the certificate as the field of specialization; otherwise, it will be issued as a certificate in "General Business."

Advanced Certificate - completion of ten full-year courses. If six or more are in the same field, this will be indicated as the field of specialization; otherwise, it will be indicated as a certificate in "General Business."

Certificate of Completion - fifteen full-year courses. If ten are in the same field, this will be indicated as the field of specialization; otherwise, it will be issued as a certificate in "General Business."

With the organization of University College in 1942, certificates of attainment continued to be offered, and courses in Commerce and Business Administration carried credit which could be applied toward a degree.¹

Graduate courses. In May, 1940, the Graduate Division of the College of Commerce and Business Administration was established for the purpose of offering graduate courses leading to the degree of Master of Business Administration.

Admission to this graduate program is based on the holding of a Bachelor's degree, regardless of the field of specialization. Where the undergraduate field of specialization has been Commerce and Business Administration, ordinarily the Master of Business Administration degree can be earned in one year of thirty semester hours; otherwise, two years and sixty semester hours are required.

Specific courses required for the degree are:

Development of Economic Thought - 3 semester hours
 Economic Theory - 3 semester hours
 Thesis - 6 semester hours

¹Bulletin of the Tulane University of Louisiana, University College, 1942-1943. July 15, 1942. p. 13.

TABLE VII (continued)

NIGHT COURSES IN COMMERCE AND FINANCE, 1914-1945

Courses	Year First Offered	Total No. of Yrs. Offered	1914-1945				
			1914-15	1921-22	1928-29	1935-36	1942-43
Sales Management	1940-41	2					
Sales Planning and Promotion	1937-38	4					1
Production Management	1928-29	3			1		
Personnel Management	1940-41	5					1
Office and Business Management	1919-20	9		1			
Employment Management	1920-21	9		2		1	
Management of Employees	1929-30	8					
Business Statistics	1925-24	4					1
Business Correspondence	1917-18	25		1	1		1
Spanish Business Correspondence	1932-35	9				1	1
Business English	1919-20	16			1	1	
Public Speaking for Business	1917-18	24		1	1	1	1
Filing	1920-21	2		1			
Commercial Spanish	1914-15	18		2	1		
Spanish Conversation	1923-24	16	1		1	1	
Psychology and Its Application to Business	1930-31	5					
Banking and Finance	1916-17	1					
Business Finance	1919-20	5					
Practical Banking	1917-18	15		1		1	
Public Utilities	1940-41	3					1
Labor Problems	1942-43	1					1
Business and Government	1942-43	1					1
Inter-American Economic Relations	1942-43	1					1
Latin American Export and Import Procedures	1940-41	2					

In addition, a final oral examination and a finished thesis acceptable to the Committee on Graduate Studies are required.

The Graduate Division has not been functioning long enough to indicate any particular changes or developments. Course offerings for the first three years of its existence are given in Table VIII.

III. ENROLLMENT

While women students have been eligible for admission to night classes since their organization, none entered these classes until the 1915-1916 session, at which time seven of the 227 enrollees were women, all of whom were employed in the city of New Orleans. No women were admitted to the day courses until the 1920-1921 session, when one woman enrolled as a freshman. The number of women students in day classes was practically negligible before 1930-1931 when there were ten women in a total of 211 students. Subsequent to this session, there has been a slight increase in women students. The attitude has been taken, however, that few women could profit from the type of training offered to the same extent as men. Dr. Aldrich has stated that "A large number of girls have been kept out because they were considered undesirable."¹ Also, because of the limitation of numbers of students admitted to the College, it has been possible to accept only those with excellent backgrounds. There has never been any pressure from New Orleans business men for the school to increase its enrollment; in fact, those who have contributed time and effort to the development of Tulane's commercial

¹Conference with Dr. Morton A. Aldrich, November 23, 1942.

program have been consistently interested in "production" rather than in number of students enrolled.¹

In regard to the stimulation of enrollment and the increased demand from New Orleans business firms for college trained employees, resulting from World War I, the Dean of the College of Commerce and Business Administration commented that:²

War times make men and women want our business courses more than ever if we can judge from the number of inquiries about enrollment, which are three times as numerous as at this time last year.

It is only natural that war conditions should increase the enrollment of ambitious men and women in business courses, even though the reports throughout the country are that general college attendance will fall off.

. . . Of course, the College of Commerce has lost, for the time being, a large number of men who have gone to war; but, on the other hand, it will enroll a much larger proportion than usual of the young men of draft age who remain in New Orleans.

Ever since the establishment of this college, a large percentage of our students have been mature men and women, above the draft age. The number of inquiries from such students is much larger than ever before, as is also the number of inquiries from young men below the draft age who come from the high school to our day business course.

Of the young men who are coming to us from other parts of the South, some will enter or continue in our four-year day course while others will take advantage of the unusual opportunity at this time to obtain a business position in New Orleans and support themselves while taking our business courses at night.

Twenty-five women were students in the College of Commerce last year . . . These women are preparing themselves to take advantage of the unusual war time opportunities for the promotion of women already in business and for all women with business training.

¹Ibid.

²Times Picayune, September 9, 1917. Page 16-B, column 6.

While both men and women employees are thus deciding to fit themselves for the positions ahead of them which may be vacant, business houses are more than ever encouraging their more promising employees to train themselves by taking courses at the College of Commerce, for the unusual opportunities for business advancement for those who are prepared, which are likely to continue for some years.

For over two years this college has been called on to suggest more employees, not for clerical employment, but to grow into responsible positions, than it had men to recommend.

Both the day and night courses showed considerable increase in registration for 1919-20, the session following the close of World War I. This may be accounted for, in part, by the fact that the enrollment included a large number of Federal board students, who were sent to Tulane by the Government as part of the plan to rehabilitate students returning from Europe.¹

At no time since the organization of the College of Commerce and Business Administration has the day school enrollment equalled or exceeded that of the night school. In 1915-1916, the first year of the day classes, the day division enrollments were 6.19 per cent of total enrollments. By the 1941-1942 session, the day division enrolled 30.92 per cent of total registrants.

Table IX, which gives the number of students registered in the College of Commerce and Business Administration from 1914 to 1942 indicates that the number of part-time students has always been very small, and that the number of special students has decreased since 1921-1922 until the number enrolled has become practically negligible. Both day and night enrollments show a steady increase since these divisions were established. The peak in day classes was in 1941-1942 when 277 students

¹Ibid., November 2, 1936, page 13, column 2.

were registered; the peak for the night division was in 1939-40 when there were 682 applicants.

Table LVI, Appendix B, shows that in the seventeen-year period from 1922-1923 to 1938-1939 the number of day division students from New Orleans increased by 24 per cent, the number from outside Louisiana decreased by 10 per cent, and the number of Louisianians outside New Orleans decreased 14 per cent, indicating that Tulane is enrolling in its College of Commerce and Business Administration an increasingly large percentage of New Orleanians.

Tables LVII to LXV, Appendix B, give information concerning the 2861 night registrants in the College of Commerce during the six-year period from 1933 to 1939. An analysis of these tables indicate the following:

(1) Table LXVII shows that according to functional type of work 60.5 per cent of the 2861 night school registrants from 1933 to 1939 were engaged in either clerical or accounting work. The next highest percentage was found in selling work. Less than six per cent of the total were engaged in any other functional type of work.

(2) Table LVIII gives a further classification according to types of industries in which students were engaged. Largest numbers were found in the manufacturing field, public utilities, governmental work, and wholesaling.

(3) Table LIX classifies 2861 students according to previous education. Approximately one-half of the night school students during this period had a high school education. Approximately one-fourth had previously attended Tulane Night School.

(4) Table LX classifies night school enrollees from 1933 to 1939 according to sex. Of this total, 84.5 per cent were men and 15.5 per cent were women.

(5) According to age classification shown in Table LXI, 83.7 per cent of all night school students from 1933 to 1939 have been between 20 and 34 years of age. Less than five per cent have been over 40.

(6) Table LXII shows that during this six-year period 92.3 per cent of all students took only one course, 7.6 per cent took two courses, and a negligible number took three or four courses.

(7) Table LXIII indicates that more than half of the students enrolled attended only one year (within the five-year periods indicated). The percentage of total enrollment who attended two, three, four, or five years continued to decrease as the years of attendance increased. More than half of those attending only one year took Accounting only. More than one-half of those who attended more than one year took Accounting only.

(8) Table LXIV gives a classification according to class enrollments. A total of 66.2 per cent were enrolled in Accounting courses. Commercial Law and Public Speaking for Business ranked next with 7.6 and 5.4 per cent respectively. Of the other courses, each enrolled less than five per cent of the total.

(9) Table LXV classifies 2861 students for the six-year period from 1933 to 1939 according to those who passed the courses in which they were enrolled, and shows that approximately 60 per cent of the students passed the various courses.

NUMBER OF STUDENTS REGISTERED IN THE COLLEGE OF COMMERCE AND BUSINESS ADMINISTRATION, 1914-1942

TABLE IX

Years	Seniors	Juniors	Sophomores	Freshmen	Specials	Part-Time Students	Total Registration in Day Division	Total Registration in Night Division	Full-Time Graduate Students	Part-Time Graduate Students	Total Graduate Students	Total Registration
1914-15							None	132				132
1915-16							16	227				242
1916-17							24	318				342
1917-18	1						37	343				385
1918-19	4						33	368				401
1919-20	8	10	8	31	26	3	86	659				725
1920-21	8	5	12	56	57	4	139	564				503
1921-22	5	4	22	73	42	4	145	322				467
1922-23	2	14	38	40	19	4	118	283				401
1923-24	24	15	30	37	15	3	124	288				412
1924-25	14	22	17	63	7	1	124	275				299
1925-26	18	14	28	66	6	4	136	273				409
1926-27	13	25	32	86	8	2	166	390				556
1927-28	19	12	39	66	6	4	149	433				581
1928-29	14	18	51	73	9	5	171	395				564
1929-30	20	20	53	79	9	8	189	467				646
1930-31	26	26	68	73	4	14	211	471				682
1931-32	26	41	54	96	2	5	224	345				667
1932-33	43	33	50	66	7	4	205	265				470
1933-34	29	28	47	47	6	9	166	268				424
1934-35	27	29	59	58	6	7	186	367				553
1935-36	32	31	60	64	5	4	196	430				626
1936-37	25	30	63	81	5	10	214	545				759
1937-38	28	41	65	69	1	8	212	652				864
1938-39	44	43	56	84	3	8	238	609				847
1939-40	47	34	54	110	3	14	261	682				944
1940-41	38	41	76	105	6	4	270	494	7	8	15	779
1941-42	56	51	79	87	2	2	277	607	4		12	896

¹Bulletins of the Tulane University of Louisiana. College of Commerce and Business Administration, 1914 to 1942.

IV. CHARACTER OF WORK AND SALARIES OF GRADUATES, AND DEGREES

GRANTED

Dr. Morton A. Aldrich, for twenty-five years Dean of the College of Commerce and Business Administration, took charge of the placement of graduates for the first twenty years after the opening of this College. During these years, Dr. Aldrich reports that he spent a large amount of time in town contacting individuals and business firms.¹ In order that students might secure positions after graduation with a minimum of difficulty, he consistently urged them to secure employment during summer vacations:²

It is a common occurrence for the heads of business houses to ask the College to let them know whenever it graduates a good man or woman. The demand for well prepared students of this college is much greater than the supply. All day students are strongly urged to secure employment during at least two summer vacations.

Although the College assisted students in securing desirable employment previous to this time, it was not until the 1934-1935 session that an actual Placement Bureau was organized. Since its organization, the Bureau has been very active in assisting business firms, students, and former students, without charge to any of these. An office manager, selected from one of the graduating classes, has worked in the office of the Dean and been in charge of placement. After a few years in this

¹Conference with Dr. Morton A. Aldrich, Dean and Professor of Economics from 1914 to 1939. November 23, 1942.

²Bulletin of the Tulane University of Louisiana. College of Commerce and Business Administration. Announcements for 1919-1920, November 1, 1919, p. 19.

capacity, the office manager has usually left to take a position in New Orleans and his work has been taken over by one of the current graduates.¹

In regard to the success with which graduates were placed, Dr. Aldrich reports:²

All through the depression there were only three students who were not placed by the November after they were graduated. This was due to the close relationship with business men.

A good many women took the night courses in accounting. Some took the day courses. Some were very good in this work. Very few got jobs as public accountants. Opposition from business houses was the cause of this. So instead of training the women to be C. P. A.'s, they were trained to be industrial accountants. Many were used for other things than accountants, but would not have been taken unless they had had accounting. Industrial accounting firms took women.

As to the fields into which women students entered after graduation, Dr. Leslie James Buchan, present Dean and Professor of Accounting, says:³

We have never had more than about 10 per cent of the registration girls. Many of them fail and very few graduate. As a result, it is difficult to draw any conclusions as to what they do when they go out in the business world. A large number of girls take typing and shorthand on the side and often do stenographic work in their first jobs. Some of them go into very responsible junior executive positions.

Data from a survey made by the College of Commerce and Business Administration in 1935 were compiled in 1938 by Robert W. Elsasser, Professor of Economics and Management. The study deals with the character of work and salaries of the College of Commerce and Business Administration

¹Conference with Dr. Aldrich, November 23, 1942.

²Ibid.

³Conference with Dr. Leslie James Buchan, Dean and Professor of Accounting since 1939. November 23, 1942.

and is based on 196 returns from 255 graduates who received the degree of Bachelor of Business Administration from 1918 to 1934, inclusive.

This study reveals that in May and June 1935:¹

(1) There was no marked concentration of graduates in any single class of business activities.

25% were employed by manufacturing companies;
 24% were employed by retailing and wholesaling agencies;
 16% were employed by banks, finance, and insurance companies;
 11% were employed by governmental activities, principally in Federal emergency bureaus;
 10% were employed by public utilities, transportation and communication companies; the remaining
 14% were employed in education, agriculture, personal service units, a newspaper, and a trade association.

(2) Of the total graduates

55% received their degrees within the five-year period 1930-1934;
 31% received their degrees within the five-year period 1925-1929;
 16% received their degrees within the seven-year period 1918-1924.

100%

(3) Despite this recency of graduation of the majority, almost 60% of those reporting indicated that their positions involved executive authority and responsibility. More than 22% of those reporting indicated that they were owners, partners, officers, or general managers.

(4) Further evidence of breadth of activities of graduates is offered by classifying them according to duties performed within their respective companies:

26% were engaged in general supervision over two or more major functions;
 35% were engaged in accounting, finance, statistics, or general clerical duties;

¹Annual Report for 1937-1938 and 1938-1939 on the College of Commerce and Business Administration of Tulane University. Presented to President Rufus C. Harris by the Dean of the College, Morton A. Aldrich. pp. 9-12.

- 27% were engaged in selling and functions associated with selling;
 4% were engaged in production;
 4% were engaged in high school teaching;
 4% were engaged in Federal emergency activities.

100%

(5) Data on salaries earned are not complete. For classes prior to 1924 they are inadequate for confidence in the comparisons. Nevertheless, for the classes since 1924 the data are sufficiently reliable, and unaffected by extreme cases, to observe trends.

- (a) the lower limit of the range of salaries starts at \$720 per yr. and increases at the rate of \$150 per yr.
- (b) the upper limit of the range of salaries starts at \$1800 per yr. and increases at the rate of \$430 per yr.
- (c) the middle limit or median salary starts at \$1000 per yr. and increases at the rate of \$250 per yr.

(6) The range of salaries increases markedly with the number of years since graduation. After one year, the low man has a rate of \$720 per year, while the high man has a rate of \$1800 per year, a difference of \$1080. After 10 years, the low man has a rate of \$2000, while the high man has a rate of \$5600, a difference of \$3600.

The salary of the high man each year increases in dollars almost three times as fast as that of the low man.

The earnings of the class of 1928 are extreme compared with this concept of trend in salary changes. The median salary for this class is higher than that of any of the five immediately preceding classes.

The following comments were made in regard to the survey of work and salaries of graduates:¹

¹Ibid., pp. 12-13.

(1) Throughout the period of unsettled business conditions, i.e. since 1950, the graduates of the College of Commerce and Business Administration have secured positions within three or four months of their commencement. Exceptions to this statement are negligible.

(2) The initial salaries during this period have ranged from about \$600 to about \$1800 per year.

(3) While each year new names appear among employers calling for our graduates, there is also an increasing number of firms that call for them completely.

(4) In addition to placing recent graduates, the College has been placing older graduates in better positions.

The tabulation below classifies reporting graduates of the College of Commerce and Business Administration from 1918 through 1954 according to types of improving industries:¹

<u>Industry</u>	<u>Number</u>	<u>Per Cent</u>
Agriculture	6	5.1
Manufacturing	48	24.5
Retailing	31	15.8
Wholesaling	16	8.2
Banking, Finance Companies	22	11.2
Insurance	10	5.1
Public Utilities	7	3.6
Transportation	9	4.6
Communication	3	1.5
Newspapers	1	.5
Trade Association	1	.5
Personal Service	7	3.6
Government	22	11.2
Education	7	3.6
Student	1	.5
Housewife	2	1.0
Unclassified	1	.5
Unemployed	2	1.0

The four industries which ranked highest in the number of graduates employed, arranged in descending order, are:

¹Ibid., p. 14.

Manufacturing	24.5%
Retailing and Wholesaling	24.0
Banking, Finance, Insurance	16.3
Government	11.2

Total per cent of graduates
employed in these four
industries 76.0

TABLE X

CLASSIFICATION OF REPORTING GRADUATES BY FUNCTIONS PERFORMED
AND DEGREE OF EXECUTIVE RESPONSIBILITY¹

	Chief Execu- tive	Functional Department Executive	Junior Executive	No Executive Authority-- Clerk, Salesman, Apprentice	Total No.	%
General management-- officer, partner, owner	41	5	2	1	49	26.0
Finance, accounting, statistics, office	-	6	17	43	66	34.9
Sales, advertising, promotion	-	10	15	26	51	27.0
Production, pur- chasing, stores	-	4	2	2	8	4.2
Teaching	-	-	7	-	7	3.7
Relief, rehabilitation	-	2	2	4	8	4.2
Totals	41	27	45	76	189	
Per Cents	21.7	14.3	23.8	40.2	100.0	

¹Ibid., p. 15.

Table X shows that 59.6 per cent of the reporting graduates indicate that their positions involve executive authority and responsibility. The remaining 40.2 per cent indicate that their positions do not involve executive authority or responsibility.

Table XI shows that of the 545 degrees granted from 1918 to 1942, 542 have been the degree of Bachelor of Business Administration and three have been the degree of Master of Business Administration. Approximately one-third of these degrees have been granted in the four-year period from 1939 to 1942. The number of graduates in 1942 alone was approximately 40 per cent greater than in any previous year.

TABLE XI
GRADUATES OF THE COLLEGE OF COMMERCE AND BUSINESS
ADMINISTRATION SINCE 1918¹

<u>Year</u>	<u>No. of Graduates</u>	<u>Year</u>	<u>No. of Graduates</u>
1918	1	1931	25
1919	4	1932	25
1920	8	1933	38
1921	5	1934	27
1922	0	1935	27
1923	2	1936	29
1924	22	1937	25
1925	16	1938	27
1926	18	1939	41
1927	13	1940	46
1928	19	1941	36
1929	13	1942	(56 B. B. A. degrees (3 M. B. A. degrees
		Total	545

¹College of Commerce and Business Administration Catalogs, 1918-1919 through 1942-1943.

V. FACULTY

Since the establishment of the College of Commerce and Business Administration of Tulane University an attempt has consistently been made to secure a faculty well qualified both from the standpoint of formal training and practical business experience.¹

The faculty is to consist of men recognized as authorities in the subjects they will attempt to teach. Each course is to be taught by an experienced expert, who is making the subject he is teaching his life work. Every member of the faculty has had a thorough professional education in his specialty.

The night courses in Commerce and Business Administration have been taught largely by members of the day faculty. However, both day and night school faculties have been supplemented by a large number of special lecturers, who have been business men from New Orleans and vicinity, engaged in work in accounting, law, banking, investments, office and business management, advertising, etc.:²

The Tulane night courses are conducted by professors, most of whom have made teaching their chosen profession, and all of whom have supplemented their educational attainments with actual business experience. These men maintain active contacts with current business affairs . . .

The College of Commerce and Business Administration Bulletin issued July 1, 1942, makes the following comment in regard to the faculty:³

¹Times Picayune, September 13, 1914. Page 11, column 7.

²Bulletin of Tulane University of Louisiana. Night Courses in Business, College of Commerce and Business Administration, 1939-1940. pp. 3-4.

³Bulletin of the Tulane University of Louisiana. College of Commerce and Business Administration. Announcements for 1942-1943, July 1, 1942, p. 16.

. . . all phases of the College's activities are the responsibility of one Faculty. The combined effort is thereby directed toward a single aim. Because of the various activities required of them, the members of the Faculty have been selected for their ability to teach, their ability to supervise and conduct business research, and for their acquaintance with business which has been gained through theoretical training and actual experience in business. Their continuing association with business enables the College to make its work real and serves as a stimulus to serious students. The limited number of students allows the members of the Faculty to give individual attention to each student's problems.

An analysis of Table XII, which classifies the faculty of the College of Commerce and Business Administration according to degrees held during the twenty-eight year period from 1914-1915 to 1941-1942, shows the following:

- (1) Approximately one-fourth of the instructors during this period have not held college degrees.
- (2) There has been no particular change in the number of faculty members holding Doctor's degrees.
- (3) A total of 11.90 per cent have held C. P. A. degrees, and a total of 14.18 per cent have held law degrees during this twenty-eight year period.
- (4) There has been a gradual increase in the faculty members holding Masters' degrees. Approximately one-fourth of the total instructors during this period have held Masters' degrees.
- (5) There has been a gradual decrease in the number holding no degrees. From 1918-1919 to 1926-1927 approximately 40 per cent of the total teaching staff, exclusive of special lecturers, held no degrees. Since 1927, this percentage has gradually decreased until in 1940-1941 only 5.26 per cent did not hold degrees.

(6) There has been a gradual decrease in the number of special lecturers as the regular faculty continued to increase. There was a decrease from 87 special lecturers in 1922-1923 to 10 in 1941-1942. As the regular faculty has become more stable and better organized, the need for large numbers of special lecturers has decreased.

FACULTY OF THE COLLEGE OF COMMERCE AND BUSINESS ADMINISTRATION FROM 1914 TO
1942 CLASSIFIED ACCORDING TO DEGREES HELD

TABLE XII

Years	Ph. D.	Master's	Bachelor's	C. P. A.	Ph. D. and C. P. A.	Master's and C.P.A.	Bachelor's and C.P.A.	LL. B.	LL. B. and Master's	LL. B. and Bachelor's	J. S. D.	Bachelor's, LL. B., and C. P. A.	No Degree	Total	Special Lecturers
1914-15	1		1										2	5	14
1915-16	2						1		1				2	6	25
1916-17	2	2					1		1				4	11	15
1917-18	2		3	1					1	1			3	11	26
1918-19	1		3	1					1	1			5	12	10
1919-20	2	2	5	1					1	1			9	21	62
1920-21	2	2	3	1					2	1			10	21	85
1921-22	2		3	1				1	1	2			9	19	84
1922-23	2	1	3	1					1	2			7	14	87
1923-24	1	1	1	1					1	2			6	15	67
1924-25	1	1	1	1		1			1	2			7	15	55
1925-26	1	1	1	1		1			1	2			7	14	32
1926-27	1	3	1	1	1	1			1	2			7	17	41
1927-28	1	4	4			1			1	1			6	18	38
1928-29	1	5	4			1			1	1			4	17	40
1929-30	2	7	3			1			1	1			5	21	19
1930-31	2	7	1			2			1	1			2	15	18
1931-32	3	7	1			2			1	1			2	16	28
1932-33	2	8	1			2			1	1			1	15	27
1933-34	2	8	1			2			1	1			1	15	23
1934-35	2	7				2			1	1			1	13	24
1935-36	2	8				2			1	1			1	14	28
1936-37	2	8	1			2	1		1	1			1	16	25
1937-38	2	8	1			2	1		1	1			1	17	28
1938-39	1	7	1			1			1	1			1	14	25
1939-40	2	8	2			2			2	2	1		2	21	26
1940-41	1	9				2			2	1		1	1	19	20
1941-42	1	10	6			2	1		2	1			2	27	20
Totals	46	124	46	11	5	30	5	1	25	32	3	1	108	457	
Per Cent	10.53	28.38	10.53	2.52	1.14	6.87	1.14	0.23	5.72	7.32	0.68	0.23	24.71	100.0	

SECTION II

THE DEPARTMENT OF ECONOMICS OF THE COLLEGE OF ARTS AND SCIENCES OF LOYOLA UNIVERSITY

I. AIMS AND PURPOSES

The Jesuits came to New Orleans in 1847 to establish a college of arts and sciences. In 1849, they founded the College of the Immaculate Conception, to which was attached a high school, in the heart of the city's business district. In 1904, Loyola College (consisting of an academy and a college) was opened on St. Charles Avenue opposite Audubon Park. Loyola College and the College of the Immaculate Conception were united on the present Loyola campus in 1911. The Academy of the Immaculate Conception united with the academy of Loyola College and became the Jesuit High School. Loyola College became Loyola University in 1911, and in 1912 was authorized by the General Assembly of Louisiana to grant all university degrees.¹

The aim of the first commercial training at Loyola is adequately set forth in the 1917-1918 University Bulletin:²

Realizing that the coming great expansion of commercial New Orleans will call for the services of a large number of trained young men to take care of its manifold activities, Loyola University has decided to open a business course for young business men.

¹Loyola University Bulletin, August, 1942, College of Arts and Sciences. pp. 11-12.

²Ibid., 1917-1918. p. 128.

It is the intention of the authorities of Loyola University to broaden this course, as soon as convenient into a thoroughly equipped COLLEGE OF COMMERCE . . .

The 1918-1919 Bulletin of Loyola University carried the following comment:¹

. . . The general and the technical subjects are combined to give mental discipline and general culture, at the same time preparing the student for the practical affairs of business.

The 1918-1919 Catalogue of Loyola University lists both a Commercial Department and a School of Commerce and Finance. The purpose of the School of Commerce and Finance is set forth thus:²

The Loyola University School of Commerce and Finance is intended to afford that exact and scientific training which is required today for success in the higher fields of business effort. It offers an advanced course of university and professional character, and aims to produce industrial engineers, resourceful organizers and managers, expert accountants, specialists in the various lines of commercial activity.

Actual experience alone is too slow and costly a process whereby to obtain the necessary training. Schools, it is true, cannot take the place of experience, but they can give to their students advantages which make experience incalculably more valuable. They can supply that scientific groundwork which makes for a larger success, and they can enrich the mind with a wealth of practical suggestion drawn from the accumulated experience of others.

Another statement adds:³

There never was a time of greater need for training along the line here given. The problems of production and distribution growing out of the war, and the greater ones which will result from the rebuilding of the world's commerce and industry after the war, require men well trained in economics, in organization, in management, in trade development, in cost systems, in expert accounting, in banking and finance. In all lines of business there is and will continue to be a constantly increasing demand for a high order of technical commercial efficiency.

¹Ibid., 1918-1919. p. 115.

²Ibid., p. 126.

³Ibid., pp. 126-127.

The realization by Loyola University of its function in training experts as an aid to economic reconstruction after World War I may be seen from the following:¹

In these feverish days of economic reconstruction there is a rapidly growing demand for trained experts in the different departments of business life. To meet this demand no more effective way can be devised than that of instruction given to our young men and women by those whose experience entitles them to speak with authority on the complex problems of trade, commerce and finance.

With a clear realization of this fact Loyola University decided to open its Night School of Commerce and Finance . . .

The training of experts in the different phases of business life has continued to be the aim of Loyola University's Night School of Commerce and Finance. However, the more general aim of preparing for various phases of business life has gradually given way to a more specific aim. With the forming in 1922-1923 of part-time or extension classes for which degree credit was allowed, the night courses in Commerce and Finance no longer offered degree credit. Those enrolling in them have been primarily interested in taking the work for personal improvement and advancement rather than in earning degrees. Since 1922-1923, these courses have been planned for the purpose of enabling students to pass the Certified Public Accountant and the Chartered Life Underwriter examinations, four years being devoted to the C. P. A. work and two to the C. L. U. subjects.²

Part-time or extension courses leading to a degree in the College of Arts and Sciences are offered for the benefit of those unable

¹Ibid., 1921-1922. p. 143.

²Night Courses in Commerce and Finance at Loyola University. Announcements, 1927-1928. p. 1.

to take a full-time course. These are provided especially for properly qualified candidates for baccalaureate degrees, to teachers wishing to continue their studies, and to a limited number of auditors not wishing college credit.

In September, 1926 in answer to the demand of business men for well-trained executives in the various branches of business life, the College of Arts and Sciences added to its curriculum a specialized course in Commerce and Finance. The course was mapped out for the purpose of giving the student a broad view of the field of business and at the same time equip him to successfully fill various executive posts of modern business. It was also planned that in addition to receiving a degree upon completion of the course, students would be qualified to take the State Certified Public Accountant examinations.¹

A similar statement of the aim of the Department of Economics of the College of Arts and Sciences is found in the 1929-1930 catalog:²

. . . a specialized curriculum in the subjects of Commerce and Finance is offered to those students. Efforts are made to prepare young men for important positions in the various types of Industrial and Financial Administration . . .

This same aim is found in the statement of the purpose of the Department of Commerce and Finance in the 1942 Bulletin.³

¹Loyola University Catalog, 1925-1926. p. 40.

²Bulletin of Loyola University. College of Arts and Sciences, Catalog, 1930-1931. pp. 18-17.

³Loyola University Bulletin, August, 1942, College of Arts and Sciences. p. 13.

II. OFFERINGS

Early commercial courses (1914-1922). The first commercial work at Loyola University was a course in Commercial Law offered during the 1913-1914 session as a part of the Classical Course. Reverend Michael A. McNally, S. J., was listed in the Bulletin of Loyola University as Professor of Letters, Commercial Law, and Bookkeeping.¹ There is, however, no indication that any work in Bookkeeping was ever actually offered during this session.

The next work in the field of commerce at Loyola was offered during the 1917-1918 session. These courses consisted of bookkeeping, stenography, typewriting, English, commercial law, and Spanish, arranged according to the following schedule:²

<u>Monday</u>		<u>Tuesday</u>	
7:30	Shorthand. Principles of Phonography.	7:30	Bookkeeping. Principles of Bookkeeping.
8:30	Typewriting. Knowledge of Machine Exercises.	8:30	English. Practical Grammar.
<u>Wednesday</u>		<u>Thursday</u>	
7:30	Shorthand. Review and Dictation.	7:30	Bookkeeping. Application of Principles.
8:30	Typewriting. Transcription of Notes. Composition of Documents.	8:30	English. Business Letters
<u>Friday</u>			
7:30	Commercial Law		
8:30	Spanish (a) Elementary Spanish (b) Advanced Spanish		

¹New Orleans and Loyola University, 1913-1914. pp. 1-7.

²Loyola University Bulletin, 1917-1918. p. 128.

The full course extended over a period of thirty weeks. Students were allowed to enroll for the full course or could take up any subject they chose. The catalogue for this year announced that, ". . . this schedule embraces an elementary and advanced course in every subject except Commercial Law."¹

This comment is of interest in that it indicates the narrow view taken toward commercial training at this time. However, these early courses were intended to prepare students for the increasing number of governmental positions available as an outgrowth of the growing demand for trained employees which resulted from the entrance of the United States into World War I.²

As will be noted from the above schedule, this training was offered in evening classes. Upon the completion of the entire course a Commercial Certificate was awarded.

The Loyola Bulletin for 1918-1919 describes the requirements thus:³

These courses require a definite amount of work, but the time for completion depends entirely upon the ability and the application of the student. Free range is given to individual effort. The course of study is so arranged that studies in other departments of the University may be pursued also. The general and the technical subjects are combined to give mental discipline and general culture, at the same time preparing the student for the practical affairs of business.

Both a Commercial Department and a School of Commerce and Finance were organized for the second session. For its second year, the Commercial

¹Ibid., p. 128.

²Conference with Miss Margaret E. Carey, Registrar of Loyola University from 1919 to 1939, November 8, 1942.

³Loyola Bulletin, 1918-1919. p. 115.

Department was extended to include a three-year course made up of the following offerings:¹

First Year

<u>Subjects</u>	<u>Hours per Week</u>	
(1) Elementary Bookkeeping	5	
(2) A Wholesale Set	5	
(3) Business Spelling	3	
(4) Penmanship and Dictation	5	
(5) English Essentials and Letter-Writing	2	
(6) Business Arithmetic and Rapid Calculations	5	25

Second Year

(1) Business Practice and Administration	10	
(2) Commission Set	10	
(3) Banking Set	5	25

Third Year

(1) Cost Accounting	3	
(2) Electives (Real Estate and Insurance Set, Railway Accounting, and Farm Accounting)	3	
(3) Bookkeeping and Accounting Problems	2	
(4) Business Law	2	
(5) Auditing	2	
(6) Office Practice	5	
(7) Shorthand (Gregg) and Typewriting	10	27

Five courses were offered in the Commercial Department. These were:²

(1) A Secretarial Course was arranged to include Gregg Shorthand, business English, punctuation, business correspondence, spelling and word study, shorthand penmanship, dictation and transcribing, office training, advanced work in artistic arrangement of letters and business papers, business instruments, filing, office appliances, filing, telegrams, office routine, dictaphoning, and ediponing.

(2) A Shorthand Course including stenography, typewriting, business English, dictation, and transcribing, punctuation,

¹Ibid., pp. 115-118.

²Ibid., p. 119.

business correspondence, spelling and word study, and shorthand penmanship.

(3) An Elementary Bookkeeping Course including the theory and practice of bookkeeping, business arithmetic, business English, penmanship, commercial law, and business practice.

(4) An Advanced Bookkeeping Course including Cost Accounting, Auditing, Business Routine, Office Management, banking, and Commercial Spanish.

(5) A Civil Service Course which had for its purpose the preparing of applicants for clerical positions in the Federal Course.

(6) At this time, a course was also offered leading to the degree of Bachelor of Commercial Science. The course requirements were the same as those in the Secretarial Course and, in addition, elementary and advanced bookkeeping were also required.

Each of the above was offered as both a night course and as a day course. A diploma was awarded upon completion of the Secretarial Course, the Shorthand Course, and the Elementary Bookkeeping Course.

The tuition rates for the courses offered are given below:¹

<u>Course</u>	<u>Day Session</u>	<u>Night Session</u>	<u>Books</u>
(1) Secretarial Course	\$12.00	\$8.00	\$10.00
(2) Shorthand Course	10.00	5.00	6.00
(3) Elementary Bookkeeping Course	11.00	6.00	9.00
(4) Advanced Bookkeeping Course	15.00	7.00	12.00
(5) Civil Service Course	3.00	2.00	---
(6) Course leading to the degree of Bachelor of Commercial Science	15.00	7.00	50.00

At this time the School of Commerce and Finance admitted only high school graduates or those who had had actual experience in business. No students under 18 years of age were admitted and only high school graduates could become candidates for a degree.

The degree of Bachelor of Commercial Science could be earned by those who: (1) submitted a satisfactory original thesis on some economic

¹Ibid., p. 119.

question, and (2) who successfully completed a three-years' schedule of classes including all the prescribed courses, and such additional electives as were necessary for the required number of credits.¹

Courses in the School of Commerce and Finance were evening courses, and were held on Monday, Wednesday, and Friday, beginning at 7:45. The three-year undergraduate course included the following required work.²

First Year

Economics
Accounting
Contracts; Agency
Business Management
Advertising; Salesmanship
Ethics

Second Year

Investments; Credits
Accounting or some Elective
Corporations; Partnerships
Banking
Corporation Finance
Advanced Economics

Third Year

Sales, Bailments, and Carriers
Accounting or some Elective
Advanced Economics
Foreign Commerce or other Elective
Negotiable Instruments; Bankruptcy

A detailed list of the courses offered during the 1918-1919 session in the fields of Accounting, Law, Economics, Business Administration, and Commercial Languages, with the number of clock-hours devoted to each, is given below:³

<u>Accounting Courses</u>	<u>Hours</u>	<u>Law</u>	<u>Hours</u>
General Accounting	120	Contracts and Agency	30
Advanced Accounting	240	Partnerships and Corporations	30
Corperation Accounting	30	Sales, Bailments, and Carriers	30
Cost Accounting	30		
Auditing	30		

¹Ibid., p. 128.

²Ibid., pp. 131-132.

³Ibid., pp. 132-143.

<u>Accounting Courses</u> (continued)	<u>Hours</u>	<u>Law</u> (continued)	<u>Hours</u>
Fiduciary and Investment Accounting	30	Negotiable Instruments and Bankruptcy	30
Accounting Problems	120	Tenancy and Insurance	30
		Trade Marks, Patents, and Interstate Commerce Law	30
 <u>Economics</u>		 <u>Business Administration</u>	
Ethics	30	Business Organization and Management	30
General Economics	30	Credit Management	15
Advanced Economics	30	Investments	30
Economic Resources	15	Advertising	15
Transportation	15	Salesmanship	15
Advanced Economics	30	Corporation Finance	30
The Monetary Systems of Europe	30	Practical Banking and Finance	30
Political Science	30	Insurance	30
		Real Estate	15
		Office Management	15
		Foreign and Domestic Commerce	30
		<u>Commercial Languages</u>	<u>Hours</u>
		Commercial Spanish	120
		Commercial French	120
		English and Public Speaking	30
		Commercial English	30

Although the School of Commerce and Finance also offered post-graduate work leading to the degree of Master of Commercial Science during the 1918-1919 session, no evidence is available to indicate that any students ever enrolled in these proposed graduate courses.¹ It appears that this was an ambition of those in charge of the school rather than a realization. The courses which would have been included in such a program are not indicated by any of Loyola's publications.

¹Ibid., pp. 128-129.

By the 1921-1922 session, courses were offered for the definite purpose of preparing students for the C. P. A. examination. Other work in the three-year course included English, French, Spanish, Economics, Law, and Business Administration.¹

Credit and non-credit courses (1922-1942). Since the 1922-1923 session, courses in Commerce and Finance have been divided into two groups: (1) Those known as Part-Time or Extension courses which carry college credit and are offered in the evenings and on Saturday mornings. These courses, offered in the College of Arts and Sciences, have been for the benefit of those unable to follow the full-time courses conducted in the College. They have been open to properly qualified candidates for degrees, to teachers and to others wishing to continue their studies, and to candidates for the Certified Public Accountant certificate. (2) A night school of Commerce and Finance, offering non-credit courses to those primarily interested in their practical application rather than in credits and degrees.

(a) Part-time or extension courses. The extension courses were organized more than twenty years ago to make it possible for ambitious young men and women to earn credit which could be applied toward a degree. Such students had to satisfy first the requirements for college entrance. While special students were allowed to take these courses they could not receive credit for them until the proper entrance credentials had been approved and placed on file.

¹Ibid., 1921-1922. p. 129.

In the night extension classes, from 5 to 5 subjects could be enrolled in at one time. Two hours a week were devoted to each subject for a period of two semesters, making a total of four semester hours of credit for each subject.

The Saturday extension classes met three hours weekly for 34 weeks. A maximum of three subjects, of two semester hours each, could be taken.

Until 1930, only one course in Economics was offered each year. Usually, this was a course in Principles of Economics or in Economic History. Since the 1930-1931 session, part-time or extension offerings in Commerce and Finance have been expanded considerably. This expansion resulted from the demands of youth and adults for specialized training as an aid to securing employment and also for promotional purposes.¹ Since this time the demand for extension courses has continued to increase until at the present time approximately 85 per cent of the Commerce and Finance courses offered during the day are given in the night classes.²

The part-time courses in Commerce and Finance offered since the 1930-1931 session are given in Table XIII. From 1930-1937, most of the courses carried two semester hours of credit per semester. Two hours a week were usually devoted to a subject for two semesters. However, information is not available to indicate definitely the credit value of every course. Such courses are, therefore, marked with an asterisk.

¹Conference with Father Joseph A. Butt, Associate Professor of Accounting and Director of the Placement Bureau, November 8, 1942.

²ibid.

TABLE XIII

PART-TIME COURSES IN COMMERCE AND FINANCE SINCE 1930¹

	1930	1931	1932	1933	1934	1935	1936	1937	1938	1939	1940	1941	1942
	1931	1932	1933	1934	1935	1936	1937	1938	1939	1940	1941	1942	1943
Principles of Economics and Sociology	* ²	*	*	*	*	*							
Current Economic Problems	*	*	*	*	*	*	*	6 ³		6			
Principles of Economics							*	6	6	6		6	6
Money and Banking								6					6
Foreign Trade								3					
Accounting (Principles)					*	*			8	6		6	12
Constructive Accounting					*	*	*	10					
Advanced Accounting					*	*	*			6	6		
C. P. A. Review (Problems)					*	*	*		6	6	6	6	8
Intermediate Accounting								8	8	6	6	6	
Cost Accounting								3				4	
Federal Tax Accounting									3		4		4
Advanced Accounting and Auditing											6	6	6
Marketing and Merchandising					*	*		3					
Salesmanship and Advertising							*						
Salesmanship									3				
Sales Management												3	
Advertising									3			3	
Corporate Financing and Management												3	
Public Finance												3	
Investments													3
Psychology for Business											2		
Commercial Law	*	*	*	*	*	*	*	6	6		6	6	6
Principles of Business	*	*	*	*	*	*	*	6					
Business English	*	*	*	*			*	3	4				
Business Correspondence										4	4	4	4
Distributive Education									2				
Principles and Subject Matter of Distributive Education										2			
Objectives and Problems of Vocational Education											2		
History of Vocational Education										2			
Total Semester Hours ⁴	16	16	16	20	18	18	18	60	49	44	42	56	55

¹Loyola University, College of Arts and Sciences, Part-Time Courses, 1930-31 through 1942-43.²This indicates that the course was offered during this year, but the semester hours of credit are not given.³Semester hours of credit.⁴Totals for 1930 to 1937 are estimated on the basis of available data.

At present, evening classes ordinarily meet twice a week for a total of two and one-half hours. The number and length of meetings vary, of course, with the credit which the course carries.

An analysis of Commerce and Finance courses offered over this thirteen-year period indicates an increase in the total number of semester hours offered and in the diversity of the offerings; in 1938 courses were introduced in the distributive field, and a considerable growth in the offerings in Accounting has taken place since 1934. The addition, since 1934, of several new courses in the fields of investments, finance, advertising, salesmanship, and related subjects may also be noticed.

(b) Night courses in commerce and finance. Since 1922, when part-time credit courses leading to a degree were first offered, generally no particular requirements for entrance to the non-credit night courses have been adhered to. High school graduation has not been a prerequisite. For the 1929-1930 session, the only requirements for enrollment in the night courses in Commerce and Finance were:¹

The applicant to the Night Courses in Commerce and Finance should have a good knowledge of commercial English and Mathematics. It is necessary also that an applicant for the course in Accountancy should have an elementary course in bookkeeping, or, what is better, have had a year or more in practical office bookkeeping.

The Commerce and Finance courses for 1928-1929 met four nights a week for a total of eight hours, and are described as follows:²

¹Loyola University. Night Courses in Commerce and Finance. Announcements, 1929-1930. p. 3.

²Loyola University School of Commerce and Finance. Announcements, 1928-1929. p. 2.

Those who successfully follow the courses in Accountancy and Commercial Law will find no difficulty in passing the State examination required for the Certified Public Accountant's certificate.

An advanced course in Cost Accounting is given for the benefit of practicing accountants; regular students may also attend this course if their standing is sufficiently advanced.

It is considered essential for men of business to know the fundamentals of law bearing upon contracts, obligations, etc. A special course in Commercial Law is offered for business men.

The department offers courses in Spanish. The object aimed at is to give a thorough, practical knowledge of this language to business men and women. Correct and technical commercial forms of expression are featured. These classes should prove of value to those interested in foreign trade, secretarial or correspondence work.

In 1929, the course in Accountancy was lengthened from three to four years:¹

Following the example of the best Schools of Commerce and Finance in the country, the course in Accountancy has been lengthened to four years. Ordinarily, those who finish the three-year course found no difficulty in passing the examination for a Certified Public Accountant's certificate. However, the greater need for specialization in the field of Accountancy and the greater demand for Cost Accounting have made it necessary to add another year, which deals with the C. P. A. problems and Cost Accounting.

The first year of the Accountancy course consists of a thorough study of the methods of bookkeeping, and drills the student in office practice. The second and third year take up Advanced Accountancy as such—Controlling Accounts, Corporations, Partnerships, Auditing, Bases of Valuation, Mergers. No feature of modern business which would come within the accountant's scope is overlooked.

In regard to the work offered in Commercial Law and in other fields, the following statement appears in the Commerce and Finance Announcements for 1929-1930:²

¹Loyola University, Night Courses in Commerce and Finance. Announcements, 1929-1930, p. 2.

²Ibid., pp. 2-3.

It has been found eminently useful for the business man of today to have a practical knowledge of commercial law. The course given in this subject deals with legal instruments, insurance and banking laws. The demand for a thorough scientific knowledge of banking methods and of corporation finance has made courses in these subjects advisable. The various phases of money and banking and investments, together with a thorough study of the laws and conditions of financial organization, dividends and incorporation, are fully covered by these courses.

We advise those who wish to take courses that will fit them thoroughly for an understanding of the present business world to combine the course in Money and Banking with their first year Accountancy; to take Corporation Finance in their second year; and to add Commercial Law to their third year. In this way the finished accountant will have a real insight into business methods of the present day.

Beginning with the 1930-1931 session, Loyola offered new courses in Insurance and Real Estate. With the active cooperation of the local chapter of Life Insurance Writers, courses were given to prepare the student to take the examinations leading to the Certified Life Underwriter certificates.¹ The New Orleans Board of Real Estate sponsored a course in Principles of Real Estate at this time.²

Eight courses in Commerce and Finance have never carried college credit. Those who take these courses are primarily interested in their practical application rather than in credits. Certificates, however, are given in the various courses upon satisfactory completion of the required work. Table XIV gives the courses which have been offered for ten of the years during the period since 1928-1929. Information for the other years during this period is not available.

¹Ibid., Announcements, 1930-1931. p. 3.

²Loc. cit.

TABLE XIV
NIGHT COURSES IN COMMERCE AND FINANCE
AT LOYOLA UNIVERSITY¹

	1928	1929	1930	1931	1932	1933	1934	1935	1936	1937	1938	1939	1940	1941	1942	1943
Accounting	3 ²	4	3	4	4	4	4	4	4	4	4	4	4	4	4	4
Cost Accounting	1															
Income Tax			1	1	1	1	1	1	1	1	1				1	
C. P. A. Review			1	1	1	1	1	1	1	1	1	1	1	1	1	1
Auditing				1	1	1	1	1	1	1	1	1	1	1	1	1
Cost Finding				1	1	1	1	1	1	1	1	1	1	1	1	1
Principles of Economics and Sociology			1													
Economics				2	3	3	2	2	2	2	2	2	2	2	2	2
Business Economics	1															
Money, Banking, and Investments	1	1		1												
Banking				1												
Investments				1												
Corporation Finance	1	1	1	1												
Commercial Law	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Wills and Trusts				1	1	1										
Advertising				1												
Elements of Finance			1	1	1	1										
Insurance			1	1	1	1	1	1	1	1	1	1	1	1	1	1
Business Mathematics			1	1												
Salesmanship			1	1	1	1										
Real Estate			1	1												
Business Principles								1	1	1	1	1	1	1	1	1
Commercial Spanish	1			1	1	1										
Business English			1	1	1	1	1	1	1	1	1	1	1	1	1	1
English				2	2	2						1	1	1	1	1
Public Speaking			1	1	1	1	1	1	1	1	1	1	1	1	1	1
American Government				1												
Total Number of Courses	9	7	15	28	21	21	15	15	15	15	15	15	15	15	15	15

¹Loyola University, Night Courses in Commerce and Finance, 1928-29 through 1942-43.

²This table should be read as follows: During the 1928-29 session, three night courses were offered in accounting, one in cost accounting, one in business economics, etc.

Although a complete picture of night offerings in Commerce and Finance cannot be obtained because of lack of information for several years, such data as are available indicate the following:

(1) That offerings in the field of accounting have been practically constant since 1931.

(2) A considerable increase in courses occurred in 1931; these new courses were, however, offered only for the one session.

(3) Outside the field of accounting, where offerings have been practically constant since 1931, the courses most frequently offered have been Commercial Law, Business English, Economics, and Insurance. Public Speaking also ranks high in the number of sessions it has been offered.

(4) Offerings in Commercial Law have been constant since 1928.

(5) No courses in Money, Banking, Investments, Advertising, or Real Estate have been offered since 1931.

(6) There has been no increase in the number of different courses offered during the past several years.

The Department of Economics (1926-). Prior to the 1926-1927 session, in the College of Arts and Sciences sufficient economics courses were offered for a degree of Bachelor of Arts with a major in economics. No courses in accounting or finance were offered.

(In September 1926, in answer to the demand of New Orleans business men for specially trained executives in the different branches of business, the College of Arts and Sciences introduced Accounting courses for the first time, thus providing the beginnings of a specialized curriculum in Commerce and Finance leading to a Bachelor of Science

¹
 degree. The Commerce courses included Economics and general business subjects while the Finance courses included Accounting, Investments, Finance and related subjects. This program was planned for the purpose of giving to the student a broad view of business, and at the same time training him for an executive position in the modern business world.²

The program outlined in 1926-1927 for the course leading to the degree of Bachelor of Science in Economics included:³

<u>Freshman Year</u>	<u>Sem.</u> <u>Hrs.</u>	<u>Sophomore Year</u>	<u>Sem.</u> <u>Hrs.</u>
Economics	6	Economics	6
English	8	English	8
Philosophy	8	Ethics	8
Evidences	2	Evidences	2
Accountancy	8	Accountancy	8
Modern Language	6	Modern Language	6
	—		—
Total	38	Total	38
<u>Junior Year</u>	<u>Sem.</u> <u>Hrs.</u>	<u>Senior Year</u>	<u>Sem.</u> <u>Hrs.</u>
Economics	6	Office Management	6
Accountancy	6	Business Law	6
Commerce	6	Salesmanship and Advertising	4
Business Law	6	Corporation Finance	2
Evidences	2	Evidences	2
Realty and Insurance	6		—
	—		—
Total	32	Total	20

The program prescribed for the Baccalaureate degree in the Department of Economics for the 1942-1943 session is given below:⁴

<u>Freshman Year</u>	<u>Sem.</u> <u>Hrs.</u>	<u>Sophomore Year</u>	<u>Sem.</u> <u>Hrs.</u>
English Composition	6	English Literature	6

¹Loyola University Catalog, 1926-1927. p. 40.

²Loc. cit.

³Ibid., p. 47.

⁴Loyola University Bulletin, College of Arts and Sciences, August, 1942. pp. 30-31.

Elementary Spanish	6	Intermediate Spanish	6
Moral Guidance, Apologetics	4	Channels of Redemption	4
Algebra, Trigonometry	6	Philosophy	6
Elementary Accounting	6	Principles of Accounting	6
Economic History, Econ. Geog.	6	Economic Principles and Practices	6
	—		—
Total	34	Total	36

<u>Junior Year</u>	<u>Sem. Hrs.</u>	<u>Senior Year</u>	<u>Sem. Hrs.</u>
Christian Life and Worship, Scripture	4	Christian Marriage	4
Philosophy	6	Business Correspondence	4
Money and Banking, Investments	6	Commercial Law	6
Business Statistics	6	Corporation Finance, Public Finance	6
Electives	10 (12)	Intermediate Economic Theory	4
	—	Electives	10 (12)
Total	34 (36)	Total	34 (36)

For a field of concentration in Finance at least nine additional semester hours must be selected from courses in Group I, below; for concentration in Commerce at least nine additional semester hours must be selected from courses in Group II, below:

<u>Group I</u>	<u>Sem. Hrs.</u>	<u>Group II</u>	<u>Sem. Hrs.</u>
Advanced Principles of Accounting	6	Marketing Procedure	3
Federal Tax Accounting	4	Ibero-American Markets	4
Cost Accounting	4	Inland Transportation	4
Government Accounting	3	Economics of War	3
Auditing	3	Business Cycles	3
C. P. A. Problems	6	Labor Problems	4
		Consumer Economics	3

A comparison of the above programs for the 1926-1927 session and for the 1942-1943 session shows that no significant changes in the requirements for the first two years have taken place. Students have continued to begin their accounting courses during the freshman year. The program of the junior and senior years has been expanded to allow a greater degree of specialization in the field of accounting and to

enable the student to pursue a curriculum planned around his special abilities, needs, and interests. Other than the occasional addition or omission of a course, the subjects and semester hours prescribed for the Bachelor of Science degree in Economics, as given in Table LIVI, Appendix B, show only minor changes in the distribution of hours required in the various courses and fields.

Since the 1937-1938 session, students have been required to major in either Commerce (Economics and general business subjects) or Finance (Accounting, Finance, and related subjects). If Commerce is selected as the major, Finance automatically becomes the minor, and vice versa. According to information received from the Chairman of the Economics Department, approximately 75 per cent of the students in the department major in Finance and minor in Commerce; the other 25 per cent major in Commerce and minor in Finance.¹

The degree requirements of 128 semester hours, 128 quality points, and either a written thesis of about 5000 words dealing with the major field or a comprehensive examination covering the major field, have remained unchanged as requirements of the College of Arts and Sciences, and therefore, of the Department of Economics.

Table XV gives, by four-year periods, the Commerce courses offered at Loyola since 1926-1927. Table XVI lists, by four-year periods, the Finance courses given since that date. The number of semester hours in Commerce has increased from 15 in 1926-1927 to 35 in 1942-1943. A greater increase is seen in the number of hours offered in Finance. In

¹Conference with Dr. John V. Connor, Professor of Economics and Chairman of the Department, October 26, 1942.

TABLE XV

COMMERCE COURSES OFFERED SINCE 1925-1926

(LISTED IN SEMESTER HOURS)

	1926	1930	1934	1938	1942
	1927	1931	1935	1939	1943
Economic History of the United States	5	3	5	6	5
Principles of Economics	5	6	6	6	5
Elementary Economic Problems					5
Business Correspondence					3
Commercial Law		3	6	6	6
Advertising		3	3	3	
Marketing				3	
Merchandising				3	
Inland Transportation			4		4
Economic Geography					3
Marketing and Merchandising		6	6		3
Economics of War					3
Labor Problems		3			4
Distribution of Wealth	3				
Law and Public Welfare	3				
Industrial Organizations	3				
Economic Organization of the United States			3		
Business English		4	3		
Foreign Trade			3		
Salesmanship		3	3	3	
Current Economic Problems		6	4		
Sales Management			4		
Latin American Markets		2	4		
Mathematics of Accounting		4			
Transportation		6			
Insurance Principles and Practice		3			
Real Estate		3			
Advanced Economic Problems				4	
Commercial Spanish				2	
Total	15	55	48	36	35

TABLE XVI
 FINANCE COURSES OFFERED SINCE 1925-1926
 (LISTED IN SEMESTER HOURS)

	1926	1930	1934	1938	1942
	1927	1931	1935	1939	1943
Introductory Accounting					6
Accounting Principles				6	6
Constructive Accounting	8	8	8		
Intermediate Accounting				8	
Advanced Accounting	14	14	14	6	6
Cost Accounting	4	3	3	3	4
Federal Tax Accounting					
C. P. A. Problems				6*	6*
Federal Tax Accounting and Procedure				3	4
Advanced Accounting and Editing					6*
Municipal Accounting					
Auditing Principles					3
Auditing and C. P. A. Review					
Income Tax and C. P. A. Review					
Government Accounting					3
Mathematics of Accounting			4		
Mathematics of Investment			3		
Business Mathematics				6	
Money and Banking	3	3	3	6	3
Corporation Finance		4	4		3
Business Statistics		3	3	4	6
Investments		3	3		3
Public Finance					3
Total	29	41	48	50	64

*Offered in the Night Division only.

the 1926-1927 session, 29 hours were offered in Finance; by the 1942-43 session, this had increased to 64 semester hours.

III. ENTRANCE REQUIREMENTS, ENROLLMENT, DEGREES AWARDED, AND PLACEMENT OF GRADUATES

Entrance requirements. The first mention of admission requirements to Loyola's business training is found in the 1918-1919 University Bulletin:¹

The Department is strictly one of university standard and admits no students except those who have had a high school education, or have had actual experience in business. No students under 18 are admitted. High school graduates may become candidates for a degree.

With the organization of part-time or extension courses in 1922-1923, and the changing of night courses in Commerce and Finance to a strictly non-credit basis, entrance requirements were changed to admit those who were interested in and capable of profiting from these courses. High school graduation was no longer a pre-requisite.² Since this time, the aim of the night courses has been to offer practical training to all interested regardless of previous education qualifications, provided, of course, the student is capable of profiting from the training offered.

Extension courses were originally planned and have continued to be offered for the convenience of teachers and others who have satisfied the regular requirements for college entrance and wish to apply these courses on a degree. Special students have always been permitted to

¹Loyola University Bulletin, 1918-1919. pp. 127-128.

²Loyola University Night Courses in Commerce and Finance. Announcements 1929-1930. p. 3.

take the courses in Commerce and Finance, but have not been given credit for them until the proper entrance credentials have been approved and placed on file.

In 1926-1927, admission to the courses leading to the Bachelor of Science degree in Economics was on the basis of (1) a certificate or diploma of graduation from an approved high school, or (2) by examination.¹ No changes were made in the 1926-1927 requirements until 1936-1937. Minor changes were made again in 1938, since which time admission requirements have remained unchanged and have been the same as the general requirements prescribed for admission to the College of Arts and Sciences. No significant change, other than the addition of a year of science in 1936, has taken place in entrance requirements since the organization of the Department of Economics.

For the 1942-1943 session, three general methods of admission existed:² (1) by certificate or diploma of graduation from an approved high school, (2) by examination, or (3) by transfer from another institution of higher education.

Enrollment. The professional courses of Loyola University have always been open to women students as well as men. The early business courses, the night courses in Commerce and Finance, and the part-time or extension courses have at all times admitted women who desired this training. However, a ruling of the Jesuit Fathers discourages the admission of women to the College of Arts and Sciences, which means that

¹Loyola University Catalog, 1926-1927. p. 42.

²Loyola University Bulletin, August 1942, College of Arts and Sciences. pp. 18-20.

women interested in this field are prevented from following the regular day program of the Department of Economics of the College of Arts and Sciences. Despite this barrier, a few women have come in under an arrangement permitting them to major jointly in teacher training and in either finance or commerce in the Department of Economics. Women have to meet the requirements of the Department of Education to the extent of twelve semester hours plus practice teaching, over and above the requirements for a degree in the Economics Department. The Jesuit Fathers have hoped that these additional requirements for women students would keep them out of the College of Arts and Sciences.¹ It will be found, therefore, that the large portion of girls who have taken Commerce and Finance courses have been enrolled in the night classes and not in the day courses offered by the Department of Economics.

In the day courses, there has been only one woman student to receive a Bachelor of Science degree in Economics.² In November, 1942, four women students—one sophomore and three freshmen—were enrolled.³ However, a large number of girls are now securing this professional training by attending the night courses at the same time that they work toward a degree in the day school.

Complete enrollment figures for the early day courses in Commerce and Finance and for the night courses are not available. Early catalogs, however, give figures for the first three years during which this training was offered. Other enrollment data have been furnished by

¹Conference with Father Joseph A. Butt, Associate Professor of Accounting and Director of the Placement Bureau, November 8, 1942.

²Ibid.

³Ibid.

Miss Margaret E. Carey, registrar of Loyola from 1916 to 1929. The discrepancy in these figures and those appearing in the early catalogs can probably be accounted for by the fact that Miss Carey's enrollments are for night classes only, while the catalog data include both day and night enrollments. Available data are given below:

<u>Year</u>	<u>Night Enrollments Only</u>	<u>Total Enrollments as Given by Catalogs¹</u>
1917-18	27	27
1918-19	65	160
1919-20	94	138

Other enrollment data, secured from the Office of the Registrar, are given in Table IVII. These data show an increase in Commerce and Finance enrollment from 95 students in 1921-22 to 353 in 1941-42, or a growth of 240 per cent. A marked decrease is noted in the 1942-43 enrollment, which was only 57.05 per cent of that for the previous session.

The enrollment of regular students in the course leading to the Bachelor of Science degree in Economics, as shown in Table XVIII, indicates an increase of 109 students between 1926 and 1943. In the day courses, as in the night courses in Commerce and Finance, there was a decreased enrollment for the 1942-43 session. Enrollment data for part-time students are given in Table XIX. While a number of out-of-state students have enrolled in the day courses yearly, the number in the part-time courses has been practically negligible. Although it is believed that except for occasional increases and decreases no

¹Loyola University Bulletins for 1917-18, 1918-19, and 1919-20.

²Data secured from Office of the Registrar.

particular changes have taken place in part-time enrollment for the last decade, sufficient data are not available to definitely establish this fact. Such data as could be secured indicate that while 40 to 50 per cent of the regular freshmen students become seniors, the mortality rate in the case of part-time students is extremely high, with practically no freshmen reaching the senior level.

TABLE XVII

ENROLLMENT IN NIGHT COURSES IN COMMERCE AND FINANCE¹

<u>Year</u>	<u>Enrollment</u>	<u>Year</u>	<u>Enrollment</u>
1921-22	95	1933-34	220
1922-23	60	1934-35	160
1923-24	45	1935-36	270
1924-25	56	1936-37	280
1925-26	77	1937-38	300
1926-27	88	1938-39	265
1927-28	145	1939-40	300
1928-29	160	1940-41	317
1929-30	154	1941-42	333
1930-31	170	1942-43	190
1931-32	201		
1932-33	220	Total	4126

TABLE XVIII

ENROLLMENT OF REGULAR STUDENTS IN COURSE LEADING TO BACHELOR OF SCIENCE DEGREE IN ECONOMICS²

<u>Year</u>	<u>Enrollment</u>	<u>Year</u>	<u>Enrollment</u>
1926-27	16	1936-37	191
1927-28	27	1937-38	205
1928-29	29	1938-39	196
1929-30	32	1939-40	137
1930-31	29	1940-41	131
1931-32	76	1941-42	148
1932-33	56	1942-43	125
1933-34	82		
1934-35	109	Total	1697
1935-36	108		

¹Data secured from Office of the Registrar.

²Ibid.

TABLE XIX
 ENROLLMENT IN PART-TIME COURSES IN COMMERCE AND FINANCE¹
 (COLLEGE OF ARTS AND SCIENCES)

<u>Year</u>					
1933-34	2	-	1	-	3
1934-35	1	2	2	35	40
1935-36	-	2	6	37	45
1936-37	2	3	2	16	23
1937-38	1	4	14	71	90
1938-39	2	4	14	65	85
1939-40	-	1	6	23	30
	-	-	-	-	-
Total	8	16	45	247	316

Degrees awarded. The early Loyola University School of Commerce and Finance offered the degree of Bachelor of Commercial Science. An early Loyola Bulletin states that post-graduate work leading to the degree of Master of Commercial Science was also offered.² Although it is possible that a few degrees were awarded to those who took Commercial and Finance courses prior to the opening of a Department of Economics, no record can be found of any such graduates. Those who actually completed degree requirements were few, if any. There is no evidence that any students ever worked toward the Master of Commercial Science degree.

The first degrees in the four-year program of the Department of Economics were awarded in 1929; since then a total of 275 students have been graduated. As in enrollment, the number of graduates in 1943 decreased considerably. These data are given in Table XX.

¹

Ibid.

²

Loyola University Bulletin, 1918-1919. p. 128.

TABLE XX
DEGREES EARNED IN THE DEPARTMENT OF ECONOMICS¹

<u>Year</u>	<u>Degrees Granted</u>	<u>Year</u>	<u>Degrees Granted</u>
1929	3	1937	18
1930	12	1938	31
1931	7	1939	27
1932	12	1940	24
1933	9	1941	39
1934	14	1942	27
1935	19	1943	20
1936	13		—
		Total	275

Placement of graduates. The Department of Economics is assisted by the Placement Bureau of the Department in finding desirable positions for its graduates. No records of these placements have at any time been kept by the Placement Bureau. However, a conference with the head of the Bureau provided a few facts as to its functioning.²

¹ Data secured from the Office of the Registrar.

² Conference with Father Joseph A. Butt, Associate Professor of Accounting and Director of the Placement Bureau, November 8, 1942.

Approximately three-fourths of those going into business and financial positions are placed through the cooperation of the Placement Bureau. Efforts are first begun in March or April, and by June graduation, about 20 per cent have secured positions. Others are placed almost immediately after graduation.

Approximately 30-40 per cent of the Economics graduates go into Accounting fields. The remaining 60-70 per cent go into various fields such as selling, transportation, personnel work, advertising, etc.

Prior to the organization of this service in 1937, there was no definite scheme of placement. There has never been any follow-up of graduates.

A large number of students work at part-time jobs while attending school and are employed as full-time workers upon graduation. As would be expected under present-day political and economic conditions, placement has presented no problem at all during the last few years.

Other than the increased opportunities open to men graduates, the Placement Director states that probably the most significant change has been the increasingly large percentage of women students who have gone into Accounting fields during the last two or three years.

IV. FACULTY

The first business training at Loyola, in the 1913-1914 session, was offered by a Professor of Letters, Commercial Law, and Bookkeeping.¹ The next available record is for the 1917-1918 session and lists an

¹New Orleans and Loyola University, 1913-1914. p. 64.

Instructor in the Business Course.¹ The following session, the instructor in charge of these courses was listed as Dean of the Business Department.²

There is no indication that any of these men held college degrees or had attended institutions of higher learning. About all that is known concerning these early instructors is that they represented some of the best business men in New Orleans, and that they gave generously of their time and effort. Where possible, the policy was followed of having all courses taught by practical business men who had been successful for years in their respective lines.³

The 1921-1922 Bulletin of Loyola University throws some light on the lecturers in Commerce and Finance:⁴

. . . The lecturers are men who are experts in their respective branches. The courses are eminently practical and based upon the most up-to-date and efficient business methods.

The 1929-1930 announcements of night courses in Commerce and Finance carry the following statement in regard to instructors in the night courses:⁵

The professors in this department are all men of experience. All of them have taught this matter for years and most of them hold C. P. A. licenses and follow Accountancy as their profession.

¹Loyola University Bulletin, 1917-1918. p. 128.

²Loyola Bulletin, 1918-1919. p. 115.

³Ibid., p. 127.

⁴Loyola University Bulletin, 1921-1922. p. 143.

⁵Loyola University. Night Courses in Commerce and Finance. Announcements, 1929-1930. p. 21

The tabulation below gives the degrees held by the instructors in Commerce and Finance for the sessions 1919-1920, 1920-1921, and 1921-1922.¹

<u>Year</u>	<u>Degrees</u>				<u>Total</u>
	<u>LL. B.</u>	<u>C. P. A.</u>	<u>Masters'</u>	<u>No Degree</u>	
1919-1920	2	4	1	11	18
1920-1921	2	4	1	12	19
1921-1922	2	4	1	10	17

No additional information is available until the 1929-1930 session. Available data since 1929 for degrees held by instructors in the night courses in Commerce and Finance are given in Table XXI.

TABLE XXI

DEGREES HELD BY NIGHT INSTRUCTORS IN COMMERCE AND FINANCE, 1929-1943²

<u>Year</u>	<u>LL. B.</u>	<u>C. P. A.</u>	<u>Ph. D.</u>	<u>Mas- ters'</u>	<u>Bache- lors'</u>	<u>No Degree</u>	<u>Total</u>
1929-1930	1	6				4	11
1931-1932	4	6	1		7	8	26
1937-1938	2	18		1		1	22
1939-1940	2	12		2	3	2	21
1940-1941	3	13		1	1	2	20
1942-1943	3	11			1	4	19

¹Loyola University Bulletins, 1919-1920, 1920-1921, 1921-1922.

²Loyola University. Night Courses in Commerce and Finance, 1929-1930 through 1942-1943.

The night faculty of Commerce and Finance has always been drawn largely from New Orleans business men, attorneys, accountants, etc., with only a few instructors being from Loyola's regular day school faculty. In the 1931-32 session, only four of the 26 instructors were on the day school faculty. In 1942-43, two of the seventeen instructors were on the day school faculty.

Since the instructors in the part-time or extension courses, for which credit toward a degree is allowed, have been from the regular day faculty of the College of Arts and Sciences, no further discussion of these instructors will be given.

The faculty for the day courses in Economics since 1926, with the number holding the various degrees, is given in Table XXII.

Table XXIII shows that since the 1936-37 session all faculty members in day courses in Commerce and Finance have had degrees. The decrease in the number of instructors since the 1937-38 session may be accounted for by the fact that since that year there have been fewer part-time instructors. Full-time instructors have taken the place of part-time and special lecturers.

TABLE XXII
 PROGRESS HELD BY MEMBERS OF DAY FACULTY FROM 1926-1945 ¹

Year	Ph. D.	Master's	Bachelor's	C. P. A.	Master's and C. P. A.	Bachelor's and C. P. A.	LL. B.	LL. B. and Bachelor's	No Degree	Total
1926-27	1			1					1	3
1927-28	1			2					2	5
1928-29	1		3					1	2	7
1929-30	1		2				1		2	7
1930-31	1		2				1	1	4	8
1931-32	1		3				1		5	8
1932-33	1	1	3				2		5	7
1933-34	1		3	4		1			1	10
1934-35	1		1					1	2	5
1935-36	1									5
1936-37	1		1							8
1937-38	1		2		2	1	1			10
1938-39	1		3		2					9
1939-40	1		1		1					7
1940-41	1		1		1					6
1941-42	1				1					5
1942-43	1				1					5
Total	17	27	25	7	10	3	6	3	15	113
Percentage	15.05	23.89	22.12	6.19	8.85	2.66	5.31	2.66	13.27	100.0

¹Loyola University Bulletin, 1926-27 through 1943-44.

SECTION III

COMMERCIAL TRAINING IN OTHER SCHOOLS OF COLLEGIATE GRADE

In addition to Loyola and Tulane, which offer by far the greater portion of training found in schools of collegiate grade in New Orleans, two additional colleges have recently incorporated into their offerings training designed to prepare women students to hold office positions in the business world. As yet, neither of these programs has developed sufficiently to give any real indication of its success.

I. ST. MARY'S DOMINICAN COLLEGE

Offerings. St. Mary's Dominican College, a small Catholic four-year liberal arts college for women, offered in the 1937-1938 session the first year of a two-year curriculum designed for students preparing for secretarial positions in business offices. This course led to a diploma in secretarial science, and was open only to high school and college graduates.

The work of the first year included elementary shorthand, elementary bookkeeping, business English, business arithmetic, elementary typewriting, religion and speech.¹ More advanced courses were added the following year to complete the two-year curriculum, and in 1940-1941 a four-year curriculum leading to a Bachelor of Arts degree in Secretarial Science was organized. By the 1942-1943 session, a total of 50 semester hours of work was offered in shorthand, typewriting, accounting,

¹Information furnished by Sister Mary Ligouri, Instructor in Secretarial Science at Dominican College, October 6, 1942.

secretarial training, business organization, and business law.¹ These classes were open only to those taking the full two-year program, and students in other courses were not allowed to elect commercial subjects.

For the degree of Bachelor of Arts with a major in secretarial science, the first two years are devoted chiefly to general education. At the end of her sophomore year, the student begins a study of secretarial courses. The minimum requirement for a major is 36 semester hours.

Enrollment and graduates. Only a few students have been enrolled each year in either the two-year or the four-year course. Enrollment in the two-year course has increased from 16 in 1937-1938 to 38 in 1942-1943. Two-year diploma awards have been made to a total of 35 girls in the five-year period from 1938-1939 to 1942-1943.²

The first degrees in secretarial science were awarded in 1942, when four students received the Bachelor of Arts degree with a major in this field. The enrollment in the four-year course consisted of five juniors and two seniors in 1942-1943.

Most of Dominican College's students are from outside the city of New Orleans and return to their homes to secure employment. The school has received the cooperation of typewriter companies in placing some of these graduates, but because of the relative ease of securing employment in recent years, no difficulty has as yet been experienced in placement work.

¹St. Mary's Dominican College, 1942-1943. pp. 54-55. (catalog)

²Data furnished by Sister Mary Ligouri, October 6, 1942.

II. BRESCIA (URSULINE) COLLEGE

Offerings. The Ursuline College of New Orleans, now known as Brescia College, is a Catholic institution founded in 1927 for the higher education of young women. The first enrollees showed an interest in commercial training, with the result that a few non-credit courses for personal use were introduced in 1937. In 1938, a two-year program leading to a certificate was organized, and in September, 1940 a four-year course leading to the Bachelor of Commercial Science degree was introduced. At present, a number of Arts and Science seniors take advantage of these courses by electing typewriting, shorthand, and office practice during their senior year.

Two short courses have been available to high school graduates:¹

(1) The Shorthand and Typewriting Course which embraced a study of shorthand, typewriting, spelling, practical grammar, correspondence, punctuation, mimeographing, and filing. This course required nine months for completion. (Discontinued after 1939-1940).

(2) The Two-Year Secretarial Course consisting of shorthand, typewriting, English, punctuation, spelling, double entry bookkeeping, and business practice.

In the four-year course leading to the degree of Bachelor of Commercial Science, students are required to major in Commercial Science and minor in Commercial Mathematics, or vice versa. Prescribed courses for the degree of Bachelor of Commercial Science are:²

¹Ursuline College, 1939-1940. pp. 22-23. (catalog)

²Ibid., 1940-1941. p. 21.

<u>Field</u>	<u>Sem.</u>	<u>Hrs.</u>	<u>Required</u>
English		24	
Mathematics		24	
Philosophy		16	
Public Speaking		4	
Religion		16	
Economics		12	
Secretarial Science		12	
Commercial Science		12	
Electives		12	
		<hr/>	
	Total		132

A list of the courses offered in Commercial Science, Commercial Mathematics, and Secretarial Science in 1941-1942 is given below:

	<u>Sem.</u>	<u>Hrs.</u>
<u>Commercial Science</u>		
Elementary Office Practice	4	
Advanced Office Practice	2	
Commercial Law	6	12
	<hr/>	
<u>Commercial Mathematics</u>		
General Business Mathematics	6	
Principles of Accounting	6	
Advanced Accounting	6	18
	<hr/>	
<u>Secretarial Science</u>		
Elementary Typewriting	6	
Elementary Shorthand	6	
Advanced Typewriting	6	
Advanced Shorthand	6	24
	<hr/>	

Enrollment. Commercial students enrolled for either a one or two-year course have been distributed as follows:

¹ Brescia College Bulletin, 1941-1942. pp. 53-55.

<u>Year</u>	<u>First-Year Students</u>	<u>Second-Year Students</u>
1 1938-1939	19	-
2 1939-1940	19	5
3 1940-1941	9	6
	—	—
Total	47	11

Enrollment has been small in the four-year program leading to the Bachelor of Commercial Science degree. In 1940-1941, one junior, one sophomore, and seven freshmen were enrolled. The only graduate in this course was in 1942.

Placement. Because of the demand for commercial trained graduates in recent years, Brescia College has never experienced any difficulty in placement of students, nor has it ever been necessary for the college to maintain any well-organized placement plan.

¹ Ursuline College, 1939-1940. p. 55. (catalog)

² Ibid., 1940-1941. p. 55.

³ Brescia College Bulletin, 1941-1942. pp. 53-55.

SECTION IV

SUMMARY

Collegiate education for business in New Orleans is of comparatively recent origin, the first instruction having been given in 1849. It was not until the development of large-scale business organizations and the growth of foreign and domestic trade that the services of business men were recognized by the public and by its educators as being of extreme importance in the economic progress of the city. Since its beginning, however, there has been a growing recognition of the need for a place in the educational system where thorough training above the high school level can be given in various phases of Economics, Psychology, Accounting, Management, Marketing, and related fields of study and where the potential business man and woman can be trained in dealing with business policies and in making executive decisions.

Business education at the collegiate level in the city of New Orleans is today limited to one collegiate school of business, one department of economics, and secretarial science courses offered in two Catholic colleges for women.

Because of the recency of the organization of secretarial science work in the two Catholic colleges for women, sufficient material is not available to serve as a basis for the making of comparisons or the drawing of conclusions. It can only be said that the secretarial science courses in these two schools represent the beginning of commercial training in New Orleans designed primarily for women at the college level, and that there is likelihood, because of the constant demand for trained

office workers with a thorough academic background, that this phase of business education in New Orleans will continue to expand at a rapid rate.

Both Tulane and Loyola have offered their commercial training for the purpose of giving to youth and adults an intimate knowledge of present-day business problems in order that they might take advantage of the numerous opportunities presented by the trade and commercial developments of New Orleans. However, it is difficult to compare the changes which have occurred in these two institutions, since one has a well-organized College of Commerce and Business Administration with facilities for offering many types of training while the other has only a Department of Economics in the College of Arts and Sciences, thereby limiting the scope of its training.

The present College of Commerce and Business Administration of Tulane University had its beginnings in 1849 with the organization of a Chair of Commerce, Political Science and Statistics at the old University of Louisiana and represents the second attempt in New Orleans to provide business training of any type, the first such training having been offered by Dolbear's Commercial College, established in 1832. From 1856, at which time this department was discontinued, until 1914 when Tulane established its present College of Commerce and Business Administration, only a few students (in the late 1800's) received any type of commercial training at Tulane.

The organization of the College of Commerce in 1914 resulted from the demand of New Orleans business firms for young men with a thorough training in commerce and finance and because of the city's proposed extension of trade with Latin America.

Out of a night curriculum including only six subjects taught by five instructors, with classes meeting one night weekly, it has developed into a day division offering the degrees of Bachelor of Science and Master of Science in Commerce and Business Administration and a night division offering training to hundreds of New Orleans business men and women yearly.

Specific trends and developments in Tulane's College of Commerce follow:

(1) The emergence of research and other courses, designed to take advantage of local opportunities for the observation of both foreign and domestic business, is a significant trend.

(2) Rather than encouragement of a high degree of specialization, the college has in recent years insisted upon a thorough general background in business activities and procedures. However, during the last three or four years there has been a renewed tendency toward increased specialization to meet the present demand for various types of business workers. The night school courses, in contrast to the day offerings, have always offered specialized training to those already engaged in business and who are seeking opportunities for advancement.

(3) There has been a trend toward decreasing emphasis on technical instruction in the belief that collegiate business education should train in those phases of executive and administrative work not covered by the secondary school or the private business college. There has been a discontinuance of all clerical and secretarial offerings because it is believed that this type of training can be offered better in other types of educational institutions.

(4) A greater emphasis has been placed on the necessity of the ability of the business man to speak and write the English language fluently, and of the importance of the Spanish language in taking advantage of new trade relations with Latin American countries.

(5) A growing interest in scientific research in the various phases of economic and business life is evidenced by the considerable increase in the number and variety of research courses offered in recent years.

(6) There has been an expansion of the curricula to include new courses for which a need has arisen as a result of the economic developments and changes occurring as a result of World War II.

(7) A gradual increase in the previous academic training of the faculty, and a growing demand for instructors with business experience of a practical nature has been witnessed.

(8) Reliance on a well-trained, permanent faculty supplemented by a small number of carefully chosen local business executives as a source of instruction, rather than on a very small full-time faculty supplemented by numerous local business men, has increased.

(9) A considerable increase, especially in the last four years, in the enrollment and number of graduates has taken place.

(10) A tendency to recognize the fact that at least a limited number of women students can profit greatly by the business and commercial training offered at the collegiate level has been growing.

(11) An expanded program of study to include work at the graduate level has been more or less continuous.

Loyola University first offered business training in the 1917-1918 session. These courses were of a technical nature and were intended

to prepare students for the large number of government positions available as an outgrowth of the increased demand for trained employees which resulted from the entrance of the United States into World War I. The classes in typewriting, shorthand, and clerical practice were discontinued after two or three years, and since this time Loyola University has taken the attitude that business colleges and public and parochial high schools could best offer training of this nature.

After the 1922-1925 session, courses in Commerce and Finance were divided into two groups: (1) A night school of Commerce and Finance offering non-credit courses to those wishing to prepare for C. P. A. and C. L. U. examinations and to others desiring specialized training in accounting and related branches; (2) part-time or extension courses carrying degree credit and offered in the evenings and on Saturday mornings. The offerings in the part-time group have always been few in number.

The curriculum of the Department of Economics, which has offered specialized training in Commerce and Finance since 1926, has shown little change in the program of the first two years. Students have continued to begin their accounting courses during the freshman year. The program of the junior and senior years has, however, been expanded through increased offerings in both Commerce and Finance to allow a greater degree of specialization in the field of accounting and to enable the student to pursue a curriculum better suited to his individual needs. Only minor changes have taken place in the subjects and semester hours prescribed for the Bachelor of Science degree in Economics since it was first offered in the 1926-1927 session.

Although a ruling of the Jesuit Fathers which excludes women from the day course in Economics continues to make their entrance as regular students difficult, there is some indication that a small number of girls will continue to enroll yearly despite these obstacles. The majority of women students continue, however, to secure their commercial and business training in the night courses in Commerce and Finance.

There continues to be a growth in the number of day students in the Department of Economics, in the number of degrees awarded yearly, and in the night enrollments also. Offerings in Commerce and Finance in the part-time courses have remained small and the number of students completing degree requirements through part-time training has shown little increase through the years.

The professional training of the faculty of the Economics Department has increased and all instructors have held college degrees since the 1936-37 session. The number of New Orleans business and professional men who offer instruction to day students has decreased and instead a full-time day faculty now offers the greater portion of all instruction. The night classes continue to be taught largely by New Orleans attorneys, accountants, and other business men.

CHAPTER IV

COMMERCIAL EDUCATION IN CHURCH-RELATED SECONDARY SCHOOLS IN NEW ORLEANS

Chapter IV is devoted to the development of secondary business education in the twenty white, church-related schools, in New Orleans, which have offered commercial training between 1856 and 1942.

For the purpose of this study no distinction has been made between private and parochial schools. Since this distinction represents a difference in source of income only, and not in curricula and organization of the schools, it has been disregarded entirely, and parochial and private schools have been treated as one group.

Material available for this study is limited to a few early catalogs, bulletins, and other reports; a few books and pamphlets issued by various religious orders; occasional newspaper advertisements; and the Annual Reports of High School Principals, from 1927 to 1942, on file in the State Department of Education, Baton Rouge. Because of the small amount of pertinent data which could be obtained from these, and other scattered miscellaneous sources, considerable reliance has been placed on information received through conferences with one or more persons connected with each school, and with individuals acquainted with the training offered in those schools not now in existence.

Although commercial education was offered in church-related secondary schools in New Orleans as early as 1856, only one of the twelve

schools offering business courses in 1942 had a commercial department prior to 1900. Of these twelve schools, six have introduced their commercial studies since 1930.

Because of the fact that prior to 1930, business education in church-related schools in New Orleans had not become a well-established branch of the offerings of the secondary school, the years 1928 to 1930 will be used as the beginning of the current period in dealing with this topic. Before 1930, commercial education was offered to various age groups all the way from the elementary grades to the post-graduate level. During the current period, it has become a part of the regular high school offerings and is confined largely to the junior and senior years.

Chapter IV is divided into two sections. The first section deals with a brief description of those schools which introduced commercial subjects into their programs between 1856 and 1930. The second section is devoted to an analysis of changes in enrollment, curricula, faculty, and equipment since the organization of commercial training as an integral part of the four-year offerings leading to a high school diploma. This section covers the period since around 1930. There is, however, some overlapping between the two periods.

I. COMMERCIAL EDUCATION IN CHURCH-RELATED SCHOOLS PRIOR TO 1930

The College of the Immaculate Conception. The College of the Immaculate Conception, a boys' school conducted by the Fathers of the Society of Jesus, was founded in December, 1847, and opened its doors for instruction in 1849 with a staff of ten and an enrollment of 100.¹

¹Prospectus, Jesuits' College, for the Academical Year 1865-1866.
(no page nos.)

In 1856, the College was endowed by the Legislature of the State of Louisiana with the full powers and privileges of a university.¹

This school, located at the corner of Common and Baronne Streets, was merged in 1910 with Loyola Academy, a preparatory school established in 1904 on the present Loyola University site. The resulting institution, a college preparatory school located on South Carrollton Avenue, has since been known as the Jesuit High School.²

The College of the Immaculate Conception was the first church-related school in New Orleans to offer training in any of the commercial subjects. It is possible that work in bookkeeping was offered in this school before 1856, at which time the curriculum included studies of the Catholic Religion, logic, metaphysics, philosophy, penmanship, bookkeeping, history, geography, Latin, French, German, Spanish, and English.³

In 1869-70, the Prospectus announced that bookkeeping and the usual commercial branches were offered:⁴

The course of instruction embraces Greek, Latin, English, French, Poetry, Rhetoric, History, Geography, Mathematics, Astronomy, Natural and Mental Philosophy, with the addition of Bookkeeping and the usual Commercial Branches.

Upon entering the school, each student was examined by the Prefect of Studies and placed in the class for which he was qualified. No student was admitted who did not know how to read and write.⁵

¹Ibid.

²Loyola University Bulletin, 1936-37. p. 15.

³Prospectus, Jesuits' College, for the Academical Year 1856-57.
(no page nos.)

⁴Ibid., 1869-70. (no page nos.)

⁵Ibid., (no page nos.)

In 1872, a commercial course was added to the college preparatory and collegiate courses, and was described as covering two years and embracing "a thorough study of English Grammar, Arithmetic, Bookkeeping, History, and Geography."¹ This course was expanded until, in 1878, it included an advanced class known as the superior commercial class, an intermediate class known as the first commercial class, and an elementary or second commercial class. Bookkeeping was offered in both the first class and the superior class, but was not offered in the second class. Three professors, one for each class, offered the instruction in this course, which was described thus:²

The commercial course embraces all the branches of a good English Education, and is chiefly designed to prepare young men for business, commercial, and mechanical pursuits. Students who, after their graduation, wish to apply themselves another year to the study of mental and moral Philosophy, Physics, Mechanics, Astronomy and Mathematics, will, if found deserving, receive the degree of Bachelor of Science.

By 1880, the commercial course included four classes:³

Superior Commercial--English, History, Geography, Mathematics, Natural Philosophy and Chemistry, Bookkeeping (a full course using Bryant and Stratton's textbook), Arithmetic, Penmanship, Evidences of Religion.

First Commercial--English, History, Geography, Mathematics, Bookkeeping, Arithmetic, Penmanship, Christian Doctrine.

Second Commercial--English, Arithmetic, History, Geography, Penmanship, Christian Doctrine.

Third Commercial--English, Arithmetic, History, Geography, Penmanship, Christian Doctrine.

¹Catalog of Jesuits' College, 1872-1878. p. 21.

²Catalog of the Officers and Students of the College of the Immaculate Conception, 1880-1881. p. 10.

³Ibid., pp. 10-12.

TABLE XXIII
 CHURCH-RELATED SCHOOLS OFFERING COMMERCIAL TRAINING
 FROM 1869 TO 1942

School	Open to Whom	Year First Offered	Year Discontinued
Annunciation High School	Girls	1931	
Academy of Holy Angels	Girls	1914	
College of the Immaculate Conception	Boys	1856 ¹	1910 ²
Holy Child Jesus Academy (St. Maurice N. S.)	Girls	1931	
Holy Cross College	Boys	1879	
Immaculate Conception High School	Girls	1936	
Ligouri High School	Boys	1916	1922
Mt. Carmel Convent	Girls	1927	
Redemptorist Commercial High School	Boys	1922	1937
Redemptorist (Sisters of Mercy)	Girls	1937	
Redemptorist (Sisters of Notre Dame)	Boys and Girls	1937	
Sacred Heart Academy	Girls	1917	
St. Aloysius High School	Boys	1900 ³	
St. Alphonsus Girls' School	Girls	1898	1916
St. Joseph High School	Girls	1929	
St. Joseph Academy	Girls	1923	1932
St. Mary's Commercial College	Girls	1916	1937
St. Mary's Dominican Academy	Girls	1888	1922
St. Stephen's	Girls	1927	
Ursuline Academy	Girls	1915	1930

¹Although the first written record of commercial training at the College of the Immaculate Conception was in 1856, it is likely that such training was offered for a few years prior to this time.

²Occasional elective courses in typewriting and stenography were offered subsequent to 1910, when the demand was sufficient to warrant such courses being offered.

³This date, furnished by Brother Martin, Principal of St. Aloysius, is an approximate date.

Courses in stenography and typewriting were introduced in 1896:¹

Classes in Stenography were begun for Seniors both in the Classical and Commercial Courses in October and classes in Type-writing later on in the year. There are no extra charges, but the Faculty expects serious study on the part of those who take up these branches.

In 1891, Algebra was added to the first and second commercial classes, and in 1898 bookkeeping was added to the second commercial class. An intermediate class including bookkeeping was organized in 1905, thus giving a five-year program which included three years of bookkeeping. Other than these additions, the commercial curriculum remained unchanged from the time stenography and typewriting were introduced in 1896 until 1910. In the latter year, a regular high school department was organized by the merging of the College of the Immaculate Conception and Loyola Academy, and the newly formed Jesuit High School became a school intended primarily to prepare students for admission to Loyola University.

Bookkeeping was dropped from the curriculum of the Jesuit High School; stenography and typewriting, however, continued to be taught for a few years as elective studies but were given only when a sufficient number of students applied for them to warrant their being offered.

In 1904, the course was expanded to include a fifth year. The college catalog for the 1904-1905 session states that "the degree of Bachelor of Science will be conferred on those who pass successfully the different examinations."² Previous to this time, a certificate had been awarded upon completion of the regular course, and a degree could

¹Catalog, College of Immaculate Conception, 1896-1897. p. 24.

²Ibid., 1904-1905, p. 6.

be earned only after one or two years of additional study in science and mathematics. Records found in annual catalogs indicate that in 1877 two students received commercial certificates; in 1885, fourteen; in 1898, eight; in 1902, eleven; and in 1904, eleven.¹ There is no record of any degrees having been granted at any time.

From 1869 to 1910, approximately one-fourth to one-third of the total number of students attending the College of the Immaculate Conception were enrolled in commercial classes. Data on commercial enrollments are available for eight years between 1875 and 1908:²

1875-1876	81	1898-1899	160
1880-1881	122	1901-1902	143
1888-1889	116	1904-1905	104
1891-1892	123	1907-1908	92

Instruction in the commercial curriculum was arranged so that there was one instructor in charge of each class. No information is available concerning the educational qualifications of the instructors.

Holy Cross College. The second church-related school in New Orleans to offer commercial training was Holy Cross College, a Catholic institution for boys, opened in 1879 under the name of St. Isidore's College. By an act of the General Assembly of the State of Louisiana on June 20, 1890, the school was chartered the Louisiana Congregation of Holy Cross.³

¹Ibid., for years 1885-1904.

²Ibid., for years 1875-1908.

³Acts Passed by the General Assembly of the State of Louisiana, May, 1890. Act No. 20, June 19, 1890. p. 16.

Although commercial subjects have been included in the curriculum since its establishment in 1879, no information as to offerings is available prior to 1895, when the annual catalog contained the following statement:¹

The aim of the institution is to give its pupils a thorough education. The system of education is practical and systematic . . . The regular courses comprise all that is requisite for either a finished classical or commercial education. The program of studies has been carefully graded, and the text-books of the various classes are by authors of acknowledged merit . . .

Particular attention is given to the Commercial Course; and when the character and needs of the country are considered, this course will appear the most practical and one of the most important that an educational institution can afford.

The two-year commercial course, to which boys were admitted when they had completed the work of the Minis Department—consisting of reading, writing, spelling, grammar, and arithmetic—included:²

JUNIOR YEAR

First Session

Arithmetic—Compound Numbers and Revised General Principles of Percentage—Robinson's Practical.
 Grammar—Rules of Syntax—Harvey
 Geography—Special Geography, Completed.
 U. S. History—Completed.
 Bookkeeping—Theory and Practice: Initiatory Sets by Double Entry.
 Penmanship—Daily Practice.
 Letterwriting—Once a Week.
 Reading and Orthography.

Second Session

Arithmetic—Application of Percentage and of Interest—Robinson's Practical.
 Grammar—Completed—Harvey.

¹Sixteenth Annual Catalog of Holy Cross College, 1895. p. 6.

²Ibid., pp. 14-15.

Bookkeeping—Initiatory Sets continued; Shipments and Consignments, Collecting, Discounting, Accepting and Paying Bills of Exchange.
Commercial Law—Bryant.
Penmanship—Daily practice; Letterwriting once a week.
Reading and Orthography.

SENIOR YEAR

First Session

Arithmetic—From Percentage to Partnership—Robinson's Higher.
Bookkeeping—Buying and Selling on Joint Account, Importing and Exporting; Farming and Manufacturing.
Commercial Law—Bryant.
Rhetoric—Review of Analysis of the English Sentence—Exercises in Punctuation.
Elocution—Principles—Voice Culture.
Penmanship—Daily Practice.

Second Session

Arithmetic—Completed—Robinson's Higher.
Bookkeeping—Banking, Steamboating, and Railroadng.
Commercial Law—Bryant.
Rhetoric—Diction and Style—Composition.
Elocution—Principles, Voice Culture.
Penmanship—Daily Practice.

The work in bookkeeping in 1898 covered the following topics:¹

. . . Preparatory Instructions and Definitions; Initiatory Sets by Double Entry; embracing the Buying and Selling of Merchandise on Private Account; on Account of Others; Buying and Selling the Same on Joint Account; Importing and Exporting on Private Account; on Account of Others; and on Account of Ourselves and Others in Company; Receiving and Forwarding Merchandise; the Management and Settlement of Executor's Accounts; Buying and Selling, Resitting, Collecting, Discounting, Accepting and Paying Bills of Exchange, Banking—Private and Joint Stock—Steamboating, Railroadng, Retailing by Double Entry, Farming, Mechanics' Accounts, Particular attention is paid to the explanation of the Law of Negotiable Paper.

The commercial course at Holy Cross College continued to expand until by 1905 letterwriting, phonography, typewriting, telegraphy, modern languages, business practice (office work, writing of business

¹Ibid., 1898, p. 8.

papers and business forms), business practice and correspondence (office work, drawing of notes, drafts, checks, receipts, orders, etc.), and commercial law formed a part of the curriculum.¹ The courses in typewriting and phonography were introduced in 1887, at which time \$25 per session was charged for phonography, and \$5 was charged for 25 lessons in typewriting.² The study of typewriting, phonography, modern languages, and telegraphy was optional.

The two-year commercial course given in 1905 included:³

FIRST YEAR

First Session—Arithmetic, Bookkeeping, Grammar, Letterwriting, Reading and Orthography, Geography, History, Penmanship. Optional: Modern Languages, Phonography, Typewriting, and Telegraphy.

Second Session—Arithmetic, Bookkeeping, Business Practice (office work, writing of business papers and business forms), Grammar, Letterwriting, Reading and Orthography, Penmanship. Optionals: same as in first session.

SECOND YEAR

First Session—Arithmetic, Bookkeeping, Business Practice and Correspondence (office work, drawing of notes, drafts, checks, receipts, orders, etc.), Commercial Law, Rhetoric, Orthography, Penmanship. Optionals: same as above.

Second Session—Arithmetic, Bookkeeping, Business Practice and Correspondence, Commercial Law, Rhetoric, Orthography, Penmanship. Optionals: same as above.

Opportunities available to business-trained graduates and the growing demand for employees possessing the knowledge and skills which

¹Ibid., 1905. pp. 20-22.

²Ibid., 1887. p. 27.

³Ibid., 1905. pp. 20-22.

could be obtained from its commercial course are discussed by Holy Cross College in its annual catalog for 1905:¹

Never before in the history of the United States have business opportunities been more numerous or favorable, and never before have broadminded, thoroughly equipped business men been in greater demand than they are at the present day. For more than a quarter of a century, the United States has been the granary of the world, and during the last decade, especially, our continent has produced most startling developments These conditions call for business qualifications of a high order. To meet these requirements, Holy Cross College offers a Commercial Course that leaves nothing further to be desired. Students obtain here a more thorough business training than can be had in any purely business or commercial college. A business education requires more than perfunctory drill in Penmanship, Arithmetic, and Bookkeeping--more than can be obtained in a few weeks or months unless the student has had a thorough preparatory training elsewhere.

Graduates in this course receive the degree of Master of Accounts A diploma or honor of any kind from this College is evidence of the honorable character of the students, as well as his ability while at the College. On this account, we feel confident that our Commercial Diploma will always be found a satisfactory introduction to the business public.

The organization of a Department of Typewriting and Shorthand in 1907 resulted from the "great and ever-increasing demand for efficient stenographers and typists in professional and business offices, in the courts, and in the Government service" ² The Isaac Pitman system of shorthand was taught, and the department reported that: ³

. . . . One of our pupils, 14½ years old, wrote from dictation 150 words a minute; others, older and exceptionally clever, have written from 250 to 300 words a minute

Training was also given in Spanish Phonography: ⁴

¹Ibid., 1905. p. 10.

²Ibid., 1907. p. 23.

³Ibid., p. 24.

⁴Ibid., p. 25.

We have adapted Pitman Phonography to the Spanish language and with very satisfactory results, our pupils often reaching an average of 225 words a minute from dictation

A regular four-year classical high school department was organized at Holy Cross College in 1911, in order that graduates might meet the entrance requirements of Loyola and Tulane. From this time until it was discontinued in 1925, the two-year commercial program consisted of a selection of the more important subjects in the high school curriculum to which were added the "subjects and experimental facilities found in the up-to-date business college":¹

The commercial school is designed to fuse with the ordinary High School or preparatory program of studies, a special preparation for the processes of modern commercial life The authorities require that students taking this program shall have completed two years of a regular High School or its equivalent. Special arrangements, however, will be made for young men who have no high school training, but who may have had practical office or business experience Graduates of High Schools or equivalent preparatory schools will ordinarily be able to complete the work of this program in one year.

The four-year commercial high school program added to the curricula of Holy Cross College in 1920 consisted of the following schedule of studies:²

<u>First Year</u> (Ninth Grade)		<u>Second Year</u> (Tenth Grade)	
<u>Subjects</u>	<u>Hrs.</u> <u>per Wk.</u>	<u>Subjects</u>	<u>Hrs.</u> <u>per Wk.</u>
Christian Doctrine	3	Christian Doctrine	3
English	5	English	5
Mathematics	5	Mathematics	5
History	5	History	5

¹Ibid., 1912-1913. p. 27.

²Ibid., 1920-1921. p. 31.

<u>First Year (Ninth Grade)</u> (continued)		<u>Second Year (Tenth Grade)</u> (continued)	
Typewriting	5	French or Spanish	5
Science	<u>5</u>	Science	<u>5</u>
Total	28	Total	28
<u>Third Year (Eleventh Grade)</u>		<u>Fourth Year (Twelfth Grade)</u>	
<u>Subjects</u>	<u>Hrs.</u> <u>per Wk.</u>	<u>Subjects</u>	<u>Hrs.</u> <u>per Wk.</u>
Christian Doctrine	5	Christian Doctrine	3
English	5	Business English	5
French or Spanish	5	Bookkeeping	5
Bookkeeping	5	Phonography	5
Arithmetic, Highest	5	Commercial Law	3
Pennmanship	<u>5</u>	Commercial Arithmetic	<u>5</u>
Total	28	Total	28

Between 1920 and 1930, the only significant change in the four-year commercial program was that after 1922 all commercial subjects could be scheduled only in the third and fourth years.

Prior to 1930, the school was divided into a six-year grammar school, a junior division (7th and 8th grades) and a senior division (9th, 10th, 11th, and 12th grades). In 1930, a 7-4 system was set up, and at the same time a fifth year of high school work--on the post-graduate level--was provided to give students who desired such training a "broader preparation for the business world or a better foundation for a college career."¹ At the same time, one year of bookkeeping was included in the general four-year high school course, and typewriting could be elected for credit by academic students during any of the four years. Academic students who completed a year of bookkeeping were allowed to

¹Holy Cross College Catalog, 1930-31. (no page numbers)

take up accounting, commercial law, typewriting, business arithmetic, business English, and French or Spanish in a fifth year of work.¹

Between 1897 and 1920, the degree of Master of Accounts was conferred on students who successfully completed the commercial course. In 1897, two students were awarded this degree; in 1900, there were six graduates; and by 1902 the number had increased to twelve.² This degree was discontinued in 1920, and in its place a commercial diploma was offered. Since 1927 the regular high school diploma has been awarded graduates of the four-year commercial high school course.

Instruction in the commercial classes was offered by one instructor until 1898, at which time the number was increased to two. Between 1899 and 1927, from two to four teachers, most of whom taught a variety of subjects, were employed. The first degree held by any member of the faculty was in 1924, when a lay³ instructor in accounting held the Bachelor of Business Administration degree. Prior to 1930, only occasionally was an instructor in the commercial department a college or university graduate.

St. Mary's Dominican Academy--In 1860 the Dominican Sisters from Cabra, Dublin, Ireland, first opened a parochial school in New Orleans. In 1861, St. Mary's Dominican Academy became known as a "Literary Institute," and in 1865 merged with a fashionable boarding school

¹Ibid.

²Ibid., for years 1897-1920.

³This refers to the laity as distinguished from the members of the religious order.

for young ladies--the Mace Academy.¹ No information is available concerning the commercial work offered by the Dominican Sisters other than the following brief comment:²

Commercial work was offered at St. Mary's Academy in 1888, the course comprising typewriting, bookkeeping, stenography, and phonography. An entry in the "Salve Regina" for 1893 mentions the fact that Colonel Soule wrote the academy a letter complimenting the work done in mathematics and bookkeeping. Dropped from the schedule during the first decade of the present century, commercial classes were not reorganized until 1920. Two years later these were discontinued. Since then the school has not offered commercial subjects, but plans in the near future to meet the rising demand of the business world by bringing typing, shorthand, and bookkeeping into the curriculum.

Commercial subjects had not been introduced into the high school curriculum as late as the 1942-43 session.

The Redemptorist Schools--In 1856, the Sisters of Notre Dame in Milwaukee, Wisconsin, sent several nuns to New Orleans to take charge of the St. Marien Schule fuer die Deutschen, which had been opened by the Redemptorist Fathers in 1854 as a school for girls of German ancestry.³ The Sisters of Notre Dame were also put in charge of the girls of St. Alphonsus' School, a school for English-speaking children opened in 1852 in the City of Lafayette, which is now known as the Fourth Municipal District of New Orleans.⁴

¹St. Mary's Dominican College Catalog, 1942-1943. pp. 7-8.

²"The Evaluation Conference." St. Mary's Dominican High School, November 13-14, 1941. (Miscographed Bulletin) p. 9.

³B. J. Krieger, Seventy-Five Years of Service (St. Louis: Bectold Printing and Book Manufacturing Company, 1923), pp. 71-74.

⁴Golden Jubilee Celebration, Fiftieth Anniversary of the Consecration of St. Alphonsus' Church, New Orleans, La., May 17, 1906. (no page numbers)

High school subjects were introduced into St. Alphonsus Girls' School in 1872, and in 1898 it was recognized as a senior high school and its offerings expanded to include a commercial course:¹

In March of this Jubilee Year, St. Alphonsus Girls' High School was acknowledged by the state as a Senior High School; it is one of the very few Catholic schools of the state so recognized. It embraces a regular High School Course, as well as a Commercial Course and a Business Course. No one is admitted to the Business Course who has not completed a regular High School Course.

While the business course was on the post-graduate level and open only to high school graduates, the commercial course covered the last two years of the regular high school curriculum.² The school reported that its commercial offerings met with such success and that at "the Winter School Session, New Orleans, 1898, the School Exhibit Committee awarded nearly all honors in Literary, Art, and Commercial Work, to St. Alphonsus Girls' High School."³

St. Mary's Commercial College for girls, located at the intersection of Josephine and Constance Streets, was opened in 1916 by the School Sisters of Notre Dame, who for more than a half century had been devoting their lives to the interests of the children of the parish. This "commercial college" consisted of a commercial department attached to St. Mary's School, which was originally St. Marien Schule fuer die

¹Krieger, op. cit., pp. 85-86.

²This information was obtained from records on file in the office of Sister Theresa, Principal, Redemptorist Girls' School (Elementary) at 1017 St. Andrew Street, New Orleans, La.

³Krieger, op. cit., p. 173.

Deutschen, established by the Redemptorist Fathers in 1854. Their aim in establishing this commercial school has been described thus:¹

To bring the young girls who intend to take up commercial work to the threshold of business life, . . . to enable them to master the intricacies of shorthand or accounting, of methods and machines, while still in an atmosphere redolent of the name of Mary; to usher them into the world of affairs . . . fresh from the sanctuary and with her image clearly stamped on their young minds

As to the quality of work done by St. Mary's Commercial College, the following comment is found:²

There is nothing commonplace, however, about St. Mary's. Sister Mary Paul, the able directress, has received a large number of testimonials from the heads of institutions and firms where the work of her pupils has been exhibited. All are profuse in their praise of the excellence of the work. When in the Spring of this Jubilee Year, St. Mary's "Best Budget" won the Gold Medal in the Joseph F. Degan Publishing Company's Typewriting Contest, Sister Mary Paul's joy knew no bounds. St. Mary's is the first school on record by which the coveted medal was won. At about the same time, the Boston School Championship having been awarded to a Falls River boy from a Brothers' School, St. Mary's was advised that its records were as high as the one which won the Boston Championship. In other words, had the contest been nationwide, and had St. Mary's been entered, it would have drawn highest honors.

Judging from the following, the results obtained by the Sisters must have been especially gratifying when one considers the humble beginning of St. Mary's, and the difficulties that had to be overcome in the gradual development and furnishing of the college:³

The first pupils of St. Mary's Commercial, seven in number, were taught in the month of September, seven years ago [1916], in a portion of the St. Mary's Sodality Hall. This hall was partitioned for the purpose of using one half

¹Ibid., p. 180.

²Ibid., p. 181.

³Ibid., pp. 180-181.

as a class-room for the commercial students, the other half being still used as a meeting room for the different societies. Even then, there was not enough room for the new school, so the porch was closed in and used as a type-writing room. The entire outfit of the school consisted of six typewriters and seven school desks. But the Sisters realizing that even a university can be conducted in a woodshed, worked on in spite of handicaps and the pupils made rapid progress.

In September, 1917, one year after its opening, St. Mary's had already outgrown the Sodality Hall. The number of pupils was twenty-five, more than three times the original enrollment. While awaiting the purchase and remodeling of the two-story dwelling next door for their use, Sister Mary Paul and her young charges camped out in the yard, under the old umbrella china trees, in whose grateful shade was heard for the first time the click of typewriter keys,—not an uncomfortable sort of school-room for the month of September in New Orleans.

The Sisters relate that Father Miller, the director, in order to save money for the school, would perform all kinds of manual labor, that "he was especially 'handy' at repairing typewriters and other machines, and that he often purchased second-hand typewriters which he made over to be 'good as new'."¹

The attendance at St. Mary's Commercial College continued to increase, and in 1922, a May festival was given and money raised for a new and larger building, adequately equipped "to secure to the daughters of future generations in the Redemptorist parish the advantages of a thorough business training."²

Sister Mary Lawrence, in charge of commercial classes in 1942, at the present Redemptorist School (Boys and Girls) stated that St. Mary's Commercial College was an outstanding school, and that prior to

¹Ibid., p. 182.

²Ibid., p. 183.

its discontinuance in 1937, it frequently graduated as high as fifty-five girls annually from its three-year commercial course. As more value became attached to the importance of a high school education, however, the Sisters of Notre Dame made plans for introducing high school courses, with the result that the commercial school was discontinued and in its place a high school was organized in 1937. Two courses--an academic or college preparatory course and a business course--were offered in the newly established Redemptorist School for Boys and Girls.

When Reverend Father George Mahoney was appointed to the rectorship of the New Orleans Community in 1915, he devoted his attention principally to the schools in the Redemptorist Parish. The grammar departments were always crowded, and each year large classes finished the eighth grade.¹ However:²

. . . Too many of the parents . . . regarded such a course of education as amply sufficient for their children. This was especially the case in regard to the boys; and that their parents did not realize the importance of further schooling, particularly for their sons, is a sad commentary on parental appreciation of the value of education. While there were, no doubt, honorable exceptions to this rule, they were comparatively rare and out of all proportion to the great enrollment of the Redemptorist schools.

To meet this condition and to give the boys a high school and a commercial education, in 1915 the prefect of St. Alphonsus' School recommended that the Brothers of St. Mary, who had been in charge of the St. Alphonsus Boys' School from 1878 to 1896, be recalled from St. Louis for this task.

¹Ibid., p. 173.

²Loc. cit.

An old brick residence on Constance Street was remodelled for a high school and for commercial classes, and in 1916 the new school, the Ligouri High School, was opened under the direction of three Brothers of Mary.¹ The high school as well as the commercial branches proved very successful, and besides those from the Redemptorist schools many boys from other parishes sought admission to the commercial classes.²

In June, 1922, the old two-story building which housed the Ligouri high school was torn down to make room for a new school known as the Redemptorist High School.

A report of the Redemptorist High School on file in the office of Sister Theresa, Principal of the Redemptorist Elementary School for Girls, states that the "Redemptorist Boys' Commercial High School was organized in September, 1930; its course designed at that time was to comprise two years of commercial training following the eighth grade." This report indicates that by 1932 approximately 150 boys were enrolled in the commercial classes.

In 1934, there was a reorganization of the commercial subjects, so that they became part of a regular four-year high school course:³

To meet the requirements of commercial high schools after the adoption of the 7-4 system in New Orleans, it was found necessary to re-arrange the course offered at Redemptorist. The following curriculum became effective September, 1934.

¹Ibid., p. 174.

²Ibid., p. 175.

³Typewritten report, Principal's office, Redemptorist Girls' School, 1017 St. Andrew Street (n. d.)

<u>First Year</u>		<u>Second Year</u>	
<u>Subjects</u>	<u>Units</u>	<u>Subjects</u>	<u>Units</u>
Religion	$\frac{1}{2}$	Religion	$\frac{1}{2}$
English	1	English	1
General Science	1	Civics	1
Arithmetic	1	General History	1
Louisiana History	$\frac{1}{2}$	Algebra	1
Commercial Geography	$\frac{1}{2}$		
Total	4$\frac{1}{2}$	Total	4$\frac{1}{2}$

<u>Third Year</u>		<u>Fourth Year</u>	
<u>Subjects</u>	<u>Units</u>	<u>Subjects</u>	<u>Units</u>
Religion	$\frac{1}{2}$	Religion	$\frac{1}{2}$
English	1	English	1
American History	1	Shorthand	1
Shorthand	1	Bookkeeping	1
Bookkeeping	1	Typewriting	$\frac{1}{2}$
Typewriting	$\frac{1}{2}$	Commercial Law	$\frac{1}{2}$
		Office Practice	$\frac{1}{2}$
Total	5	Total	5

The revision in the Curriculum accounts for the three years of commercial subjects listed on the record sheets of the pupils who graduated in 1936. These boys began the course according to the original Curriculum; in order to avail themselves of the benefits derived from an additional year of High School, they agreed in September, 1934, to review some of the work of the previous year while continuing higher classes in certain subjects.

Schedule of subjects and units earned by the class of 1936:

<u>First Year</u>		<u>Second Year</u>	
<u>Subjects</u>	<u>Units</u>	<u>Subjects</u>	<u>Units</u>
Religion	$\frac{1}{2}$	Religion	$\frac{1}{2}$
English	1	General History	1
Arithmetic	1	Bookkeeping	$\frac{1}{2}$
Louisiana History	$\frac{1}{2}$	Shorthand	$\frac{1}{2}$
Commercial Geography	$\frac{1}{2}$	Typewriting	$\frac{1}{2}$
Junior Business Training	$\frac{1}{2}$	English	1
Total	4	Total	4

<u>Third Year</u>		<u>Fourth Year</u>	
<u>Subjects</u>	<u>Units</u>	<u>Subjects</u>	<u>Units</u>
Religion	$\frac{1}{2}$	Religion	$\frac{1}{2}$
English	1	English	1
American History	1	Bookkeeping	1
Bookkeeping	$\frac{1}{2}$	Shorthand	1
Typewriting	$\frac{1}{2}$	Commercial Law	$\frac{1}{2}$
Shorthand	$\frac{1}{2}$	Office Practice	$\frac{1}{2}$
Total	4	Total	4$\frac{1}{2}$

In 1925, the direction of the Boys' Commercial School passed from the hands of the Brothers of Mary to the Sisters of Mercy. In 1937 its direction was taken over by the Sisters of Notre Dame, who combined the two commercial schools—St. Mary's Commercial and the Redemptorist Boys' Commercial High School—to form the present Redemptorist High School (Boys and Girls) at Josephine and Constance Streets.¹ Since 1923 the Sisters of Mercy have been in charge of the high school known as the Redemptorist School for Girls (formerly St. Alphonsus Girls' School) at 2524 St. Charles Avenue. From 1923 to 1937 this school offered only an academic course, but in 1937 added elective courses in commercial subjects.²

Ursuline Academy. From 1915 to 1924, two units of commercial work were offered as electives at the high school level in the Ursuline Academy. Stenography and typewriting were combined to form one unit,

¹Conference with Sister Mary de Chantal, Redemptorist School (Girls), November 16, 1942.

²Ibid.

and another unit was given in bookkeeping. Very few students took both of these courses.¹

A two-year course introduced in 1924 included shorthand, typewriting, commercial arithmetic, and bookkeeping, and was given after completion of two years of high school to those pupils not interested in Latin, chemistry, and geometry. This course was discontinued in 1926 when a regular four-year commercial course at the high school level was introduced. The four-year program, however, was discontinued in 1930 because it was considerably less popular than the shorter courses previously offered. From this date until 1935, shorthand and typewriting were offered as electives to a few academic students who desired this type of training. Since 1935, no commercial work has been offered in Ursuline Academy.²

Academy of the Holy Angels. From 1917 until 1930, when a regular four-year high school commercial course was introduced, the Academy of the Holy Angels offered a two-year commercial program for pupils who had completed the eighth year of the elementary school. The work consisted almost entirely of technical commercial subjects, and from 15 to 20 girls were enrolled yearly.³ This two-year course was replaced in 1930 by the four-year program in order to give pupils the advantages of both a high school education and specialized training.

¹Conference with Mother M. Majella, Ursuline College, November 28, 1942.

²Ibid.

³Conference with Sister Joseph Gillen, Academy of the Holy Angels, November 29, 1942.

Sacred Heart Academy. Although commercial courses have been offered at the Sacred Heart Academy since 1917, they were not incorporated into the regular high school offerings until 1938. From 1917 until 1922, commercial subjects were offered yearly in connection with the grade school program. Classes were taught in shorthand, typewriting, bookkeeping, and commercial law. After 1922, no commercial work was offered until in 1930, when a two-year commercial course was organized.¹ The two-year program included shorthand, typewriting, bookkeeping, commercial law, office practice, English, and business arithmetic, and was open to anyone wishing to take the training regardless of educational background. Not even completion of an elementary school was required as a prerequisite for this two-year course.² With the inclusion of commercial training in the regular high school program in 1938, the two-year course was discontinued.³

II. COMMERCIAL TRAINING AS A PART OF THE REGULAR

FOUR-YEAR HIGH SCHOOL OFFERINGS

The Seventh Annual Report of the Archdiocesan Schools of New Orleans for the year 1941-1942 gives a total of 4820 white youth enrolled in twenty private and parochial high schools in New Orleans.⁴ Of the twenty high schools represented, twelve--six private and six parochial--

¹Conference with Sister M. Naomi, Sacred Heart High School, October 9, 1942.

²Ibid.

³Ibid.

⁴Seventh Annual Report of the Archdiocesan Schools of New Orleans, 1941-1942, pp. 12-17.

offered commercial training. Nine of these schools offered training to girls only, two to boys only, and one to boys and girls.

The twelve schools offering commercial courses enrolled a total of 2831 pupils, and the eight schools in which no commercial work was offered had a total enrollment of 1989. Of the 2831 pupils in schools offering both commercial and academic courses, 1608 were girls and 1223 were boys.¹ A total of 721 of these pupils—221 boys and 500 girls—were enrolled in the regular commercial high school courses.² Approximately 300 more pupils, most of whom were boys, were taking typewriting or some other commercial subject in addition to their regular academic program.³ A negligible number of students were enrolled in post-graduate courses.

Of the twelve schools offering commercial work in 1942, only six offered any commercial training at the high school level in 1930. These six schools enrolled approximately 350 in their commercial classes; no training was offered at the post-graduate level.⁴ The date of introduction of commercial subjects into the regular four-year high school programs of the twelve schools offering commercial training in 1942 is given below:⁵

¹Ibid., p. 12.

²Data obtained from commercial instructors at the various schools.

³Ibid.

⁴Annual Reports of High School Principals, 1930-31.

⁵Information obtained from commercial teachers and principals of the various schools.

<u>School</u>	<u>Date</u>
Academy of the Holy Angels	1930
Annunciation High School	1931
Holy Child Jesus Academy (St. Maurice H. S.)	1931
Holy Cross College	1920
Immaculate Conception High School	1936
Mt. Carmel High School	1927
Redemptorist (Sisters of Mercy--Girls)	1937
Redemptorist (Sisters of Notre Dame-- Boys and Girls)	1937
Sacred Heart Academy	1938
St. Aloysius College High School	1910
St. Joseph High School	1929
St. Stephen's	1927

Curricula and Enrollments. Not only has the number of church-related secondary schools offering commercial courses increased slowly, but their curricula have also shown very little growth in the variety of subjects offered.

Prior to around 1890, the commercial curricula of church-related schools in New Orleans consisted of bookkeeping, arithmetic, and penmanship combined with academic subjects. Typewriting, phonography, and commercial law were introduced during the last two decades of the nineteenth century. By 1900, typewriting and shorthand had become firmly established as a part of the commercial offerings. Since this time, commercial training has consisted of little more than courses in typewriting, bookkeeping, and shorthand.

From the data in Table XXIV it is seen that since 1928 bookkeeping, typewriting, and shorthand have consistently claimed the largest numbers of commercial students. During the 14-year period from 1928-29 through 1941-42, the enrollment in typewriting totalled 8,008; in shorthand, 4,945; and in bookkeeping, 3,257 pupils. During the same period the number enrolled in all other commercial subjects--business arithmetic,

commercial geography, business English, commercial law, junior business training, economics, office practice, and comptometry—totalled only 2353 pupils. The number enrolled in commercial courses other than typewriting, bookkeeping, and shorthand has increased from six in business English in 1928-29 to 418 pupils in 1941-42. Total yearly enrollments in all commercial subjects have increased from 274 in 1928-29 to 2251 for the 1941-42 session.

In the first column of Table XXV the number of schools teaching each commercial subject yearly is given. The table also shows that shorthand and typewriting have been more frequently offered than any other courses, with bookkeeping ranking next. Other subjects listed and ranked according to the frequency with which they have been offered are in descending order: business English, business arithmetic, commercial law, commercial geography, office practice, economics, junior business training, and comptometry.

Table XXVI shows the extent of commercial offerings during the twelve-year period from 1930-31 through 1941-42. Of the schools for which data are available for 1930-31, 40 per cent offered only one unit and 20 per cent two units in bookkeeping. By 1941-42, of the eleven schools reporting, 45.45 per cent offered a two-year course in bookkeeping and 36.36 per cent only a one-year course. There has also been an increase in the percentage of schools offering two years of typewriting and two years of shorthand.

In reading Table XXVI, the data for the 1935-36 session do not necessarily mean that three schools taught both first and second year bookkeeping and that five schools taught only first year bookkeeping. Instead, this means that for this year, the annual reports of three

TABLE XXIV

NUMBER OF STUDENTS ENROLLED IN VARIOUS COMMERCIAL
SUBJECTS FROM 1928-29 to 1941-42¹

Year	Number of Schools Reporting	Bookkeeping	Shorthand	Typewriting	Business Arithmetic	Commercial Geography	Business English	Commercial Law	Junior Business Training	Economics	Office Practice	Comptometry	Totals
1928-29	5	59	152	77									274
1929-30	4	96	206	195	92		23	6					822
1930-31	5	168	239	286	155			43					869
1931-32	7	127	336	344	178	40	8						1085
1932-33	8	259	200	350	38	25	11						865
1933-34	7	146	185	456	2	42	35	32		16	23		935
1934-35	8	166	436	268	97	98	9	35		20			1129
1935-36	8	187	381	414	5	21	71	38	29	20		6	1162
1936-37	8	174	328	441	192	164	23	41	31	21		10	1415
1937-38	8	417	433	514		31	29	37	31				1492
1938-39	10	310	586	497	54	108	22	52		30			1634
1939-40	11	409	507	660	41	122	79	85		66	47		2016
1940-41	10	354	435	665	134	34	142	92	27	28	20		1927
1941-42	11	445	543	625	95	34	110	68	35	23	50		2231
Totals		3257	4945	6008	1079	714	588	529	155	209	150	10	17622

TABLE XIV

NUMBER OF SCHOOLS TEACHING COMMERCIAL SUBJECTS YEARLY¹

Year	Number of Schools Reporting	Bookkeeping	Shorthand	Typewriting	Business Arithmetic	Commercial Geography	Business English	Commercial Law	Junior Business Training	Economics	Office Practice	Comptometry
1927-28	3	3	3	3		1	2	1				
1928-29	5	4	4	5			2	1				
1929-30	4	4	5	4	1		1	1				
1930-31	5	4	4	4	1		1	1			1	
1931-32	7	5	7	6	2	1	1					
1932-33	9	5	8	7	1	1	1					
1933-34	7	5	6	7	1	1	1	1		1	1	
1934-35	8	4	8	7	2	2	2	1			1	
1935-36	8	5	8	8	1		4	1				1
1936-37	8	4	7	8	2		1	2	1	1		
1937-38	7	5	6	6		1	1	1	1	1	1	
1938-39	10	7	9	10	2	1	2	3	1	1	1	1
1939-40	11	8	11	11	2	2	2	2	1	1	2	
1940-41	10	9	10	10	4	1	5	1	1	1	1	
1941-42	11	9	10	10	4	1	3	1	1	1	1	
Total	81	106	106	106	23	12	27	17	5	7	8	1

¹Ibid., 1927-28 to 1941-42.

TABLE XXVI

EXTENT OF COMMERCIAL OFFERINGS OF VARIOUS SCHOOLS FROM 1930-31 THROUGH 1941-42¹

Year	Number of Schools Reporting	Bookkeeping		Shorthand		Typewriting		Other Commercial Subjects						
		1 unit No. %	2 units No. %	1 unit No. %	2 units No. %	1 unit No. %	2 units No. %	$\frac{1}{2}$	1	units $1\frac{1}{2}$ 2 $2\frac{1}{2}$ 3				
1930-31	5	2 40.00	1 20.00	4 80.00	1 20.00	3 60.00	1 20.00	2						
1931-32	7	4 57.14	1 14.28	6 85.71		6 85.71		2	1					
1932-33	8	6 75.00		7 87.50	1 12.50	7 87.50		1	1					
1933-34	7	5 71.43	2 28.57	3 42.86	4 57.14	4 57.14	3 42.86	4	2					
1934-35	8	5 62.50	3 37.50	2 25.00	6 75.00	5 62.50	3 37.50	4			1			
1935-36	8	5 62.50	3 37.50	3 37.50	5 62.50	5 62.50	3 37.50	2	3	1				
1936-37	8	6 75.00	2 25.00	1 12.50	7 87.50	4 50.00	4 50.00	2	2	1				
1937-38	8	5 62.50	2 25.00	5 62.50	3 37.50	4 50.00	4 50.00	2	1					2
1938-39	10	6 60.00	4 40.00	2 20.00	8 80.00	7 70.00	3 30.00		1	2		1		
1939-40	11	5 45.45	4 36.36	4 36.36	7 63.63	6 54.54	5 45.45	1	3	1				1
1940-41	10	4 40.00	4 40.00	3 30.00	6 60.00	7 70.00	2 20.00		3	1	1			1
1941-42	11	4 36.36	5 45.45	4 36.36	7 63.63	6 54.54	5 45.45	2	6	1				

¹ Ibid., 1930-31 to 1941-42.

schools indicated that it was possible for a commercial student to earn two units in bookkeeping. Frequently, especially in the early 1930's, schools offered advanced courses during alternate years.

In addition to indicating an increase in the percentage of schools offering a second year of work in typewriting, shorthand, and bookkeeping, Table XXVI also shows an increase in the number of schools in which non-technical commercial subjects are taught.

The upgrading of technical subjects. In 1869, the instruction in bookkeeping and other branches at the College of the Immaculate Conception was open to anyone who knew how to read and write.¹ Holy Cross College in 1895 admitted to its two-year commercial course boys who had completed a course in reading, writing, spelling, grammar, and arithmetic in a branch of the school known as the Minis Department.² Commercial courses of grade school level were taught at the Academy of the Sacred Heart as late as 1922, and its two-year commercial program offered from 1930 to 1938 did not require even an elementary school background for admission—anyone interested was allowed to enter.

Commercial courses requiring two years of high school as a prerequisite were introduced into Holy Cross College in 1912 and into Ursuline Academy in 1924.

Since the introduction of commercial subjects into the regular four-year high school program, the first two years have, in the majority

¹Prospectus, Jesuits' College, for the Academic Year 1869-1870. (no page numbers).

²Sixteenth Annual Catalog of Holy Cross College, 1895. p. 6.

of schools, been devoted to academic subjects and the commercial training has been given in the third and fourth years. In 1930-1931, three of the five schools for which data are available offered shorthand, typewriting, and bookkeeping in the first year of high school. While typewriting is still offered during the first two years by a few schools, there has been a definite trend since 1930 toward postponing technical business subjects until the last two years of high school. In at least one school the first three years are strictly academic with the exception that typewriting may be taken in the tenth grade.

Commercial training at the post-graduate level has never been popular in the church-related schools of New Orleans. Mt. Carmel Convent offered post-graduate training in business English, filing, shorthand, and typewriting from 1927 to 1929. During the 1942-43 session at Mt. Carmel Convent, in a newly-organized post-graduate course including business English, shorthand, and typewriting, eight girls were enrolled. Since 1938, St. Stephen's has maintained a post-graduate course with an enrollment of less than ten girls yearly. Those schools which have shifted their commercial training to the post-graduate level have done so because they felt that the four-year high school program should be devoted entirely to academic training. Of the total pupils enrolled in commercial classes in November, 1942, less than two per cent were found at the post-graduate level.

St. Joseph Academy offered a two-year commercial course from 1923 to 1932. It was offered to students entering the third or fourth year of high school. Sister M. Antheima, Principal of St. Joseph

Academy, stated that:¹

The main reason for discontinuing this course was that the school administrators felt that students should complete high school before beginning commercial training. Offered in connection with an academic course, many students felt that they could do slipshod work for two years and then automatically pass into a commercial class.

Faculty. In the church-related secondary schools in which business training is offered, there is only a very small group of instructors who can specifically be termed "commercial teachers." During the session of 1930-31, for example, of the five teachers in St. Stephen's High School, all taught some commercial classes--three taught one commercial class each, and two taught two commercial classes each. Of these five instructors, one taught mathematics; one English; one English and mathematics; one Latin, English, and history; and another Latin, mathematics, and physics, in addition to their commercial classes. While this represents an extreme case, a similar situation has continued to exist as shown in Table XXVII.

Out of fifteen teachers of commercial subjects during 1930-31, none devoted his full time to work in the commercial field. More than 50 per cent of this group taught commercial subjects plus classes in two or more fields. Since 1931, the instruction of a few teachers has been limited to commercial work only; since 1936, the number teaching two or more fields in addition to commerce has decreased slightly. No significant changes have taken place in the number of fields in which commercial teachers have offered instruction since the 1931-32 session.

¹Letter from Sister M. Anthelme, Principal, St. Joseph Academy, February 14, 1944.

TABLE XXVII

FIELDS OF STUDY TAUGHT BY COMMERCIAL TEACHERS

1930-31 TO 1941-42¹

Year	Number of Schools Reporting		Number of Teachers		Commerce Only		Commerce and One Other Field		Commerce and Two Other Fields		Commerce and Three Other Fields		Commerce and Four Other Fields		Commerce and Five Other Fields	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
1930-31	5	15	7	46.87	5	20.00	4	26.87	1	6.87						
1931-32	7	16	3	18.75	6	37.50	3	18.75	1	6.25						
1932-33	8	14	1	7.14	7	50.00	1	7.14								
1933-34	7	15	6	40.00	5	35.35	2	13.53								
1934-35	8	17	2	11.76	9	52.94										
1935-36	8	15	3	20.00	6	40.00	3	20.00	1	6.67						
1936-37	8	16	4	26.67	3	20.00	1	6.67	1	6.67						
1937-38	8	13	3	23.08	5	38.46	1	7.69								
1938-39	10	19	4	21.05	4	30.77	1	7.69	1	6.87						
1939-40	11	22	5	22.73	4	21.05	5	26.52	1	5.26						
1940-41	10	25	3	15.04	4	17.59	1	4.35	5	15.84						
1941-42	11	21	8	58.09	5	23.81	3	14.29	1	4.76						

¹Annual Reports of High School Principals, 1930-31 to 1941-42.

Prior to 1930, a negligible number of commercial instructors held degrees of any kind. During the two-year period from 1927 to 1929, none of twelve teachers in the eight schools for which data are available had a college degree. As shown in Table XXVIII, since the 1929-30 session, the percentage of commercial instructors having no degree has decreased from 72.7 to 4.8 per cent of the total. Until 1930, when one of 15 teachers held a Master's degree, no record can be found of any instructor in business subjects holding an advanced degree. Approximately 95 per cent of all commercial teachers since 1940 have held Bachelors' degrees. Of a total of 145 instructors during the eight-year period from 1934-35 to 1941-42, only one held a Master's degree.

Table XXIX gives the number and percentage of commercial teachers with academic specialization in the commercial or secretarial field. Data for 1930-31 through 1935-36 includes those having a major, first minor, or second minor in this field, while data beginning with the 1936-37 session is on the basis of those who are certified by the State Department of Education to teach commercial subjects. While it would appear possible that during the first six years some teachers who did not have either a major or a minor in the commercial field might still have had sufficient college hours to be certified by the State Department, it is believed that if any such cases existed, their number was negligible.

Approximately three-fourths of instructors teaching commercial subjects in 1930-31 did not have a major, first minor, or second minor in commerce. Gradually, however, the extent of the academic preparation of commercial teachers has increased until, in the 1941-42 session, 61.91 per cent were certified to teach commercial subjects by the State

TABLE XXVIII

DISTRIBUTION OF COMMERCIAL TEACHERS FROM 1927-28 TO 1941-42

ACCORDING TO DEGREES HELD¹

Year	Number of Schools Included	Number of Teachers Included	Distribution According to Degrees Held (Expressed in Percentages)		
			Master's	Bachelor's	No Degree
1927-28	3	5			100.0
1928-29	5	7			100.0
1929-30	4	11		27.3	72.7
1930-31	5	15	6.6	46.7	46.7
1931-32	7	16	6.2	37.5	56.3
1932-33	8	14	14.3	35.7	50.0
1933-34	7	15	6.7	60.0	33.3
1934-35	8	17		82.4	17.6
1935-36	8	15		80.0	20.0
1936-37	8	15		86.6	13.3
1937-38	8	13		84.6	15.4
1938-39	10	19	5.3	78.9	15.8
1939-40	11	22		86.4	13.6
1940-41	10	25		95.7	4.3
1941-42	11	21		95.2	4.8

¹Ibid., 1927-28 to 1941-42.

Department of Education. This represents an increase of 35.25 per cent during the twelve-year period covered by Table XXIX.

TABLE XXIX
ACADEMIC SPECIALIZATION OF COMMERCIAL TEACHERS FROM 1930-31
THROUGH 1941-42¹

Year	Number of Schools Reporting	Number of Teachers	Academic Specialization in Commerce		Academic Specialization in Other Fields	
			Number	Per Cent	Number	Per Cent
1930-31	5	15	4	26.66	11	73.34
1931-32	7	16	5	31.25	11	68.75
1932-33	8	14	5	35.71	9	64.29
1933-34	8	15	5	33.33	10	66.67
1934-35	8	17	7	41.18	10	58.82
1935-36	8	15	8	53.33	7	46.67
1936-37	8	15	9	60.00	6	40.00
1937-38	8	15	8	61.54	5	33.46
1938-39	10	19	9	47.37	10	52.63
1939-40	11	22	12	54.54	10	45.45
1940-41	10	23	13	56.52	10	43.48
1941-42	11	21	13	61.91	8	38.09

Graduates. The percentage of commercial graduates who enter college as regular students is small as compared to the percentage of the total graduates who enter some higher institution.

In 1940, of a total of 485 academic and commercial graduates reported by ten schools, 119, or 24.64 per cent, entered colleges, universities, and normal schools, and 92, or 19.05 per cent, entered some other institution.

¹Annual Reports of High School Principals, 1930-31 to 1941-42.

Although exact data as to the number of commercial graduates who enter college are not available, the officials of all twelve schools offering commercial work in the 1942-43 session have indicated that a much smaller per cent of commercial than academic graduates enter college. Reports of five of these twelve schools indicate that practically none of their commercial graduates entered college. From a majority of the schools reports show that while a large number of commerce graduates enter the night schools at Loyola and Tulane for more advanced courses, and others enter Maybica School for Graduates or one of the several business colleges for a few months of advanced training, very few enter institutions of higher learning as regular students.

Three of the twelve schools offering commercial training report that most of their graduates go into general clerical work; three, general office work; and one, secretarial work. Reports from one school indicate that its girls as well as its boys are entering bookkeeping and accounting work by increasing numbers. In all three schools for boys there appears a growing tendency for the graduates to enter advanced accounting and C. P. A. courses at Tulane or Loyola.

Equipment. Other than typewriters, adding machines, and mimeographs, few schools have more than a very small amount of commercial equipment. This is to be expected, however, when one considers the fact that the curricula of the schools cover little more than typewriting, shorthand, and bookkeeping. The equipment (exclusive of furniture) owned by each school in November, 1942, is shown in Table XX. The value of equipment owned by the various commercial departments from 1930-31 through 1940-41 is given in Table XXI. This table shows that the percentage of schools having equipment (including typewriters)

TABLE XXX

COMMERCIAL EQUIPMENT OWNED IN NOVEMBER, 1942¹

School	Typewriters	Adding Machine	Mimeograph	Ediphone or Dictaphone	Comptometer	Mimeoscope	Multigraph	Hektograph	Calculating Machine	Bookkeeping Machine	Filing Equipment
Annunciation High School	34	1	1	1		1	1				
Academy of the Holy Angels	21	1	2								
Holy Child Academy	13										
Holy Cross College	12	1									
Immaculate Conception High School	10		1					1			1
Mt. Carmel Convent	14		1	1							
Redemptorist School (Girls)	45	1	1		1						
Redemptorist School (Boys and Girls)	36	3	2			1			1		
Sacred Heart Academy	30	1	1	1							
St. Aloysius High School	40	1			1					1	
St. Joseph High School	29	1	1	1	1	3					
St. Stephen's	30	2	1								
Totals	314	12	11	3	5	3	1	1	1	1	1

¹Information secured from commercial instructors of various schools.

TABLE XXXI

VALUE OF COMMERCIAL EQUIPMENT FROM 1930-31 TO 1940-41¹

Year	Number of Schools Reporting	\$500 or Less	\$501 to \$1000	\$1001 to \$1500	\$1501 to \$2000	\$2001 to \$2500	\$2501 to \$3000	\$3001 and above
1930-31 ²	4		75.00					25.00
1931-32	6	16.67	50.00			16.67		16.67
1932-33	6		50.00		16.67	16.67		16.67
1933-34	7		42.86	14.29	14.29	14.29		14.29
1934-35	7		42.86	14.29	28.57			14.29
1935-36	7		42.86		42.86			14.29
1936-37	8		50.00		12.50	25.00		12.50
1937-38	8		37.50	12.50		37.50		12.50
1938-39	10	10.00	10.00	30.00		20.00	10.00	20.00
1939-40	10	10.00	10.00	10.00	10.00	20.00	10.00	30.00
1940-41	9	11.11	11.11	11.11	11.11	11.11	11.11	33.33

¹Annual Reports of High School Principals, 1930-31 to 1940-41.

²This table should be read as follows: In the 1930-31 session, 75 per cent of the schools reporting listed the value of their equipment between \$501 and \$1000; 25 per cent of the schools reporting valued their equipment at \$3001 or more.

valued at \$1000 or less decreased from 75 per cent of the total in 1930-31 to 22.22 per cent in 1940-41. An increase from 25 to 55.55 per cent is shown in schools having equipment valued at more than \$2000.

III. SUMMARY

Church-related secondary schools in New Orleans, while offering commercial training as early as 1856, have shown little real progress in developing a comprehensive program of commercial education.

The commercial offerings have been expanded from elementary bookkeeping, arithmetic, and penmanship to a total of eleven subjects, chief among which are typewriting, shorthand, and bookkeeping. The training continues to be of an extremely technical nature and prepares for the holding of office positions after graduation. Little stress has been placed on the socio-business subjects; in fact, only a small number of the schools have ever offered any training other than in typewriting, shorthand, and bookkeeping.

Conferences with high school principals and commercial teachers reveal a similar lack of progress in teaching methods and procedures. Several commercial teachers reported that no changes in curricula or teaching methods had taken place in the last ten or fifteen years. A report from one school states that there have been no significant changes since 1900 in any phase of its commercial work. One teacher stated that she taught her classes in exactly the same manner, and obtained the same results, as she did fifteen years ago. In this connection it might be stated that conferences with instructors in church-related secondary schools revealed a surprising lack of familiarity with present-day business problems and practices.

Since the late 1920's there has been a definite upgrading of commercial offerings. Much of the training has been shifted from one- and two-year courses offered in the elementary school or upon completion of the seventh or eighth grade, to the third and fourth years of the regular high school program. It was not until around 1930 that the commercial subjects were generally incorporated into the regular four-year programs which led to a high school diploma. Post-graduate training, while offered by one or more schools almost each year, has never enrolled more than a few dozens of pupils per session.

Despite the lack of progress made in teaching methods and procedures, and the failure of church-related secondary schools in New Orleans to offer little more than the purely technical subjects for job-training purposes, definite progress has been made along some lines. Since 1927, when none of the five teachers for whom data are available held college degrees, educational background has improved to the extent where for the 1941-42 session, 95.2 per cent of the commercial instruction in eleven of the twelve schools teaching business subjects was offered by college graduates. While the number of fields, other than commerce, in which commercial teachers offer instruction is still high, there appears a tendency toward the emergence of a small group of teachers who can definitely be called "commercial instructors." The teaching force in the commercial field continues to include a large per cent of those lacking specialization in this field; this situation is, however, improving, the number having academic specialization in commerce has increased from 26.66 per cent in 1930 to 61.91 per cent in 1941.

From 1928 to 1941, the number of pupils enrolled in commercial classes, not excluding duplicates, has increased from 274 to 2831. Such data as are available concerning high school graduates who have had commercial training indicate that they continue, for the most part, to secure employment rather than enter an institution of higher learning. A considerable number, however, enter various night schools in the city for more advanced training. An increasingly large number of boys are entering the accounting field. The majority of graduates, upon leaving the high school, enter into either general office or clerical positions.

CHAPTER V

THE DEVELOPMENT OF PUBLIC SECONDARY BUSINESS EDUCATION IN NEW ORLEANS

Chapter V is devoted to a study of the development and gradual growth of public secondary business education in New Orleans from the time that the first bookkeeping course was offered in the Boys' High School in 1845 until 1942.

Materials for this chapter have been obtained from numerous sources. The chief sources are the rules and regulations of the public schools of the city of New Orleans; statistical reports of the New Orleans public schools; annual reports of high school principals to the State Department of Education; handbooks and yearbooks of the various high schools; annual and semi-annual reports submitted by the principals to the Superintendent of the Orleans Parish Schools; annual reports of the district superintendent in charge of high schools; announcements of the Orleans Parish School Board; courses of study of the several schools; directories of the New Orleans public schools; annual reports of the high school counsellors and the central department of vocational guidance; reports of the State Superintendent of Public Education; minutes of the Orleans Parish School Board; minutes of the State Board of Education; New Orleans city directories; materials furnished by the district superintendent in charge of high schools; and numerous other scattered sources. Additional data for this chapter were obtained through

conferences with the director of vocational guidance, and at least one commercial teacher or principal in each of the schools included in the third section of this chapter, which deals with the modern period in the development of business education in the public schools.

Chapter V is divided into four sections. The first section is devoted to the gradual growth of the public high schools and the introduction and growth in importance of commercial subjects during the period before 1900. The period from 1900 to 1924, when the first high school of commerce was established, is treated in the second section. The third section is a study of the modern period in business education in the public schools, and traces changes and developments from 1924 to 1942. This section is sub-divided into eight parts, the first seven of which are devoted to commercial training at the high school level; the eighth discusses commercial training at the post-graduate level. The fourth section of Chapter V summarizes the developments in business education in the public secondary schools from 1845 to 1942.

SECTION I

PUBLIC SECONDARY BUSINESS EDUCATION IN NEW ORLEANS PRIOR TO 1900

The beginnings of public education in New Orleans. The first record of any attempt at public education in New Orleans dates from 1772, when the Spanish monarch, Charles III, resolved to establish schools in this locality and sent four teachers to New Orleans for this purpose.¹ These teachers were not received kindly by the French population and their efforts met with little success. However, at least one school was established which maintained its existence until 1803, when Louisiana passed under the control of the United States.²

Governor W. C. C. Claiborne of the Territory of Orleans, on May 29, 1804, petitioned the President of the United States for permission to use certain lots and public buildings for school purposes.³ This request was granted and the first American public school in New Orleans was opened sometime either in 1804 or 1805.⁴

The city of New Orleans was not particularly concerned about education during the first quarter of the nineteenth century. During this period the private schools had the field of instruction practically

¹Stuart G. Noble, "Early School Superintendents in New Orleans," The Journal of Educational Research, 24:275-279, June 1931.

²Ibid., p. 279.

³Stuart G. Noble, "Schools of New Orleans During the First Quarter of the Nineteenth Century," Louisiana Historical Quarterly, 14:65, January, 1961.

⁴Loc. cit.

to themselves. Parents had either to patronize private schools or employ tutors for their children.¹

Upon Governor Claiborne's recommendation to the Legislative Council in April, 1805, the College of New Orleans was established. The object of this institution was the instruction of youth in Greek, Latin, English, French, Spanish, sciences, philosophy, and literature. In addition to this college, the regents were to establish one or more academies for the instruction of youth in French, English, reading, writing, grammar, arithmetic, and geography. Provision was also made for the establishment of academies for the instruction of girls in English, French, "polite" literature, liberal arts, and other "accomplishments suitable to the age and sex of the pupils."²

In 1809, the regents reported with regret that, despite laudable efforts to organize it, public education had been practically abandoned.³

The great need of the time was some means of communication between the various nationalities of New Orleans. For business and social purposes everyone needed two, three, or more languages.⁴ In 1841, when the Board of Directors of the Second Municipality appointed a superintendent of schools, there were three separate and distinct school

¹Ibid., p. 86.

²"Historical Sketch of Public Education in Louisiana," DeBow's Review and Industrial Resources, Statistics, Etc., 18:555-58, April 1855.

³Ibid., p. 558.

⁴Stuart G. Noble, "Schools of New Orleans During the First Quarter of the Nineteenth Century," Louisiana Historical Quarterly, 14:68, January 1931.

systems, one for each municipality. The First Municipality was the French quarter, the Second Municipality the Anglo-American quarter, and the Third Municipality the Spanish district.¹

In 1826, an act passed by the General Assembly of the State of Louisiana established one central and two primary schools in New Orleans, to be administered by ten regents appointed by the Governor and the Senate.² This represents the beginning of successful public education in this city. After this time, the demand for primary instruction grew rapidly, but there continued to appear little need for secondary education.

By 1846, James D. B. DeBow, in speaking of public instruction, stated that New Orleans "had already attained to a proud pre-eminence in this respect, among southern cities. She has discarded mere charity schools forever, and adopted the true system of common schools"³

The College of New Orleans, intended as a secondary school, did not attract sufficient students to justify the support of such an institution. Consequently, it became a grammar school and competed with private schools of the same rank. The career of this school was not a successful one, and the college was abolished by the legislature on March 31, 1836.⁴

¹Stuart G. Noble, "Early School Superintendents in New Orleans," The Journal of Educational Research, 24:279, June 1931.

²Acts Passed at the Second Session of the Seventh Legislature of the State of Louisiana, 1826. pp. 146-148.

³"Education in New Orleans," The Commercial Review of the South and West, 1:85, January, 1846.

⁴Stuart G. Noble, "Schools of New Orleans During the First Quarter of the Nineteenth Century," Louisiana Historical Quarterly, 14:77, January, 1931.

Early secondary education in New Orleans. The first public high school in New Orleans was opened on December 4, 1845, in the Second Municipality, the Anglo-American quarter. This was a high school for boys and was open to those who successfully passed the entrance examinations. Two courses were offered—a "full course" of five years and a "special course" of three years. The five-year course was classical in nature; the three-year course was shorter and did not contain Latin or Greek.¹

The first girls' high school was opened in June, 1845, as a result of action taken by the Committee on High Schools of the New Orleans Board of School Directors.² Pupils twelve years old and above, who had spent at least one year in the public schools of New Orleans were eligible for admission upon passing an entrance examination. The purpose underlying the establishment of this high school was to provide for girls an education which would enable them to perform intelligently matters connected with the municipality, and to make available for them the same educational opportunities as those provided for the boys.³ The course of study for girls was similar to that of the boys' high school.

These first high schools were no sooner established than some dissatisfaction arose over the classical curricula which they provided. One New Orleans citizen, in addressing the Board of Directors of the

¹Proceedings of the Board of Directors of the Public Schools of Municipality No. 2, December 16, 1845. (no page numbers).

²Ibid., May 3, 1845. (no page numbers).

³Ibid., August 2, 1845. (no page numbers).

Public Schools of the Second Municipality, declared that the people of this city wanted an American education rather than one that was European. His plea for a practical education to provide youth for the coming commercial opportunities of the South follows:¹

We are an enterprising business people we should give our children a business education the opening of the door of commerce to China and to Africa, and the civilization of the islands of the Pacific by Christian missionaries, and the connecting, as doubtless will be done before another half century rolls away, of the Atlantic and the Pacific . . . ; the annexation of Texas, and the running a railroad from New Orleans to its capital, and thence into the heart of Mexico, California, and the different countries of South America; . . . railroads, canals, telegraphic despatches by electricity, the steam navigation of our numerous long rivers and extensive inland seas; all this opens up a vast field for the enterprise of American youth, especially for those of the South and West, and renders it still more important that they should receive a liberal and thorough business education; and that to an ordinary course of instruction should be added practical mathematics, civil engineering, navigation, and modern languages.

That many citizens had not yet come to consider the high schools an essential part of the educational program of the Second Municipality is evidenced by the fact that in 1847, because of financial stress coincident with the war between the United States and Mexico, numerous proposals were submitted to the School Board to abolish the high schools after the annual examinations in February.² Fortunately, the majority of the Board opposed a move representing such a serious retrenchment in education. After a careful investigation, the Board agreed that instead of abolishing the high schools they be made more practical and that

¹W. A. Scott, "The Education We Want," A Discourse Pronounced on the Twenty-Fourth of November, 1844, before the Board of Directors of the Public Schools, of Municipality Number Two, pp. 16-17.

²Proceedings of the Board of Directors of the Public Schools of Municipality No. 2, January 30, 1847. (no page numbers).

Latin and Greek might well be replaced by studies of greater everyday usefulness. As a result of this suggestion, provision was later made for the study of Science; however, Latin and Greek were not omitted from the curriculum at this time.¹

The continued development of secondary schools and the beginnings of commercial education. The first commercial work in the public high schools of New Orleans was in the Boys' High School opened in the First Municipality, the French quarter of the city, in 1845. The course of study included English and French rhetoric, the rudiments of the Latin language, the rudiments of natural and moral philosophy, the higher branches of mathematics, mensuration, bookkeeping, and penmanship.² Instruction was in charge of a principal and two teachers. The two teachers each received a salary of \$100 per month. One was responsible for courses in French, Latin, and penmanship; the other, for the remaining subjects.

The Girls' High School of Municipality No. 1, established in 1847, included English and French rhetoric, composition, penmanship, history, geography, music, drawing, and embroidery in its offerings.³

With the annexation of the town of Lafayette to the city of New Orleans in 1852, the Fourth Municipal District was created. By this time, there were six public secondary schools in New Orleans—one for boys and one for girls in both the First and the Second Municipalities,

¹Ibid., December 31, 1847.

²Proceedings of the Board of Directors for the Public Schools of the First Municipality, September 16, 1847. (no page numbers).

³Ibid.

and one high school in each of the other two municipalities. The high schools in the Third and Fourth Municipalities were attended by both boys and girls until the establishment in 1855 of separate schools in each of these districts.

In 1854, there were only 100 pupils--60 boys and 40 girls--enrolled in high school work in New Orleans.¹ The schools were operated for a period of ten months. Schools were reported as being "very efficient, teachers capable, faithful, and attentive."²

Reports from the various school districts at this time indicated that nearly half of the teachers had been educated solely in the high schools of the First and Fourth Districts of the city.³ In 1855, the Governor of Louisiana objected to the recommendation of the State Superintendent of Public Education that a normal school be established on the grounds that it would entail useless expense, since:⁴

. . . the High Schools of New Orleans are great nurseries already established and prepared to furnish competent teachers to the State as soon as judicious reform shall promise efficiency and dignity to their labors and profit for their services.

The reorganization of secondary education. Soon after General B. F. Butler re-established in New Orleans, early in 1862, the power and

¹Report of the State Superintendent of Public Education to the Members of the General Assembly of the State of Louisiana, January, 1855. p. 92.

²Report of the Superintendent of Public Education to the Legislature of the State of Louisiana, 1858. p. 102.

³Ibid., p. 102.

⁴"Education in Louisiana," DeBow's Review and Industrial Resources, Statistics, Etc., 1:422, March, 1855.

laws of the Federal Government, an ordinance was passed reorganizing the city schools and bringing them under one management. General administration was entrusted to a Bureau of Education, authorized to appoint a Board of Visitors for each municipal district, and one superintendent for the entire city.¹

The Bureau of Education soon established uniformity in regulations, in the textbooks used throughout the several districts, and perhaps most important of all, adopted the English language as the sole medium of instruction in all public schools, both elementary and secondary.² Three years later, the public schools of New Orleans passed from Federal hands back to those who were in office when Butler took control in 1862.

By 1866, as a result of the reorganization begun by the general city school board, there remained only four high schools instead of the eight which had existed before the War Between the States. Both a girls' high school and a boys' high school were provided for the district above Canal Street, known as the "upper" or "uptown" district. Two other schools, one for boys and one for girls, were provided for the section below Canal Street, known as the "lower" or "downtown" district.³

After this reorganization had been effected, the curriculum of the two boys' high schools were arranged to provide the three-year program given in Table XXXII.

¹Report of the State Superintendent of Public Education to the General Assembly of the State of Louisiana, October, 1864, pp. 25-26.

²Loc. cit.

³New Orleans City Directory, 1867. pp. 578-9.

TABLE XXXII

CURRICULUM OF THE BOYS' HIGH SCHOOLS, 1866¹

<u>Junior C Class</u>	<u>Intermediate B Class</u>	<u>Senior A Class</u>
Latin	Latin	History
Algebra	Greek	Rhetoric
Arithmetic	Algebra	Greek
Natural Philosophy	Geometry	Geometry
Grammar	Trigonometry	Trigonometry
Rhetoric	Natural Philosophy	Astronomy
History	Bookkeeping	Chemistry
Bookkeeping	History	Drawing
Drawing	Rhetoric	Latin
French	Drawing	Bookkeeping
	French	French

A further consolidation of secondary schools took place when the upper and lower boys' high schools were merged into the new Central Boys' High School, which was opened in April, 1867. The school consisted of six departments—English, mathematics, natural science, classics, French, and commerce—each of which was in charge of a professor who devoted his entire time to the work of his department. The Department of Commerce included work in penmanship, drawing, and practical bookkeeping.² Drawing and bookkeeping were a part of the offerings of each of the four years provided by this consolidated school.

Prior to 1870, no records can be found of commercial work having been offered in the high schools for girls. At this time the upper and the lower girls' high schools both offered a three-year course which

¹Report of the Superintendent of the Public Schools of the City of New Orleans, 1866. p. 62.

²Annual Report of the State Superintendent of Public Education, William G. Brown, to the General Assembly of Louisiana, for the Year 1874. p. 171.

included natural sciences, commercial science, drawing, belles letters, French, and ancient languages.¹

A move to consolidate these two schools occurred as a result of population shifts from below to above Canal Street. As a result of these population movements which occurred after the period of reconstruction, the uptown girls' school increased in enrollment, but the downtown school steadily declined. The attendance became so unequal in the two schools that it was necessary to transfer to the lower high school successful candidates from one or two of the elementary schools above Canal Street; the transfers were made at the time of the annual promotions.

The organization of two-year academical departments. During the period from the middle seventies to the late 1880's, there was much opposition to the maintaining of secondary schools at public expense. The limited appropriations for educational purposes resulted in many citizens contending that neither the City of New Orleans nor the State should be required to furnish more than a primary education. The complaint that the branches taught in the high schools were impractical also created much opposition to public secondary education. These objections, while not sufficient to rule the high schools out of existence, resulted in organizational changes designed to insure a more practical curriculum and at the same time curtail expenses.

As a result of the unequal division of labor which had developed in the girls' high schools, the limited appropriations for secondary schools, and the growing public demand for a more practical education,

¹Ibid., p. 171.

two changes were made in the high schools in 1879.¹ First, the two girls' high schools were consolidated into a new girls' school, located on Calliope Street. Second, the two remaining high schools—one for boys and one for girls—became known as Academical Departments and provided a two-year program.

At the same time that these changes were made at the secondary level, an eighth year was added to the elementary school.

The two-year Academical Departments provided instruction in four subject matter groups, also known as departments:²

- (1) The Department of English Literature and Languages
- (2) The Department of Mathematics and Bookkeeping
- (3) The Department of Physical Sciences
- (4) The Department of Ancient and Modern Languages (Latin and French particularly).

This reorganization supposedly offered certain advantages, which were described thus:³

The modified curriculum and the change in the time required to complete the course of study from three to two years have given larger classes and a more practical significance to the work of these schools. At the same time they have lost something of their exclusive and collegiate character. The course in Mathematics has been abridged to Algebra and the elements of Geometry. The study of Latin has been discontinued, because the time was deemed insufficient for the attainment of valuable results in that branch, and a course in Book-keeping and Commercial Calculations has been substituted in its place.

¹Report of the Chief Superintendent of the Public Schools of New Orleans to the State Board of Education, January 1879. p. 16.

²Annual Report of the Chief Superintendent of the Public Schools of New Orleans to the State Board of Education, January 1880. p. 15.

³loc. cit.

It was contended that this new set-up brought the school closer to the practical requirements of society. The Superintendent reported that: "The ancient languages are not at present taught in the schools, the purpose being to give a preparation for business, rather than a more protracted course of study in colleges and universities."¹

The introduction of stenography. Stenography was introduced into the Central Boys' High School of New Orleans in 1881 at the same time that the course of study was again reorganized and the secondary period extended from two to three years. Both bookkeeping and stenography were offered in each of the three years of work.² With this reorganization, Latin again became a part of each year's offerings. In the high school for girls, a literary course was provided and neither Latin nor commercial subjects were included in the three-year program.

Prior to 1881, when stenography was first added to the curriculum of the Central Boys' High School, bookkeeping was the only subject that could be classified as a business offering. The only other subjects which might possibly have been considered in this class were penmanship, drawing, mensuration, and arithmetic. The origin of clearly defined commercial education at public expense in New Orleans took place with the addition of stenography to the bookkeeping already offered.

The establishment of the McDonogh High Schools. The building on Calliope Street in which was housed Academic Department No. II--the consolidated high school for girls--became inadequate for the number enrolled

¹Ibid., January 1880, pp. 4-5.

²Ibid., January 1882, p. 16.

and the Orleans Parish School Board announced that in the fall of 1889 two divisions would be made of this school, one for the uptown section and one for the downtown section. The upper girls' high school was located at the corner of Jackson and Chippewa Streets, and the lower or downtown high school on Esplanade Avenue. The boys' high school, Academic Department No. 1, was transferred to the building on Calliope Street, vacated by the girls' high school.¹

The new uptown high school for girls became known as McDonogh High School No. 2, the boys' high school became McDonogh High School No. 1, and the downtown high school for girls became McDonogh High School No. 3.²

Nineteenth century educational developments in the public high schools. Following the War Between the States, great public apathy toward the schools of New Orleans existed. Public education was further hindered in its development by the reign of the "carpetbagger radicals" and the failure of the city to place the schools on a cash basis. Such initiative as did exist during the two or three decades following the war appears to have come largely from the superintendent and principals.

It was not until the latter part of the nineteenth century that the need for high schools became generally accepted and that education at the secondary level became a well-established part of the New Orleans public school system. In 1888, of over 25,000 pupils in the public schools, only 498 were enrolled in the high schools.³ By 1900, the

¹The Daily States, July 26, 1889. p. 2, col. 4.

²Minutes of the Orleans Parish School Board, October 11, 1889. p. 148.

³Report of the Chief Superintendent of the Public Schools of New Orleans to the Board of Education, January, 1888. pp. 33-42.

number of youth in the public high schools had increased to almost 1000.¹

Numerous changes were made in the high schools in an effort to keep them within the appropriations available and at the same time satisfy the demands of the public for a more practical education. Such changes as did take place, however, were largely because of financial difficulties rather than the result of educational planning. The struggle of the high schools for existence was most difficult, but by 1900 secondary schools were gaining a foothold in the educational system of New Orleans.

The commercial education of the 1800's was of a very limited nature, with bookkeeping being the only real business subject until stenography was introduced in 1861. The rigid, prescribed curriculum afforded little emphasis on this phase of work. During the greater part of the nineteenth century no commercial instruction was found in the high schools for girls. It was not until after 1900 that the New Orleans public schools made any significant advancements in commercial education.

¹ Ibid., 1900, p. 23.

SECTION II

BUSINESS EDUCATION IN THE PUBLIC SECONDARY SCHOOLS FROM 1900 TO 1924

During the last decade of the nineteenth century, numerous economic, social, and educational changes combined to form a foundation for the rapid development of secondary business education after the turn of the century.

The rise of "captains of industry;" the beginnings of the office machine age, ushered in by the invention of the typewriter; the development of scientific methods and instructional facilities for typewriting; the growing demand for stenographers and typists; the rapid development of shorthand after 1875; the reaction against the formal discipline theory of education and the resulting modifications of this doctrine; the promotion of business education at the collegiate level; dissatisfaction voiced by high school alumni over the type of training being offered in the public high schools; the growing attitude of progressive business men against the idea that a good literary education furnished the best preparation for business life; growing acceptance of the high school as a link between the college and the elementary school; the development of elementary school systems to provide education for the masses and the expansion of this system far beyond its former dimensions were all influences which contributed to the great increase in the numbers demanding and receiving business training in the public high schools after 1900.

The number of New Orleans youth receiving subsidized business education prior to 1900 was extremely small in comparison to the number receiving business training furnished by private agencies. However, after 1900 there was a constant and rapid increase in subsidized business education at the secondary level.

The provision of an elective system of studies. With the growth of the high schools, the deficiencies of the curriculum and the needs for changes became apparent. Much dissatisfaction with the course of study was found on every hand, and numerous boys and girls entered the high schools only to leave a few months later to enter the commercial schools of the city.

Some desirable changes were suggested by the principal of McDonogh High School No. 1 for boys in his annual report to the superintendent for the 1903-1904 session:¹

. . . our present course of study may be said to offer a combination of subjects as will produce a fair degree of general, well-rounded culture; and to afford ample preparation for admission to the higher educational institutions of the State. It accomplished these ends by giving considerable training in mathematical, linguistic, scientific, and commercial studies.

But I believe we could do something more than we are doing, to satisfy the needs of our pupils as individuals; to give each of them what he wants to prepare himself with some degree of specialization for the work he desires to do in his life. I believe we could do this, not only without lowering in any way our high standard of excellence, but also with an increased total of educational profit.

An elective system of studies to take the place of the rigidly prescribed course of study in existence at that time was suggested.

¹Annual Report of the Board of Directors and of the Superintendent of Schools for the Session 1903-1904. p. 26.

Students would thus be able to take those courses in which they were interested, and an opportunity would be provided for slower and less gifted pupils to progress at their own rate. In accordance with this recommendation, the Board of Directors of the New Orleans Public Schools, on September 8, 1904, adopted a resolution discontinuing the rigid course which had been in effect for years, and in its place substituted an elective system:¹

The change is destined to revolutionize former methods and result in inducing a large number of scholars to remain at the school for graduation and not abandon their studies because some of the boys were proficient enough to successfully pass final examinations . . .

Under the new system, not less than 15 nor more than 25 hours of class work per week could be elected. English and mathematics, which were required for the first two years and covered five hours of class work each per week, were the only two compulsory subjects. Each subject had a point value. One period a week for one year counted as one point. Sixty points were required for graduation, thus making the number of years spent in high school dependent on a pupil's ability to carry a light or a heavy load.

The commercial program of McDonogh High School No. 1, the only high school providing commercial work at this time, was enlarged as a result of the introduction of the elective system. Under this plan it was possible to offer a fuller commercial course. Special attention was given to providing thorough instruction in the Commercial Department, in which bookkeeping, phonography, typewriting, commercial arithmetic, and

¹The Daily Picayune, September 10, 1904. p. 9, col. 6.

commercial law were now taught. For students planning to enter the business world, a program consisting of English, mathematics, typewriting, shorthand, and bookkeeping was suggested. Other combinations of subjects were suggested for those preparing for colleges and universities.

The adoption of the elective system of studies is particularly significant since it represents the first attempt on the part of public school educators to provide for individual differences at the secondary level and to make available one program of work for those preparing for college entrance and another for those interested in entering the business world.

The new course of study embodying the elective system of McDonogh High School No. 1 is given in Table XXXIII.

The elective system met with unexpected success. Benefits derived from its introduction included fewer withdrawals, a smaller per cent of failures, a higher level of scholastic attainment, better teaching because faculty members were not burdened with those unable or unwilling to do their work, and the beneficial results of concentrated efforts that come from definiteness of purpose.¹

As to the work of the commercial classes under the elective system, the following comment is significant:²

In the new department of phonography, the work has progressed in a satisfactory manner. A large majority of the class became thoroughly familiar with the rules and were writing and reading their notes with facility. In their work next year, they ought to acquire speed very rapidly.

¹Annual Report of the Board of Directors and the Superintendent of Schools for the Session 1904-1905. p. 28.

²Ibid., pp. 28-29.

TABLE XXXIII

ELECTIVE COURSE OF STUDY, McDONOUGH HIGH SCHOOL NO. 1, 1904-1905¹

		<u>First Year</u>	
<u>Required</u>		<u>Hours per Week</u>	<u>Points</u>
	Mathematics I	5	5
	English I	5	5
<u>Elective</u>			
	Latin I	5	5
	French I	5	5
	History I	5	5
	Physical Geography)	5	5
	Physiology) I		
	Bookkeeping I	5	5
	Phonography I	5	4
	Drawing I	4	2
		<u>Second Year</u> ²	
<u>Required</u>			
	Mathematics II	5	5
	English II	5	5
<u>Elective</u>			
	Greek I	5	5
	Latin II	5	5
	French II	5	5
	History II	5	5
	Physics I	5	4
	Bookkeeping II	5	5
	Phonography)	5	5
	Typewriting) II		
	Drawing II	4	2
		<u>Third Year</u> ³	
<u>Elective</u>			
	Mathematics III	5	5
	English III	5	5
	Greek II	5	5
	Latin III	5	5
	French III	5	5
	Civics)	5	5
	Economics) III		
	Chemistry I	5	4
	Commercial Law I	2	2
	Drawing III	4	2

¹Annual Report of the Board of Directors and the Superintendent of Schools for the Session 1904-1905. p. 15.

²Any subject of the first year may be taken if the student has the proper prerequisites.

³No required courses. Any subject of the first or second year may be taken if the student has the proper prerequisites.

In the department of bookkeeping, on account of the increased amount of time given to the subject, and the change in the method of conducting the classes, a greater amount of work was done, and the quality of it showed improvement. Some of the boys finished during the session the textbook in use, a result that was accomplished by considerable home study.

With our present elective course of study, we are in a position to add to our curriculum from time to time the commercial subjects for which there is a demand and which the Board can afford to supply.

While the boys' high school was increasing in numbers and enriching its curriculum as the result of its elective offerings, the girls' high schools were faced with the problem of an enrollment which had shown no increase since 1900. The literary course, with its lack of vocational subjects, could not successfully compete with the short, effective training of the local business colleges. Many girls preferred to take a course in stenography and bookkeeping at a private commercial school and prepare themselves for remunerative positions rather than to attend a high school and normal school for five years in order to prepare for the teaching profession.

As a result of this situation, the Board decided to provide for the girls' high schools an elective system of studies, with its commercial courses, as had been introduced into McDonogh High School No. 1 for boys. It was hoped that this course would provide adequate training for girls who had either to support themselves or their families.¹ From the following report, there can be little doubt but that this innovation was considered a success:²

¹Ibid., p. 30.

²Annual Report of the Board of Directors and of the Superintendent of Schools for the Session 1905-1906. p. 33.

The session 1905-1906 is memorable in the history of this school, because of the adoption of the elective system of studies and the introduction of courses in bookkeeping and phonography. With regards to these features, it has been an experimental year. Many of the new pupils selected too many studies in the beginning and were compelled later to reduce the number . . .

That the introduction of bookkeeping and phonography was desirable and needful and is appreciated, is shown by the successful completion of the first year's work by 65 pupils in the former and 76 in the latter. The teachers in both these departments have been earnest in their work and have brought their classes to a creditable standard.

The facilities and equipment available for commercial departments at this time were inadequate. That additional instructors and teaching space were badly needed may be seen from such statements as the following, which frequently appeared in principals' reports:¹

The instruction in typewriting has been given on the stage in the assembly room at the same time that many boys were studying in seats on the floor . . . arrangements should be made for better quarters for our typewriters, and the work of instruction thereon.

— — —

The enlargement of the classes in bookkeeping and phonography at the beginning of the second term would seem to necessitate the appointment of an assistant capable of relieving the teachers of these subjects . . . both studies require daily written exercises, the careful and continuous revision of which is essential to maintaining a high standard of scholarship . . . This revision, during the past term, has been almost entirely done at home by the teacher of phonography, who has had six classes daily during part of the term and wholly so by the teacher of bookkeeping whose time has been fully taken up with class work. The latter, besides devoting many hours every evening to this task, has, because of the bulk of the papers, even been put to some expense to have them taken to and from her residence. The appointment, therefore, of a capable assistant for these two departments seems indispensable.

¹Ibid., p. 32.

Prior to 1904, since all students followed the prescribed course of study, the idea that the commercial department might be used as a "dumping ground" for inferior students did not create a problem. The "dumping" idea appears to have gained some ground following the introduction of the elective system, but at once met with extreme disfavor among commercial instructors, who made an effort to discourage inferior pupils from aimlessly drifting into this field of study:¹

The work in the department of Phonography and Typewriting is growing in efficiency. Indifferent pupils who elect this subject merely to "make points," drop out of the class when they find that application is as essential in this department as in any other; and pupils in general are coming to realize that a good foundation in English is indispensable to success in this course.

The elective system of studies and the enriching of the offerings of the high school did much to make the secondary schools more attractive to New Orleans youth. This reorganization met with the approval of students and parents, principals and teachers. While they had never considered the introduction of commercial courses at the high school level as being particularly desirable for an immature student body, the superintendent and school board offered little active resistance to the demands for increased vocational training.

In spite of the concession made by the traditional curriculum to the commercial courses of study, the competition of private commercial schools continued to be a serious threat to the development of commercial studies in the New Orleans high schools. The elective system, designed to increase the usefulness of the high schools and to meet the growing competition of the private commercial schools, was not entirely

¹Ibid., Session 1907-1908, p. 47.

successful in preventing the movement to the business colleges. The Committee on Elementary Schools, in 1911, complained to the Public School Directors that representatives of private business schools, through professional solicitors, were persuading numerous numbers of pupils of the seventh and eighth grades to leave the public schools and become students of their institutions. The arguments and inducements offered, it was reported, were frequently both false and misleading. The Committee stated that:¹

We believe that it is to the advantage of both parents and children that the latter should complete their grade work in the public schools, but if for valid and sufficient reasons parents find it necessary to withdraw their children before completion of the course they should see that their children are placed in educational institutions of unquestionable integrity.

In 1908 provision was made by the Orleans Parish School Board for the construction of three modern high school buildings to house the three high schools then in existence. On March 18, 1912, the McDonogh High School No. 2, the uptown girls' high school, was moved to its present location on Napoleon Avenue and Prytania Street, and was named the Sophie B. Wright High School in honor of one of New Orleans' outstanding leaders in the early public school movement. The new high school to take the place of McDonogh No. 3, the girls' high school below Canal Street, was opened in 1912 and became known as the Esplanade Avenue Girls' High School. Warren Easton Boys' High School opened its doors in 1915, replacing McDonogh No. 1.²

¹Minutes of the Orleans Parish School Board, February 10, 1911.
p. 380.

²Biennial Report of the State Superintendent of Public Education to the Governor and General Assembly of Louisiana, School Sessions 1911-12 and 1912-13. p. 88.

The organization of parallel courses of study. The elective plan of studies was no sooner established and functioning smoothly than the inadequacies of this system were recognized and demands were made for its modification. While it was generally agreed that the elective system should be continued it was suggested by teachers and principals that elective courses rather than elective subjects be provided. Courses recommended were: (1) a course in preparation for the New Orleans Normal School, (2) a commercial course, and (3) a classical course.¹

In accordance with these suggestions, the Committee on Secondary Schools reported in July, 1912, that it had approved a revised course of study for the several high schools.² Some of the defects of the elective system had been remedied by arranging the new course so that pupils desiring to enter Tulane, Newcomb, or any other college, could take a four-year course and be prepared to enter without conditions. Also, shorter commercial courses, leading to a certificate instead of a diploma, were provided. Instead of all work being elective except English and mathematics, as had previously been the case, regularly outlined courses were offered with varying amounts of elective work. All courses, however, continued to require English and mathematics. The four courses provided were: (1) a college preparatory course, (2) a normal preparatory course, (3) a general elective course, and (4) commercial courses of one, one and a half, two, and three years.³

¹Annual Report of the Board of Directors and of the Superintendent of Schools for the Session 1910-1911. p. 43.

²Minutes of the Orleans Parish School Board, July 12, 1912. p. 563.

³Annual Report of the Superintendent of the Orleans Parish Schools, 1912-1913. p. 43.

As a result of the introduction of shorter commercial courses there was a large increase in the enrollments of the commercial departments. It was believed that the popularity of these courses demonstrated the utility of providing such training to meet the needs of young boys and girls who had to become self-supporting in the shortest time possible. In 1913-14, the largest enrollment in the Sophie B. Wright High School was in the normal preparatory course, but it was reported that a progressive shifting of electives was noticeable from this course to the commercial courses.¹ A similar trend was noticeable in the Esplanade Avenue Girls' High School.

Since the full commercial course, including both bookkeeping and stenography, was very heavy and required 35 periods per week for class work, and proportionate time for home preparation, pupils were advised to take only half the course (either shorthand or bookkeeping) unless they had already completed a regular high school program.²

The course of study of the New Orleans high schools was again reorganized in 1914, and five full courses of study prepared: (1) general elective, (2) college preparatory, (3) normal preparatory, (4) household arts, and (5) commercial.³ At the same time, the commercial departments of the two girls' high schools were thoroughly reorganized and their courses revised. Efforts were made to bring these

¹Ibid., 1913-1914, p. 27.

²Ibid., 1912-1913, p. 49.

³Course of Study of the Sophie B. Wright and Esplanade High Schools (Girls), 1914. pp. 11-14.

departments up-to-date in every respect and to provide classroom work which would approach the actual working conditions of the business world.

In addition to the full commercial course leading to a diploma and requiring from three to four years for completion, three shorter commercial courses were provided: (1) a two-year commercial course, (2) a one-year bookkeeping course, and (3) a one-year shorthand course.¹ Students desiring a commercial course leading to a high school diploma were advised to take the following:²

Mathematics, at least two courses	Phonography
English, 6 courses	Typewriting
Commercial English	Commercial Geography
Bookkeeping, Office Routine	Foreign Language
Industrial History of the U. S.	Electives - Foreign Language or Expression

The requirements of the commercial courses leading to certificates are given in Table XXXIV.

Other than occasional minor changes in the curriculum, these courses remained practically unchanged until commercial high schools began to be organized in 1924 and 1925.

Teachers of commercial subjects. Practically no information is available concerning the number of teachers of commercial subjects or the quality of their instruction during this period. Reports of high school principals around 1904-5 give the impression that one commercial teacher was probably found in each of the three high schools. At this time, however, principals were urging the addition of other

¹Ibid., p. 12.

²Ibid., p. 13.

TABLE XXXIV

COMMERCIAL COURSES LEADING TO CERTIFICATES, 1913-1914¹

Two-Year Commercial Course

<u>Required Subjects</u>	<u>Periods per Week</u>			
	<u>First Term</u>	<u>Second Term</u>	<u>Third Term</u>	<u>Fourth Term</u>
Bookkeeping and Penmanship	10	10	10	-
Bookkeeping (with Commercial Law and Office Routine)	-	-	-	10
Phonography	10	10	10	10
Typewriting	5	5	5	5
English (regular high school)	5	5	5	5
Commercial English	-	-	-	5
Commercial Arithmetic	5	5	5	5
Commercial Geography	-	-	-	5

One-Year Bookkeeping Course

<u>Required Subjects</u>	<u>First Term</u>	<u>Second Term</u>
Bookkeeping	20	20
Commercial Arithmetic	5	5
Commercial English	5	5

Electives

Typewriting

One-Year Shorthand Course

<u>Required Subjects</u>	<u>First Term</u>	<u>Second Term</u>
Phonography	15	15
Typewriting	10	10
Commercial English	5	5
<u>Electives</u>	5	5
English (regular high school)		

¹Course of Study of the Sophie B. Wright and Esplanade High Schools, (Girls), 1914. pp. 13-14.

commercial teachers in order to reduce the heavy load being carried by those in this field.

The number of teachers of commercial subjects increased, however, until by 1913-14 Esplanade Avenue High School (formerly McDonogh No. 5) reported a total of nine commercial teachers--two in bookkeeping, two in phonography, two in Commercial English, and three in commercial arithmetic.¹ The number of pupil recitations per week for these nine teachers ranged from 165 for one of the teachers of commercial arithmetic to 1065 for one of the teachers of phonography. The average number of recitations per week for all commercial teachers was 539, while for teachers of all other subjects the total was only 394.1.² With the growing enrollments in the commercial departments, the data available would seem to indicate that the assignments of the commercial teachers were unusually heavy.

The training of commercial teachers appears to have been of not too high a grade. Most of them continued to secure the fundamentals of typewriting, bookkeeping, and shorthand either from the business colleges or from some other private agencies. Practically none of them had college degrees, although most had either graduated from, or attended, the New Orleans Normal School.

Growth in enrollment in commercial subjects. In 1900, approximately 1000 boys and girls were enrolled in the three high schools.

¹Annual Report of the Superintendent of the Orleans Parish Schools, 1912-1913. p. 61.

²Ibid., p. 62.

By 1915, the number had reached 2000, and by 1925 was over 3000.¹

Of 422 girls in McDonogh High School No. 3 for the 1906-1907 session, it was reported that 142 were enrolled in the commercial classes.² During the same year, McDonogh High Schools 1 and 2 reported 77 and 125 students, respectively, taking commercial work.³ By 1913-1914 of a total enrollment of 1909 in the three high schools, commercial courses were being taken by 702.⁴ Largest enrollments in commercial classes were found in McDonogh No. 2, the uptown school for girls. The enrollments in the boys' high school and the downtown school for girls were about the same during the period from 1900 to 1917, when a number of boys left Warren Easton High School to join the armed forces. During the period from 1911 to 1914, the superintendent reported that approximately one-fourth of all high school students were enrolled in the commercial departments.⁵

During the first World War, the numbers enrolled in the commercial departments, in the girls' schools, increased considerably. This increase continued unchecked until the late 1920's. In 1917-18, the principal of Sophie B. Wright High School reported that:⁶

¹Minutes of the Orleans Parish School Board, January 16, 1930. p. 71.

²Annual Report of the Board of Directors and of the Superintendent of Schools for the Session 1906-1907. pp. 34-35.

³Ibid., p. 56.

⁴Annual Report of the Superintendent of the Orleans Parish Schools, 1913-1914. p. 11.

⁵Ibid., p. 11.

⁶Ibid., 1917-1918, p. 48.

An examination of elections of pupils shows a growing preference for commercial subjects. For the first time in the history of the school, the entrance elections in the Commercial Course outnumbered those in the academic . . . 125 out of 203 pupils electing the former. On March 1, with an enrollment of 963 pupils in the school, 461 belonged to commercial classes and 502 to all other classes.

As early as 1914-1915, the commercial departments of the high schools had grown so much that both equipment and space were inadequate. The growth was such as to interfere with the maintenance of the academic and college preparatory courses in the high schools. Ten years later, the first commercial high schools were established by transferring the commercial departments of the Sophie B. Wright and Warren Easton High Schools to separate buildings. Since this time, Sophie B. Wright and Warren Easton have been academic high schools and have offered no commercial work.

Evaluation of commercial education, 1900-1924. Because of the great expansion in industry and commerce during this period and the resulting demand for trained employees on various levels, there was without doubt a place for each of the various institutions offering business training. The lack of a clear philosophy of business education resulted, however, in much competition and useless duplication of effort. Generally, the high schools of New Orleans wavered greatly in their purposes. They competed with the business colleges and imitated their programs and methods, but at the same time complained bitterly because the private commercial schools were successful in attracting large numbers of youths of high school age. On the one hand was the desire of the superintendent and school board to maintain a cultural curriculum; on the other hand were the demands of many parents and students for a

more practical education and of commercial teachers for a recognition of the commercial branches as being of equal value with the traditional offerings.

It was during this period from 1900 to 1924 that the traditional, rigidly prescribed curriculum of the high schools gave way first to an elective system of studies, with an enriched commercial program, and then to parallel courses one of which was a commercial course.

During this period there was a lack of good leadership and business education was without direction. Men and women of sufficiently high calibre to command a following had not yet been attracted to this branch of education in the public schools of New Orleans. There were no writings, nor were there any attempts to clearly state the philosophy of business education.

SECTION III

THE MODERN PERIOD IN THE DEVELOPMENT OF PUBLIC SECONDARY BUSINESS EDUCATION IN NEW ORLEANS (1924-1942)

At the beginning of this period there were three high schools-- Warren Easton, Sophie B. Wright, and McDonogh High School (formerly Esplanade Avenue High School), all of which offered commercial and academic training.

With the establishment of the S. J. Peters Boys' High School of Commerce in 1924, the Warren Easton High School became an academic high school. The Sophie B. Wright High School also became an academic high school when its commercial department was moved to the new Kohn High School of Commerce in 1925. A third high school of commerce was established in 1929 and was known as the Henry W. Allen High School of Commerce. The McDonogh High School continued to offer both academic and commercial courses as before 1924.

During the 1930-31 session, the Martin Behrman High School in Algiers, offering both academic and commercial courses to boys and girls, and the Alcee Fortier High School, offering academic training to boys, were established. In February 1932, the Eleanor McMain High School, offering academic training to girls, was opened. The Francis T. Nicholls Comprehensive High School, opened in February, 1940, offers exploratory courses in typewriting, shorthand, and bookkeeping. The Edward Douglas White High School existed only from February 1940 to September 1942, and offered commercial training to both graduates and undergraduates.

At the post-graduate level, training has been offered by Kohn, Allen, McDonogh, Maybin, Behrman, and White.

In 1942, the time at which this study was concluded, the following schools were in existence:

Post-Graduate

1. Joseph A. Maybin School for Graduates--boys and girls.
2. Allen High School of Commerce--girls.
3. Edward Douglas White High School--boys and girls.
4. Martin Behrman Comprehensive High School--boys and girls.

Former Commercial High Schools

1. Allen High School--girls.
2. Joseph Kohn High School--girls.
3. S. J. Peters High School--boys.
4. Edward Douglas White High School--boys and girls.

Former Academic and Commercial High Schools

1. Martin Behrman Comprehensive High School--boys and girls.
2. John McDonogh High School--girls.

Academic High Schools

1. Eleanor McKain High School--girls.
2. Sophie B. Wright High School--girls.
3. Warren Easton High School--boys.
4. Alcee Fortier High School--girls.

Others

1. The Francis T. Nicholls Comprehensive High School--boys and girls.

I. THE HIGH SCHOOLS OF COMMERCE

Establishment of the high schools of commerce. During the decade following the first World War, the demands made by business and industry upon educational agencies for clerically trained office workers were exceedingly heavy. The number of youth seeking commercial training became so great that they could not be adequately cared for in the same

schools with academic students. In New Orleans, public school administrators attempted to meet these demands by the organization of vocational commercial high schools for the training of office employees. Three such high schools were organized between 1924 and 1929—the Samuel J. Peters Boys' High School of Commerce, the Joseph Kohn High School of Commerce for Girls, and the Henry W. Allen High School of Commerce for Girls.

(a) Samuel J. Peters Boys' High School of Commerce. Warren Easton Boys' High School showed a considerable increase in enrollment following World War I. From 1917 to 1919, there was a decrease in attendance, but after the War, the number started upwards again, and continued until the session 1923-24, when 1632 pupils attended.¹ In order to relieve the crowded conditions resulting from this increased enrollment, plans were made for the segregation of pupils taking commercial courses into a separate high school.

Superintendent Nicholas Bauer recommended to the Board that the pupils of the commercial department of the Warren Easton High School be accommodated in Peters' Elementary School with a view of ultimately developing there a high school of commerce for boys, stating that:²

Peters school is ideally located for a school of commerce . . . the development of modern school systems has proven the advisability of creating a distinct high school of commerce as distinguished from the academic high school, and . . . the opportunity here presents itself for the inauguration of this progressive step in our school system.

The first strictly commercial high school in New Orleans, known as the Samuel J. Peters Boys' High School of Commerce, was organized in

¹Annual Report of Warren Easton Boys' High School to the Superintendent of the Orleans Parish Schools, June 7, 1929. p. 1. (typewritten).

²Minutes of the Orleans Parish School Board, July 25, 1924. p. 485.

1924 with two objectives: (1) to relieve the administrative and housing problems resulting from offering both academic and commercial curricula in the same school, and (2) to equip boys who were elementary school graduates to handle initial jobs and at the same time prepare them for subsequent promotions that might come their way.¹

Miss Ray Abrams, former commercial instructor at Wright High School, who became the principal of this new school, described its work as follows:²

The work of the Boys' High School of Commerce is many sided and serious. It is the fixing in the life of the boys a proper physical foundation . . . developing in them the ability to earn a living by giving [to them] a thorough knowledge of the clerical subjects as they apply to general business, by furnishing a store of information useful in all industries, and by cultivating the attitudes toward business which are characteristic of the commercial world they are to enter . . . teaching them to live in proper relationship with their government, their fellow citizens, their family circle, and at peace with themselves.

It is meeting the requirements of boys who see for themselves no college training in the immediate future--boys of ambition who are anxious to get such a start that they will be equipped to handle a definite job, boys ready for promotion when the chance comes! It is providing instruction and experience which will prepare them to discharge effectively the obligations of real citizenship, that they may enter into "life abundant" in addition to making a living by doing one kind of work well . . .

(b) The Joseph Kohn High School of Commerce for Girls. After World War I, when the social barrier that prevented women from working in offices was removed, many girls began seriously to concentrate on a

¹Annual Report of the Principal of the Boys' High School of Commerce to the Superintendent, for the Session 1926-27. June 18, 1927. p. 1.

²High Ways, 1925. First Year Book, Vol. I, Boys' High School of Commerce. pp. 4-5.

business education. So quickly did the number of business-minded girls increase that it became necessary to open a new school which would offer a high school commercial course only. Joseph Kohn High School of Commerce for Girls was founded with this object in view. Here, too, the numbers increased so rapidly that an annex was required first, and then another commercial high school for girls. It was to satisfy this need that a second commercial high school for girls, the Henry W. Allen High School of Commerce, was opened.

In 1924, Superintendent Nicholas Bauer reported to the School Board that the Sophie B. Wright High School was over-crowded and recommended the establishment of a separate high school for commercial students:¹

McDonogh No. 6, a negro school, located four blocks distant [from Wright], . . . in a strictly white neighborhood draws its pupils largely from homes surrounding McDonogh Memorial School, a fifth grade white school . . . A Girls' High School of Commerce for the up-town section of the city is needed. Therefore, I recommend that the commercial students of the Wright High School be transferred to the McDonogh No. 6 building; which building is to be renovated and given a new name; that the Memorial School be changed to a negro school . . .

The first girls' commercial high school in New Orleans was named the Joseph Kohn High School of Commerce for Girls, in honor of Joseph Kohn, former member of the Orleans Parish School Board, because of the interest which he had manifested in practical education.² This school was opened February 2, 1925, with an enrollment of approximately 350 students who were transferred from the commercial department of the

¹Minutes of the Orleans Parish School Board, July 25, 1924. pp. 482-3.

²The Times Picayune, May 8, 1925. p. 3, col. 1.

Sophie B. Wright High School. Preparations were made for an additional 100 pupils who had just completed the eighth grade at Wright.

The aims of the Joseph Kohn High School of Commerce were stated as being two-fold: (1) to afford a thorough understanding of certain high school subjects, and (2) to give its young women an insight into business conditions and to help them acquire skill in doing the work that business requires.¹

Miss Ruby V. Perry, senior instructor of bookkeeping at the Sophie B. Wright High School, was appointed principal of the new High School of Commerce for Girls.

(c) The Henry W. Allen High School of Commerce. The district set aside for the Henry W. Allen High School of Commerce, opened in September, 1929, to relieve overcrowded conditions in the Kohn High School, included the area lying on the lake side of St. Charles Avenue, bounded by the uptown side of Louisiana Avenue, the Jefferson Parish line and Lake Pontchartrain. The rest of the district above Canal Street was to remain in the Kohn area. Girls living below Canal Street who wished to take commercial work continued to attend the John McDonogh High School as heretofore.

The Allen High School of Commerce at first occupied only eight rooms in the Henry W. Allen Public Elementary School. With the opening of the second semester in February, 1930, the grammar school department was transferred to the first floor while the high school occupied the second floor. The enrollment increased so rapidly that with the inadequate

¹Handbook of Joseph Kohn High School of Commerce for Girls, 1930.
p. 6.

facilities available, in October, 1950, 57 applicants had to be refused admission.

The essential purpose of the Henry W. Allen High School of Commerce was to offer professional training to girls preparing for business careers:¹

The course of study is planned to result in the development of a well-rounded life. The school seeks to reinforce business efficiency, mechanical skill, and correct technique, with staunch character, pleasing personality, and healthy body. Finally, pupils are brought to see that, in business, as in life, service and loyalty are the conditions of lasting satisfaction to self as well as to others.

(d) The Edward Douglas White Commercial High School. The Edward Douglas White School was originally planned as a post-graduate school for downtown New Orleans. However, because of crowded conditions at Peters and McDonogh, the school was also used as a commercial high school from February 1940 to January 1942. Because of the short period during which it functioned, White merits only a brief discussion. To prevent unnecessary duplication, both the graduate and undergraduate schools are discussed under the section on Commercial Education at the Post-Graduate Level.

Curricula of the high schools of commerce. The first thought in establishing high schools of commerce was to provide schools where the whole aim was to prepare students for positions in the business world. However, the original program of studies provided in the commercial high schools did not differ materially from the commercial

¹The Students' Handbook, Henry W. Allen High School, 1931.
p. 5.

courses previously offered in the regular high schools. There was, however, a difference in purpose and thoroughness.

Generally, it may be said that the curricula offered in the three high schools of commerce did not vary greatly and that only minor differences existed in content of the courses provided.

Soon after its organization in 1924, six curricula were provided for the Boys' High School of Commerce. The same program was offered at Kean High School when it was organized the following year. Three of these were 3-year courses, based on completion of an 8-year elementary school, and led to a diploma. The other three were two-year courses, based on an eight-grade elementary education, and led to a certificate. These courses were:¹

- (1) Three-year combined course in bookkeeping and stenography
- (2) Three-year bookkeeping course
- (3) Three-year stenographic course
- (4) Two-year combined course in bookkeeping and stenography
- (5) Two-year course in bookkeeping
- (6) Two-year course in stenography

Students were generally enrolled in the full three-year diploma course, but if a lack of ability was shown in bookkeeping they were transferred to the full three-year shorthand course. Likewise, if a lack of aptitude was found in shorthand, students were transferred to the three-year bookkeeping course.

Certificate courses were provided for those who, because of financial or other reasons, could remain in school only two years, or

¹Information furnished by Arthur J. Scott, Principal, Samuel J. Peters High School, October 20, 1942.

less. The full certificate course, with both bookkeeping and stenography, was advised. If unsuccessful in this, the student was shifted to either the bookkeeping or stenographic certificate course.

In the two and three-year courses, training in fundamental bookkeeping, stenography and typewriting were identical, but more English, the advanced features of business duties, and accountancy were added to the three-year courses.

In 1928, Kohn introduced a one-year secretarial course, open only to high school graduates, and thereby increased the number of courses available at this school to seven. These same seven courses were offered at Allen when its commercial training was begun in 1929. The post-graduate work of these two schools is discussed in the section on Commercial Education at the Post-Graduate Level.

In an effort to make the school a situation which would imitate to at least a small extent the conditions encountered in business life, the high schools of commerce made provision for a large number of speakers from business and professional pursuits in New Orleans; yearly excursions to business, industrial, and educational establishments; participation in local news contests; publication of weekly newspapers; numerous clubs; and other extra-curricula activities.

Until 1929, the high schools of commerce were vocational schools of commerce and based their curricula on an eight-year elementary school. It is true that occasionally, pupils who had not completed an elementary course were admitted to these schools, but because of their inability to do satisfactory work and their lack of English fundamentals, spelling, etc., their entrance was discouraged by principals to such an extent that they gradually disappeared entirely from the commercial high

schools.¹ After the 1929-30 session, when the eighth grade became a part of the high school, the course was planned for the last four years of a 7-4 system.

Gradually, the two-year certificate courses were discontinued, so that after 1929 they were no longer offered. From 1929 to 1931 three three-year courses were available: (1) a three-year general office and accounting course, (2) a three-year commercial course, and (3) a three-year general office and secretarial course.

From 1931 to 1936, three and four-year courses were provided:

- (1) Full four-year diploma course
- (2) Four-year accounting diploma course
- (3) Four-year secretarial diploma course
- (4) Three-year full certificate course
- (5) Three-year bookkeeping certificate course
- (6) Three-year stenographic certificate course

These courses are given in Tables XXV to XL.

From 1936 to 1940, only one course—a full diploma course—covering four years was offered. This course is given in Table XLI.

Prior to 1940, all students majored only in commerce. After 1940, when plans were under way to take commercial work out of the high schools, except as electives, a student was required to major in English and social science, and could also major in commercial subjects (1 year of bookkeeping, 1 year of shorthand, 1 year of typewriting, $\frac{1}{2}$ year of Commerce and Industry, $\frac{1}{2}$ year of Junior Business Training), or minor in

¹Conference with Miss M. Walsh, Instructor, Allen High School, November 8, 1942.

commerce and in mathematics. Since 1942, when a major in mathematics (for students graduating on and after June, 1944) became a state requirement, the general practice has been for each student to use English, social science, and mathematics for his three majors.

TABLE XXXV

FULL FOUR-YEAR DIPLOMA COURSE¹

Subject	Terms							
	1	2	3	4	5	6	7	8
Required								
English	1	2	3	4	5	6	7	--
Commercial English								1
Bookkeeping			1	2	3	4		
Stenography					1	2	3	4
Typewriting					1	2	3	4
*Expression	1	2						
Junior Business Training	1							
Louisiana History		1						
Commerce and Industry			1	2				
General Science					1	2		
Civics							1	
New Orleans								1
Commercial Mathematics			1	2				
General History			3	4				
Office Practice								2
*Penmanship and Spelling			1	2	3	4	5	6
*Physical Training	1	2	3	4	5	6	6	8
Elective								
Algebra			1	2				
Commercial Mathematics	1	2						
General History	1	2						
Spanish	1	2	3	4	5	6	7	8
Accounting							1	2
Banking								1
Office Practice					1			
Law						1		
Salesmanship and Advertising							1	
Economics								1
**Music	1	2	3	4	5	6	7	8

¹Guide Book, S. J. Peters Boys' High School of Commerce, 1931.
pp. 18-19.

*Courses marked * meet two periods per week. Those marked ** meet three periods per week. All other courses meet five periods per week.

TABLE XXXVI

FOUR-YEAR ACCOUNTING DIPLOMA COURSE¹

Subject	Terms							
	1	2	3	4	5	6	7	8
Required								
English	1	2	3	4	5	6	7	8
Commercial English								1
Bookkeeping			1	2	3	4		
Accounting							1	2
Typewriting					1	2		
*Expression	1	2						
Junior Business Training	1							
Louisiana History		1						
Commerce and Industry			1	2				
General Science					1	2		
Civics							1	
New Orleans								1
Commercial Mathematics			1	2				
General History			3	4				
Office Practice								2
Law							1	
Economics								1
*Penmanship and Spelling			1	2	3	4	5	6
*Physical Training	1	2	3	4	5	6	7	8
Elective								
Banking								1
Typewriting							3	
Commercial Mathematics	1	2						
Algebra			1	2				
General History	1	2						
Spanish	1	2	3	4	5	6	7	8
Office Practice					1			
Salesmanship and Advertising							1	
**Basic	1	2	3	4	5	6	7	8

¹Guide Book, S. J. Peters Boys' High School of Commerce, 1931. pp. 20-21.

*Courses marked * meet two periods per week. Those marked ** meet three periods per week. All other courses meet five periods per week.

TABLE XXXVII

FOUR-YEAR SECRETARIAL DIPLOMA COURSE¹

Subject	Terms							
	1	2	3	4	5	6	7	8
Required								
English	1	2	3	4	5	6	7	
Commercial English								1
Bookkeeping			1					
Stenography					1	2	3	4
Typewriting					1	2	3	4
Expression	1	2						
Junior Business Training	1							
Louisiana History		1						
Commerce and Industry			1	2				
General Science					1	2		
Civics							1	
New Orleans								1
Commercial Mathematics			1	2				
General History			3	4				
Office Practice					1			
Law						1		
Economics								1
*Penmanship and Spelling			1	2	3	4	5	6
*Physical Training	1	2	3	4	5	6	7	8
Elective								
Algebra			1	2				
General History	1	2						
Spanish	1	2	3	4	5	6	7	8
Salesmanship and Advertising							1	
**Music	1	2	3	4	5	6	7	8

¹Guide Book, S. J. Peters Boys' High School of Commerce, 1931.
pp. 22-23.

*Courses marked * meet two periods per week. Those marked ** meet three periods per week. All other courses meet five periods per week.

TABLE XXXVIII
THREE-YEAR FULL CERTIFICATE COURSE¹

Subject ²	Terms					
	1	2	3	4	5	6
English	1	2	3	4	5	
Commercial English						1
*Expression	1	2				
Pennmanship and Spelling			1	2	3	4
Junior Business Training	1					
Louisiana History		1				
Commerce and Industry			1	2		
Civics					1	
New Orleans						1
General History	1	2				
Bookkeeping			1	2	3	4
Commercial Mathematics	1	2				
Stenography			1	2	3	4
Typewriting			1	2	3	4
Office Practice					1	2
*Physical Training	1	2	3	4	5	6

¹Guide Book, S. J. Peters Boys' High School of Commerce, 1931.
pp. 24-25.

²All subjects required. No electives. Spanish, algebra, salesmanship and advertising, general science, accounting, and banking are limited to the Diploma Courses and cannot be studied by those in the Certificate Courses.

*Courses marked * meet two periods per week. All other courses meet five periods per week.

TABLE XXIX
THREE-YEAR BOOKKEEPING CERTIFICATE COURSE¹

Subject ²	Terms					
	1	2	3	4	5	6
English	1	2	3	4	5	
Commercial English						1
*Expression	1	2				
*Penmanship and Spelling			1	2	3	4
Junior Business Training	1					
Louisiana History		1				
Commerce and Industry			1	2		
Law					1	
New Orleans						1
General History	1	2				
Bookkeeping			1	2	3	4
Commercial Mathematics	1	2				
Typewriting			1	2		
Office Practice					1	2
Civics					1	
Economics						1
*Physical Training	1	2	3	4	5	6

¹Guide Book, S. J. Peters Boys' High School of Commerce, 1931.
pp. 26-27.

²No electives in this course. All subjects required.

*Courses marked * meet two periods weekly. All others meet five periods weekly.

TABLE XL

THREE-YEAR STENOGRAPHY CERTIFICATE COURSE¹

Subject ²	Terms					
	1	2	3	4	5	6
English	1	2	3	4	5	
Commercial English						5
*Expression	1	2				
*Penmanship and Spelling			1	2	3	4
Junior Business Training	1					
Louisiana History		1				
Commerce and Industry			1	2		
Civics					1	
New Orleans						1
General History	1	2				
Stenography			1	2	3	4
Commercial Mathematics	1	2				
Typewriting			1	2	3	4
Office Practice					1	2
*Physical Training	1	2	3	4	5	6

¹Guide Book, S. J. Peters Boys' High School of Commerce, 1931. pp. 28-29.

²No electives in this course. All subjects required.

*Courses marked * meet two periods weekly. All others meet five periods weekly.

TABLE XII
FULL-DIPLOMA COURSE¹

Subject	Points per Course	Terms							
		1	2	3	4	5	6	7	8
Required									
English	5	1	2	3	4	5			
Commercial English							1		
Bookkeeping	5			1	2	3	4		
Stenography	5					1	2	3	4
Typewriting	2½					1	2	3	4
*Expression	2	1	2						
*Physical Training	1	1	2	3	4	5	6		
*Spelling	1			1	2	3	4		
Commercial Mathematics	5	1	2						
Commerce and Industry	5	1	2						
Civics	5				1				
Office Practice I)	2½)							1	
II)	5)								2
Electives									
English	5							6	7
*Expression	2			3	4	5	6	7	8
*Spelling	1							5	6
General History	5	1	2						
United States History	5			1	2				
General Science	5		1	2					
Junior Business Training	5		1						
Louisiana History	5	1	1						
Algebra	5			1	2				
Commercial Law	5					1			
Salesmanship	5						1		
Accounting	5							1	2
Journalism	5							1	2
Economics	5							1	
Spanish	5	1	2	3	4	5	6	7	8
Music	2	1	2	3	4	5	6	7	8

¹The above information was obtained from a mimeographed form prepared by the Principal of the S. J. Peters Boys' High School, and was in use from 1936 to 1940.

*Courses marked * meet two periods per week. All other courses meet five periods per week.

II. OTHER HIGH SCHOOLS OFFERING COMMERCIAL TRAINING

In addition to the high schools of commerce, three other schools have provided training for those seeking to enter the New Orleans business community by offering commercial curricula along with academic and other courses. These include the John McDonogh High School, formerly the Esplanade Avenue Girls' High School, and before that time the school known as McDonogh High School No. 3; the Martin Behrman Comprehensive High School in Algiers; and the Francis T. Nicholls Comprehensive High School.

The John McDonogh High School for Girls. In 1924, the John McDonogh High School for Girls, located in downtown New Orleans, offered three courses: (1) a three-year academic course, (2) a three-year commercial course, and (3) a two-year commercial course.

In 1925-26, more than half of the pupils attending the McDonogh School were taking commercial courses, which were described as follows:¹

Most of the essentials required in the office are taught in our commercial department, for example, the use of the Mimeograph has been taught for over 12 years . . . The Mimeograph was purchased with money donated by a graduating class . . . One Comptometer was purchased with the contributions of the classes of June, 1925 . . . We are in the hopes that the School Board will aid in the provision of more Comptometers, so that a more extended course in Comptometry can be put in the curriculum.

Filing is also taught. Regular files are provided for practice work, so that the pupils may be prepared for the usual office work.

These time-saving devices have been such a part of the equipment of every office that the management of the essential machines is a requirement of the Commercial Course . . .

¹The McDonogh Chatter, 2:17-18. April, 1926.

The School Savings Bank, another important unit of our school, is under the direction and supervision of the Commercials . . . Our bank is run as a regular bank with officers, tellers, and an office force, all commercials . . .

. . . our Commercial Department thoroughly prepares the commercial student, and gives her every opportunity to succeed in the business world; and the principal of John McDonogh High School can assure all inquirers that our good commercial graduates are in demand.

1

The guidance program was described thus:

. . . vocational guidance is mainly educational--a preparation for the choice of an occupation. At the beginning of each term in special group conferences and in personal interviews with parents and pupils, the principal explains the courses that are offered in the high school, and encourages girls to stick to a selection of studies which will lead to a definite goal--the college, the normal school, or the commercial world.

In 1925, commercial work at McDonogh included typewriting, phonography, bookkeeping, commercial law, commercial English and economics. No prescribed curricula were set up; all subjects and courses were elective.

2

In 1930-31, McDonogh offered its first four-year academic and commercial programs. During the previous year the School Board had made plans for the setting up of a 7-4 system of education to replace the 6-5 system formerly in effect. At this time, McDonogh decided to discontinue its two-year commercial course because of the belief that more complete high school training was essential for success in the business world. The last two-year class was graduated in 1933; the first class with four years of high school training was graduated in 1934.

¹ Ibid., 3:34, December, 1926.

² Semi-Annual Report of John McDonogh High School to the Superintendent of the Orleans Parish Schools, September 30, 1926. p. 3.

By 1934, the commercial offerings had been arranged so that accounting, bookkeeping, and typewriting were taken in the ninth grade; typewriting, phonography, bookkeeping and salesmanship in the tenth grade; and typewriting, commercial English, commercial law, economics, accounting, salesmanship, office practice, and phonography in the eleventh grade. First accounting, and then typewriting, was taken out of the ninth grade, leaving by 1940 only two commercial courses—commercial geography and bookkeeping—in the second year's work.

During the 1926-27 session, 478 girls were taking commercial work and 454 girls were taking academic courses.¹ By 1935, there were approximately 600 girls in the commercial course.² In 1939, the number had increased to almost 700.³

The commercial and academic courses continued to attract about equal numbers until 1940, when the commercial students were transferred, along with other students from Peters', to the White School, formerly a first-year high school. These transfers to the White School were made in order to relieve crowded conditions at McDonogh and Peters', and also to provide a better opportunity for making plans for the reorganization of the high schools which was to result in general programs of study, in which commercial subjects of a pre-vocational or personal-use nature would be limited to the senior year, and in which there would be no commercial courses—only elective commercial subjects.

¹Ibid., 1926-27. p. 4.

²Annual Report of the Principal of the McDonogh High School to the State Superintendent, 1935-36. pp. 2-3.

³Ibid., 1939-40, pp. 2-4.

The Martin Behrman Comprehensive High School. Prior to 1930, the Belleville Elementary and High School, a co-educational school located in Algiers, across the Mississippi River from the city of New Orleans proper, had functioned for a number of years as a nine-year school; that is, an elementary school of eight years and a first-year high school program. In 1929-30, with the addition of the eighth year to the high school, the Belleville High School began to function on a junior high school basis.

Little information can be secured concerning the early history of the Belleville School. It is known, however, that the school introduced commercial subjects—probably typewriting, shorthand, and book-keeping—during the 1929-30 session, and that all such instruction was under the direction of one teacher.¹

When the school was transferred to more ample quarters in 1930, it became known as the Martin Behrman High School and an additional two years were added to its program, making it a four-year high school. Three curricula became available; academic, commercial, and household economics. In the commercial work, the "course standard in New Orleans was offered."²

During the 1932-33 session, out of a total of 476 pupils in the Martin Behrman High School, 255 were enrolled in the commercial course.³ Of these, 135 were boys and 120 girls.⁴ The curriculum included business

¹Letter from A. M. Harte, Principal, Martin Behrman Public High School, February 26, 1941.

²Ibid.

³Annual Report of Behrman High School to the State Superintendent, 1932-33. p. 1.

⁴Loc. cit.

arithmetic in the eighth grade; stenography, typewriting, and bookkeeping in the ninth grade; office practice, bookkeeping, stenography, and typewriting in the tenth grade; and office practice, bookkeeping, economics, stenography, typewriting, and commercial English in the eleventh year.¹ This arrangement was not rigidly adhered to, however, and students were permitted considerable freedom in scheduling their classes.

In 1934, junior business training and commerce and industry were added to the eighth grade offerings; commercial general science was added to the ninth grade. By 1937, all commercial courses except junior business training had been taken out of the eighth grade, only bookkeeping was offered in the ninth year, and the remainder of the commercial program limited to the tenth and eleventh years. Business subjects have not since been offered in the first year of high school. By the 1941-42 session, all technical subjects could be scheduled only by tenth and eleventh grade pupils, only commercial geography being offered in the ninth year.

In the fall of 1942, in accordance with the plan for reorganization of the high schools, commercial offerings at the high school level were limited to one year of shorthand, one year of typewriting, one year of bookkeeping, and one-half year of commercial law. At the present time, preparation for the commercial profession is being discouraged except by pupils in the post-graduate course. However, an attempt is made to give to students the fundamentals of high school commercial training for their personal-use and pre-vocational values.

¹ Ibid., p. 3.

Office practice, commercial English, and business behavior are no longer available to high school students.

While the total high school enrollment at Behrman increased by approximately 50 per cent during the eight-year period from 1932-35 to 1940-41, the commercial course enrollments did not increase in the same proportion, the academic and household economics courses attracting the largest numbers.

In 1942, the Behrman School was organized as a comprehensive high school and has since been known as the Martin Behrman Comprehensive High School. Training is provided in algebra, arithmetic, art, biology, bookkeeping, chemistry, civics, commercial geography, commercial law, dramatics, English, general history, general mathematics, general science, geometry, hose-making, journalism, physics, social studies, Spanish, speech, stenography, trigonometry, typewriting, United States history, war mathematics, auto mechanics, electricity, metals, printing, and wood work.¹ The specialized commercial curriculum has given way to a general high school program in which commercial subjects are elective at the senior level.

The Francis T. Nicholls Comprehensive High School. With the opening of the Francis T. Nicholls High School in February, 1940, a new type of secondary school made its appearance as a part of the New Orleans Public School System. The program originally planned for this new downtown high school marked a solid beginning in the re-orientation of secondary education in New Orleans.

¹Information furnished by Joseph Kinchin, Principal, Martin Behrman Comprehensive High School, December 9, 1942.

The school was neither a trade school nor a commercial school, nor was it intended only for boys and girls who did not plan a college education.¹

The school is intended to offer a broad general education to all boys and girls whether they plan to prepare for occupations immediately after leaving high school or have in mind the type of preparation which is required for college entrance. The school definitely is not a vocational school where skilled artisans will be developed. The entire general curriculum has been organized for the purpose of developing socially competent citizens.

.....

... Boys and girls will be afforded the opportunity of securing ordinary skills in personal typing and personal accounting. However, in order to permit those students who so desire to explore their vocational aptitudes in the commercial field, several commercial subjects have been included in the senior year program of studies on an elective basis. Those students who eventually look to the commercial world as their final vocation will find the opportunity to complete their commercial training at the Maybin School for Graduates.

The curriculum for Nicholls is divided into five major areas-- English and Language Arts, Industrial Arts, Social Studies, Arts, and General Science and Physics.² Each of these is headed by a correlator. In addition to this supervisory staff, the school enjoys the services of an industrial arts coordinator and two highly trained counsellors.

Commercial work at Nicholls consists of one year of personal and exploratory bookkeeping and one year of personal and exploratory shorthand offered in the senior year. Typewriting may be scheduled in the ninth, tenth, or eleventh grades. These commercial courses are offered as electives.

¹Orleans Parish School Board, Department of Superintendence, Circular No. 4015, October 26, 1939. pp. 1-5.

²Directory of the Public Schools of New Orleans, 1940-41. pp. 18-19.

The commercial offerings are intended, not as a preparation for a business career, but for their personal use values. Despite this fact, however, some students find no difficulty in securing employment using these skills. Although the school has no bookkeeping equipment and although its bookkeeping course is largely a record-keeping course, a few students go into bookkeeping positions.

III. THE RESULTS OF MENTAL AND ACHIEVEMENT TESTS GIVEN TO COMMERCIAL PUPILS

Ever since the organization of special schools for business training in New Orleans, there has been a tendency on the part of slower pupils finishing grammar schools to enter commercial courses, not because such courses fitted their individual needs but because they believed that practically anyone could learn shorthand and typewriting—the two subjects which to many uninformed people constitute the major part of a business education.

Statistics of Allen High School show that up to 1933, no girl with an I. Q. below 90 had succeeded in earning either a certificate or a diploma.¹ The school reported, however, that from 38 to 42 per cent of the pupils entering Allen from the grammar schools had an I. Q. of less than 90, and that prognostic tests uncovered motor deficiencies in an additional ten per cent.²

¹Successes and Failures in High School. Annual Report of Allen High School of Commerce to the Superintendent, 1933. p. 12.

²Ibid., p. 15.

The principal of John McDonogh High School reported in 1933 that thirty per cent of the girls entering the commercial courses in the fall of 1932 had I. Q's. ranging from 74 to 95, and urged the provision of special courses for these underprivileged girls.¹ Other reports concerning commercial students have indicated that a similar condition exists in other schools.

While various suggestions have been made as to the best method of dealing with those pupils incapable of profiting from business training and also incapable of adjusting themselves to the conditions of the business world, no satisfactory solution has been agreed upon.

In an effort to determine some of the definite, tangible results of the Orleans Parish Schools, a testing program planned by the staff of the Citizens' Planning Committee was given to a total of 2,312 pupils in 50 of the white public schools in May, 1938.

Tests which were given to a representative group of 11A (the end of the regular high school program) commercial students were: (1) Otis Quick-Scoring Mental Ability Tests, Gamma, Form B; (2) Iowa Silent Reading Tests, advanced, Form B (revised); (3) American Council on Education Cooperative Current Public Affairs Test for High School pupils, Form 1938; (4) American Council on Education, Cooperative English Test, Provisional Form OM 1938.² With the exception of the fourth test, all of these were also given to academic pupils.

¹Report of Vocational Guidance Counsellor of John McDonogh High School, June 9, 1933. p. 1.

²Citizens' Planning Committee on Public Education in New Orleans, The Educational Program, Monograph IV, 1940. p. 103.

The results of these tests indicated several facts which are pertinent to an understanding of the present status of commercial education in New Orleans public schools. Among these are the following:¹

(1) The median commercial student was nearly a year older than the median academic student. The median chronological age for 11A commercial boys was 17-11; for commercial girls 17-6.

(2) In the commercial schools, only 1.0% were rated very superior; 6.3% superior; and 12.5% with intelligent quotients below normal. In the academic schools, 10.1% of the pupils tested were rated very superior (with intelligence quotients above 120); 27.8% superior; and 3.5% dull.

(3) The median I. Q. of commercial students was 99 as compared to 107 for academic students.

(4) Commercial pupils were four months below the 11A standard median in reading ability, while academic pupils were above the 12A standard median.

(5) That the emphasis on social studies was largely on "memoriter repetition" of early European, ancient, medieval, English and general history rather than on current political, economic, and social problems is borne out by the fact that 74% of 11A commercial pupils and 65% of academic pupils were below the standard median for the end of the ninth grade.

(6) Commercial pupils ranked high in spelling ability and better on English (all phases) than the standard median for 11A pupils

¹Ibid., pp. 108-110.

of academic schools, but equal only to the median IOA pupils of the schools of the East, Middle West and West.

The testing program revealed that the pupils of the academic and commercial programs were sharply differentiated in intelligence, the former being considerably brighter than the latter. In every academic school, in mental maturity the median was above adult level, but not one commercial school median reached adult level:¹

The low mental level of many commercial pupils indicates that graduation from the commercial program is no sign of ability to do commercial work requiring a high degree of mental ability. A question can be raised concerning the success of this lower group in advanced stenography and bookkeeping. Many of these pupils should have followed a modified commercial curriculum stressing general clerical and retail sales.

The testing program also revealed that many commercial students, especially boys, were so weak in English fundamentals that they could easily be considered poor risks in commercial or business work if required to do any type of writing. Again, the Committee recommended simpler commercial programs with emphasis upon general clerical and retail sales work, stating that it was not possible to:²

. . . make excellent commercial school graduates unless the teachers have a better selected group of pupils. Too many pupils of the secondary schools have been allowed to major in the commercial curriculum with the mistaken idea that commercial positions would be open to them.

The implications of such findings are numerous. They involve unlimited ramifications of socio-economic problems; the need for

¹Citizens' Planning Committee on Public Education in New Orleans, Summary Report on the New Orleans Study and Program of Public Education, 1940. p. 75.

²Ibid., p. 77.

expert vocational and educational guidance; the need for technical schools; the need for a revised commercial program; the necessity of thoroughly trained, capable instructors; and many related factors. The results of this study show clearly that the commercial departments have served as "dumping grounds" for large numbers of underprivileged youth of the city; they also point to the need for the revised program of commercial education, which resulted in the up-grading of all vocational commercial training to the post-graduate level. This reorganization is discussed in the following section.

IV. THE DISCONTINUANCE OF VOCATIONAL COMMERCIAL EDUCATION AT THE HIGH SCHOOL LEVEL

In the 1920's, without adequate research into vocational openings for youth in New Orleans or in the annual turnover in commercial occupations, the Orleans Parish School Board opened three commercial high schools.

Hundreds of stenographers were turned out from these schools, along with those from dozens of other agencies which were giving specialized stenographic and clerical training. The result was a flooding of the labor market with youth who had not reached the employment age. For the larger number of these boys and girls no work opportunities were offered in the community in the field of their specialized training.¹

¹Conference with Lionel J. Bourgeois, District Superintendent in Charge of High Schools, November 2, 1942.

The depression, with its problems of economic maladjustment and unemployment of vast proportions, forced New Orleans educators to turn their attention to the numerous problems resulting from the maintaining of vocational commercial preparation at age levels which turned out large numbers of commercially trained youths of 16 and 17 years of age when the business and commercial firms of the city were refusing, because of their abundant ability to do so, to employ youths below the 18 to 20 age level.

Graduates of the commercial high schools in New Orleans were finding that they were often forced to wait two or three years after graduation before they could find employment of the type for which they had been trained. The majority ultimately found employment in other occupations.¹ Many commercial trained girls turned to the "dime" stores for jobs.

This lack of placement, coupled with the relatively high cost of commercial work, and the growing idea, since commercial graduates were not eligible to enter college without first taking additional academic training, that vocational commercial education led largely to blind alley jobs--these factors all contributed to the movement to take vocational commercial courses out of the high school.

On the basis of these facts the administrators of the New Orleans public schools came to the conclusion that commercial training (with the exception of exploratory and personal-use courses in typewriting, book-keeping, and stenography) along with every other type of specialized

¹Second Annual Report of the District Superintendent in Charge of High Schools, July 11, 1939. p. 8.

vocational training must be deleted from the high school curriculum.¹

The process of taking commercial training out of the high schools.

The gradual process of deleting commercial work, as offered in the commercial high schools and in those schools offering both academic and commercial curricula, and substituting in its place a general program, in which commercial work would be elective and of a personal-use or exploratory nature, was undertaken during the second semester of the 1937-38 session at the direction of the Superintendent and School Board.² It was hoped that this reorganization could be completed within two or three years so that not only the then-existing commercial schools but also the academic high schools would be transformed into semi-comprehensive schools with revised curricula that would more nearly meet the demands of the present social order.

Lionel J. Bourgeois, District Superintendent in Charge of High Schools, in discussing curriculum revision of the commercial schools, stated that the process was one which required continued in-service training of teachers "with constant planning and execution of objectives and details."³

Tables XLII, XLIII, and XLIV give the commercial subjects offered in the commercial high schools during the 1938-39, 1939-40, and 1940-41 sessions, respectively. Beginning with the first term of the 1939-40 session, commercial subjects were no longer offered in the second year

¹Ibid., p. 8.

²Third Annual Report of the District Superintendent in Charge of High Schools, 1939-1940. p. 59.

³Loc. cit.

of high school except to those students who had already completed one course (one term) in these subjects.

Beginning with the 1940-41 session, with the exception of students who had already begun vocational commercial studies, no registrations in commerce were permitted before the senior level. Typewriting, where sufficient machines were available, could be offered at the sophomore, junior, and senior levels. Advanced courses in typewriting were discontinued in all the high schools.

Those who had begun their vocational training prior to the fall of 1940 were permitted to complete their preparation for graduation. Since the 1940-41 session, pre-vocational courses in commerce offered in the senior year include two terms of shorthand and two terms of bookkeeping. Those schools which had not offered typewriting up to this time were advised by the School Board not to introduce this subject. If sufficient typewriters could be released from any other schools, however, it was planned that new classes in typewriting would be organized later as conditions warranted.

High schools which had not previously offered courses in shorthand, bookkeeping, and commercial law were given permission to offer these subjects for election at the levels indicated, provided there were teachers already on the faculty who were qualified to teach these subjects.¹

¹Because of the war-time conditions making the securing of equipment difficult, and also because of the lack of commercial teachers in the academic high schools, no commercial training had been introduced into the academic high schools in 1942, the time at which this study was completed.

TABLE XLII

COMMERCIAL SUBJECTS OFFERED IN THE NEW ORLEANS COMMERCIAL HIGH
SCHOOLS, 1958-1959¹

	<u>Points</u>	<u>Periods</u> <u>per</u> <u>Week</u>		<u>Points</u>	<u>Periods</u> <u>per</u> <u>Week</u>
<u>First Year</u>			<u>Fourth Year</u>		
No commercial sub- jects offered			Bookkeeping V	5	5
<u>Second Year</u>			Bookkeeping VI	5	5
Bookkeeping I	5	5	Typewriting V	2½	5
Bookkeeping II	5	5	Typewriting VI	2½	5
Commerce and Industry I	5	5	Shorthand IV	5	5
Commerce and Industry II	5	5	Shorthand V	2½	5
Typewriting I	2½	5	Office Practice II	2½	5
Typewriting II	2½	5	Office Practice III	2½	5
Shorthand I (with Eng. IV)	5	5	Comptometry	2½	5
<u>Third Year</u>			Cooperative Office Work	5	5
Commercial English	5	5	Cooperative Salesmanship	5	5
Bookkeeping III	5	5			
Bookkeeping IV	5	5			
Typewriting III	2½	5			
Typewriting IV	2½	5			
Shorthand II	5	5			
Shorthand III	5	5			
Office Practice I	5	5			
Commercial Law	5	5			
Salesmanship and Advertising	5	5			

¹Orleans Parish School Board Commercial High School Announcements,
1958-1959. p. 2.

TABLE XLIII

COMMERCIAL COURSES OFFERED IN THE NEW ORLEANS COMMERCIAL HIGH
SCHOOLS, 1939-1940¹

	<u>Points</u>	<u>Periods</u> <u>per</u> <u>Week</u>		<u>Points</u>	<u>Periods</u> <u>per</u> <u>Week</u>
<u>First Year</u>			<u>Fourth Year</u>		
No commercial sub- jects offered			Bookkeeping V	5	5
			Bookkeeping VI	5	5
			Typewriting V	2½	5
			Typewriting VI	2½	5
			Shorthand IV	5	5
			Shorthand V	2½	5
			Office Practice II	2½	5
			Office Practice III	2½	5
			Cooperative Office Work	5	5
			Cooperative Salesmanship	5	5
<u>Second Year</u>					
*Bookkeeping II	5	5			
*Typewriting II	2½	5			
<u>Third Year</u>					
**Commercial English	5	5			
***Bookkeeping I	5	5			
***Bookkeeping II	5	5			
***Bookkeeping III	5	5			
***Bookkeeping IV	5	5			
***Typewriting I	2½	5			
***Typewriting II	2½	5			
***Typewriting III	2½	5			
***Typewriting IV	2½	5			
***Shorthand I	5	5			
***Shorthand II	5	5			
***Shorthand III	5	5			
Office Practice I	5	5			
Commercial Law	5	5			
Salesmanship and Advertising	5	5			

¹Orleans Parish School Board, Commercial High Schools, Announcements, 1939-40.

*Beginning with the first term of the 1939-40 session, commercial subjects were no longer offered in the second year except to students who had already completed one course in these subjects.

**Required by the Orleans Parish School Board.

***Beginning with the first term of the 1939-40 session, no pupil was allowed to begin a commercial subject until the third year, but any pupil who had already completed a course in any commercial subject could elect the next higher course.

Students who had failed commercial subjects were allowed to repeat the courses provided there were sufficient students to make up a class. Those who had failed such courses were also allowed to repeat them in summer school, but no student was permitted to elect the first course of a commercial subject in summer school with the idea of entering upon preparation for commercial graduation. That is, the first courses of commercial subjects were to be offered in summer school only to students who were repeating these subjects or to seniors.

At the same time that plans were made to take vocational commercial training out of the high schools, plans were also made to discontinue the work of the Allen High School entirely.¹ In 1940-41, a full four-year program was offered; in 1941-42, only the last three years of high school were offered; in 1942-43, the last two years; and in 1943-44, only the eleventh grade. After June, 1944, high school offerings will be discontinued entirely, and the school will consist only of the post-graduate division.²

Satisfying the objectives of commercial education in the reorganized high schools. Although vocational commercial education has been shifted from the high school to the post-graduate level, high school pupils continue to find employment using the skills acquired in typewriting, shorthand, and bookkeeping courses of a pre-vocational or

¹Plans which were also made to discontinue the post-graduate school at Allen are discussed in the section on Commercial Education at the Post-Graduate Level.

²The original plan to discontinue the post-graduate work met with such opposition that this work was retained.

personal-use nature. The occupations they enter, however, are those reserved for the unskilled. Although the intelligent performance of these jobs require business information and business intelligence, the types of employment which require definite skill specialization are closed to these youths.

The vocational objectives of commercial education in the high school are at present satisfied through the following:¹

(1) Acquiring business information, developing business intelligence, and training in the specific skills which will be needed on low level initial clerical and distributive occupations.

(2) Acquiring information and skills to be interpreted in exploratory values in those subjects whose content is purely vocational. Through elective commercial subjects, high school pupils will discover whether commercial activities give satisfactory self-expression. They will discover whether they possess the abilities and aptitudes that are demanded in the skillful performance of duties connected with commercial employment. Such exploratory experience may well serve as a basis for further training and for adult use.

The non-vocational objectives are satisfied through acquiring business information, and gaining business skills which enable the pupil to discover his own interests, aptitudes, and needs.²

Since 1941, by which time the transformation from commercial high schools to general high schools had been completed, the vocational and non-vocational objectives of commercial education have been attained through the following elective courses:

Typewriting—grades 9, 10, and 11 (two terms).

Bookkeeping—grade 11 (one or two terms).

¹Report of the Committee on Commercial Education, May 1941. p. 20.

²Ibid., p. 21.

Shorthand—grade 11 (two terms).

Salesmanship and Advertising—grade 10 (one term).

Business Arithmetic—grade 11 (one term).

The report of the Citizens' Planning Committee on needed changes in commercial training. The report of the Citizens' Planning Committee for Public Education in New Orleans was the result of an intensive study begun in February, 1938, which resulted in March, 1940, in the publication of materials which represented, for the first time in the history of public schools in New Orleans, a comprehensive and cooperative appraisal of the system and a constructive plan for improvement.

It is erroneously believed by many commercial teachers that the recommendations contained in this report were the basis for the reorganization of the commercial training of the New Orleans high schools. However, the transformation of all schools into general academic high schools was begun at the direction of the Superintendent and School Board during the second semester of the 1937-38 session.¹

The recommendations of the Citizens' Planning Committee in regard to commercial high schools were very much along the same lines as the plan already undertaken at the time of the completion of this study. These recommendations included the following:²

There is too much specialization in the Commercial High School and there are far too many of these schools if these

¹Third Annual Report of the District Superintendent in Charge of High Schools, 1939-40. p. 39.

²Citizens' Planning Committee for Public Education in New Orleans, Summary Report on the New Orleans Study and Program of Public Education. pp. 58-59.

specialized objectives are retained. There are two needs here, which if recognized and met, would do much to ameliorate the adjustment of the program to individual differences:

- a. Develop the commercial high schools into more comprehensive institutions which will offer courses in academic work, shop and pre-vocational work, home economics, et cetera.
- b. Reorganize completely the commercial work offered in the commercial high schools so that all students may enroll in courses having personal interest and meeting personal needs at the Freshman and Sophomore levels and unifying a commercial program for the last two years which will specifically train the excellent prospects for commercial positions. The number graduated in this unified specialized course should be governed by the demands of business.

It was also pointed out that there was little emphasis on office practice and on the particular jobs which are open to graduates, and that all commercial students took specialized courses in typewriting, bookkeeping, and stenography, which often had little place in the positions they secured during the years immediately following graduation.¹

The Committee recommended differentiated curricula; that art, in all its phases, be introduced and developed in the secondary schools; and that pre-vocational courses including shop work in wood, metals, electricity, radio, etc., be introduced and taught merely as phases of life activities. Courses in typewriting and bookkeeping, to be offered in all the academic high schools as finances permitted, in the early years of the high school to all interested pupils, were also recommended. It was stressed that these courses "should not be conceived as courses preparing for participation in the business world, but rather as personal-use courses."²

¹Ibid., p. 59.

²Loc. cit.

Attitudes existing toward taking vocational commercial training out of the high schools. Much resentment is still found among commercial teachers and principals over the plan to offer vocational commercial training only at the post-graduate level and to transform the commercial high schools and other schools with commercial programs into general high schools. It is believed by some that the commercial high schools were superior in their organization, training procedures, and curricula, and that they turned out a superior product. Many have expressed the opinion that New Orleans schools as a whole, and especially schools offering commercial training, are going backward instead of forward. Others consider that the recommendations of the Citizens' Planning Committee for Public Education in New Orleans did much more harm than good.

The following comments are typical of the attitude, often unfavorable and sometimes openly belligerent, which exists toward the recent changes in commercial education:¹

During the time the four-year commercial course was being offered and a commercial diploma was being given, excellent girls were turned out. That training was very thorough. Things are much different now.

The commercial high schools demanded the same qualifications of its teachers as did the academic high schools. In the new post-graduate schools a degree is not necessarily required.

Commercial education in New Orleans is going backward. The Survey did more harm than good. They [the Survey Committee] just don't understand our school system . . . There is a great need for a commercial supervisor.

¹Opinions expressed by commercial teachers, October and November, 1942.

We are all very disgusted. The high schools of commerce gave us four years in which to train our girls.

It is too bad they [the School Board] are taking away the commercial high schools. Their product was superior.

We could really train the girls when we had them for four years. But what can we do now?

In 1940, the Stenography Council, one of the twenty-three subject matter groups of the central planning council formed under the direction of the District Superintendent in Charge of High Schools during the 1938-39 session for the purpose of enriching and vitalizing instruction, expressed opposition to the plan of offering commercial training only as elective work at the senior level. The Council recommended two years of vocational training in skill subjects. In its annual report, the following comment appears:¹

The Council deeply regrets that time allotted to the secondary schools for stenography as well as other skill subjects is to be so radically reduced in the proposed change of curriculum.

The Council believes all those young people who because of economic necessity must be self-supporting immediately upon graduation and who cannot afford to spend an additional year in training for a vocation are entitled to acquire the needed skills on the secondary school level

The Council recognizes that the most significant part of "life in society" is that concerned with economic affairs. The most real of all interests incentives is the vocational or job incentive. The school must provide for this.

. . . The student leaving the high school with two full years of the skill subjects will be well equipped to do work in the business world. This training should be in the secondary school, if the secondary schools are to maintain the standards that they have preserved for many years The student

¹Third Annual Report of the District Superintendent in Charge of High Schools, 1939-40. pp. 16-17.

cannot afford to be given an inferiority complex nor can our schools be made to appear inefficient.

. . . No program of secondary education should be regarded as acceptable unless it makes provision for specialized training education. The average high school must give effective job preparation for our youth population. For many persons the high school is the "people's college." In it should be done the work of occupational adjustment.

With the large number of half-trained students being employed by local and governmental agencies, and with the decreased enrollment at the post-graduate level, brought about by war conditions, a number of commercial teachers have seized upon the opportunity to insist that vocational commercial training be put back into the former commercial high schools and the other high schools offering commercial courses.

The School Board and members of the Superintendent's staff have, however, continued to maintain that the post-graduate and evening schools furnish more than ample opportunity for commercial training, and that:¹

The fundamentals of the curriculum (social competency, etc.) should not be sacrificed at this time despite the pressure that is brought to bear. If the war lasts several years and the humanities, or the sum total of the curricular activities which are designed to produce social competency, are neglected, then when the peace comes our graduates will be totally unprepared to make their contribution to the post-war solution of problems.

The District Superintendent in Charge of High Schools expresses the belief that at least the first nine years in school should be devoted to general education, and that specialization either for college or for life may desirably begin at the tenth year by reserving definite vocational orientation (in commerce) for the eleventh year and advancing

¹Conference with Lionel J. Bourgeois, District Superintendent in Charge of High Schools, November 2, 1942.

the technical training of clerical employees to the post-graduate level.¹

In contrast to the strong opposition of some commercial teachers and principals to the plan of offering vocational commercial training only at the post-graduate level, other principals and teachers took advantage, almost immediately, of this opportunity to provide a new and more enriched curriculum which would meet the needs of its student body. Chief among these were the faculty and principal of the S. J. Peters Boys' High School.

With the taking out of much of the commercial work, the school could easily have added more sciences, mathematics, and languages. Since the school was located in an area where the school population came from a socio-economic strata which did not permit the higher education of its youth, it was felt, however, that the training really needed was that which could be turned into earning power upon graduation.²

With this belief in mind, the Peters High School faculty undertook the task of evaluating the commercial curriculum and replacing the vocational commercial subjects with other studies. The faculty reviewed fundamental concepts, curriculum, pupil activity program, library science, guidance, instruction, outcomes of instruction, staff, school plant, and administration. This was followed by a survey of the school population in regard to home conditions, educational background, financial conditions, economic needs, geographic distribution and transportation problems, and retardation and acceleration.

¹Ibid.

²Arthur J. Scott, "Evaluation, Study, and Growth of a Secondary School," The Bulletin of the National Association of Secondary-School Principals, 26:157, April 1942.

After these steps, an attempt was made to rewrite the objectives and philosophy of the school. It was concluded that the general objective of the school was:¹

. . . to help its pupils to develop their innate ability in the light of their mental ability and socio-economic conditions so that they may benefit from further training they will receive from (1) the colleges, (2) the trade schools, (3) the vocational schools of commerce, (4) or their employers.

In regard to the place of business education in the general curriculum, the following statement was made:²

With these [the above] objectives clearly pointing the way, the place of business education in the general curriculum is very easily seen. The citizen of this generation is faced daily by the intricate activities and transactions called business It behooves the school, therefore, to give him the general training in this field He will need to present his aptitude, ability, and training on the proper market and in the most favorable manner—therefore, in the later years of his secondary education he should be given a course in Personal Salesmanship with the emphasis upon how to sell himself. He is going to be confronted daily with buying situations; therefore, he should be taught to use the aids that are available for the modern consumer in the form of market lists, consumer guides, descriptions of certified products, and many others. A well-organized course in Buying is as important as a course in Selling.

Our young citizen is going to handle money—his own. He should be taught, therefore, the elementary principles of budgeting and recording. He may never keep a set of books, but he should certainly know how to keep his own records. He should know about personal loans and the value of interest . . . the pitfalls of the loan shark and the value of systematic saving

Personal typewriting is valuable to every boy and girl whether they plan to go to college or to go to work . . . Familiarity with the keyboard and the ability to write a readable letter should be the objectives of this course.

¹Ibid., p. 146.

²Ibid., pp. 145-146.

A final value that may be credited to business education in the general curriculum is its worth as vocational guidance. Many pupils who plan to earn a livelihood doing office work find after several courses in the secondary school that they could never hope to do so, while others taking commercial electives discover aptitudes that eventually lead to success in that field.

Yes, commercial education has a very definite place in training our future citizens no matter what they plan as their life work. For those pupils who show marked ability for commercial work, special vocational training should be provided at a higher level in the form of post-graduate work which will place them on the employment market at an age that will be acceptable to employers in general and with a type of educational background that will make of them thinking employees instead of trained automatons.

V. GUIDANCE AND PLACEMENT AS RELATED TO COMMERCIAL EDUCATION

During the nineteenth century, there was some attempt on the part of New Orleans school administrators and teachers to adjust text materials to the needs and capacities of pupils. There was also some recognition of differences in pupil needs as evidenced by the provision of different curricula for boys and girls and the offering of shorter courses which did not contain Latin and Greek. Just after the turn of the century, there were a few commercial educators who exercised a wholesome influence in attempting to give up-to-date information regarding the requirements of the business world, but there was no scientific or organized system of either vocational or educational guidance until well into the twentieth century.

While the need for organized guidance activities had long been apparent, a study undertaken in 1915 by the Division of Educational Research of the New Orleans Public Schools, in which the causes of withdrawal appearing at various age levels were analyzed, succeeded in forcefully bringing to the attention of the Board some of the secondary

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school problems which demanded intelligent guidance. Among other findings, this study revealed that the rate of elimination was higher in the commercial and elective courses than in the college and normal preparatory courses, and that:

2

. . . "straight" college and normal courses are reputed among pupils to be difficult and are rarely elected by the type of student who enters high school "to try it" or at the insistence of his family. This is not true of the one and two-year commercial courses the shortness of which attracts the tentative and somewhat reluctant pupil . . .

Planned vocational and educational guidance first began in the New Orleans secondary schools in 1921, when the office of High School Visitor and Placement Secretary was created.³ The duties of this officer were to cooperate with the schools and the homes in decreasing eliminations, and to make an effort to supply the needs of the business firms of the city for bookkeepers, stenographers, and other types of employees. Plans were also made to follow up graduates who entered business for the purpose of improving the course of instruction offered in the high school and more closely relating the work of the schools to the standards of the business community.⁴ This represents the first organized effort to place those students who had taken commercial courses.

The competition of business colleges in attracting large numbers of youths of secondary school age was at this time a real problem. That the private commercial schools were being favored by many youth who, through proper direction and guidance, might have been retained

¹David Spence Hill and Mary L. Reiley, Annual Report to the Superintendent of Schools. Report of the Division of Educational Research, New Orleans Public Schools, October 1, 1915. p. 66.

²Ibid., p. 69.

³Minutes of the Orleans Parish School Board, July 18, 1921. p. 440.

⁴Ibid., January 27, 1924. pp. 556-557.

for longer periods in the public schools was becoming a threat to the position of the public high school as the dominant institution for training of adolescent youth. The High School Visitor reported that:¹

It is scarcely possible to penetrate the remotest parts of the city without finding a sign advertising shorthand and typewriting, taught speedily, efficiently, usually guaranteeing employment at the completion of a course . . . Every eighth grade pupil is circularized . . . visits by agents of these schools are made to pupils of the eighth grade . . . The commercial department of the high school is disparaged and the excellencies of the private schools extolled . . . that the purely educational advantages of our high school commercial departments has not been set forth materially, and the advantages of the commercial department in our high school is not set out in contrast to the purely technical features of the private commercial system . . . must in a degree account for the large drift to these schools from the eighth grade and the monthly withdrawals from the commercial departments of our schools.

Where the economic strain was great, the commercial course was usually chosen, the two-year course being commonly selected. A survey by the Visitor led to the conclusion that since:²

. . . the mechanical routine of the commercial course allows little opportunity for culture or imagination it is not strange that the student who adopts the course without a definite objective tires of the constant drill and the tiresome mechanism of the work and either drops out of school entirely or attends a private commercial school . . .

With post-war adjustments, the supply of commercial trained youth was far in excess of the demands for office employees and those completing the commercial courses found the securing of employment most difficult. In November, 1921, a letter sent to graduates of the commercial departments in June, 1921, asked students to furnish information as to

¹Ibid., p. 569.

²Annual Report of the Superintendent of the Orleans Parish Schools, 1924-25. p. 4.

employment. Approximately two-thirds of the graduates replied, asking for assistance:¹

Graduates spoke bitterly of their non-successful efforts at securing employment, contrasting benevolent examples of the commercial schools where bureaus of employment endeavored to find satisfactory work for each graduate. It was because of information thus obtained that it became apparent that education must do more than set one adrift upon the sea of opportunity . . .

In an effort to remedy this situation, the High School Visitor attempted to secure the cooperation of New Orleans business men in placing commercial graduates. Prior to this time, business organizations had made no distinction between graduates of private commercial schools and of high school commercial departments, but had heaped upon the shoulders of stenographers and clerks as a class the complaints of inefficiency. Hence the task was undertaken of interviewing 250 business men of the city in an effort to impress upon them the advantages of high school commercial training.² It appears that after a short time these efforts met with favor among a number of firms:³

The community in general is beginning to realize the value of the high school commercial training and is seriously considering such education or training as a factor in a general program for eliminating what is considered one of the greatest expenses in industry or business—turnovers.

There was also a need for a more adequate knowledge of the requirements of the business world by students of the secondary schools. That an understanding of these requirements was seriously needed is

¹Annual Report of the High School Visitor and Placement Secretary, 1921-1922, p. 3.

²Ibid., pp. 3-4.

³Ibid., 1922-1923, p. 9.

obvious when one considers the fact that the ambition of the majority of boys eliminated from the seventh and eighth grades was for office boy work, which paid only from five to seven dollars weekly in the best firms and offered small possibility for advancement. The boy in poor circumstances almost invariably chose the commercial course, with little judgment as to his fitness for the work. Upon finding stenography or bookkeeping not to his taste, as frequently occurred, he withdrew to find employment, usually of a clerical nature.¹

By the late 1920's there appeared evidence that the activities of the Division of Vocational Guidance, created in 1924 to take over the work of the Visitor, were meeting with some success in impressing upon elementary school graduates the need for more training than could be furnished by the private business colleges. The following report was made concerning guidance activities at the eighth grade level (the last year of the elementary school at this time) which had been undertaken in an effort to increase the pupil's length of stay in school:²

It is interesting to note that in school after school each child was definitely motivated toward some type of secondary school and that the one time influx into the private commercial schools seems to be definitely halted.

After 1929, placement activities of the Division of Vocational Guidance suffered greatly and it was practically impossible to find office positions for any of the commercial graduates. The large number of unemployed clerical workers led to the conclusion that some other outlet must be secured for the large number of New Orleans youth then

¹Ibid., 1925-24, pp. 3-4.

²Annual Report of the Director of Vocational Guidance, 1928-29.
p. 1.

taking the high school commercial courses.¹ The possibilities of a technical high school to take care of this situation met with increasing favor among school administrators. Such a school was the Rabouin School, established in 1937.

Vocational guidance became an increasingly important phase of education in New Orleans following the economic unrest beginning in 1929. Secondary schools which had grown slowly suddenly experienced an unprecedented development, due in part to a growing appreciation by the public of the need for more education and training for any degree of success in the business and industrial world. The five years from 1929 to 1934 were responsible for a crowding into the high schools of thousands of children who under normal conditions would undoubtedly have made some sort of entry into gainful employment.

Occupational research. After the middle 1920's, occupational research formed a greater part of the activities of the Department of Vocational Guidance, and a growing realization of the necessity for adequate research as a basis for determining offerings and guidance procedures appeared among administrators and commercial teachers.

In 1925, a comprehensive inquiry was made into salesmanship opportunities in New Orleans in an effort to determine why high school students were generally reluctant to consider this field of work and why salesmanship classes had met with little success. The results of the study conducted by the Department of Vocational Guidance revealed that salesmanship classes had not met with the same success as other

¹Ibid., 1930-31, p. 2.

commercial subjects because of two factors: First, no teacher with practical training in sales work was available in the high schools; and second, the extremely low salaries paid to sales people in this city did not make the field an attractive one.

In 1932, a series of short, mimeographed abstracts on professional and business opportunities in the city of New Orleans were made available to high school students. After this time, because of the economic uncertainty which existed, the Department expressed the belief that occupational studies of an intensive nature involving considerable time and expense would not be justified.

Cooperative office training. As opportunities for the employment of high school graduates began to revive in 1933 and the Department of Vocational Guidance increased its placement efforts, it was found that experience was becoming more imperative as a pre-requisite for the more desirable types of office work. Consequently, it appeared that a worthwhile service might be performed if a cooperative agreement could be effected with employers by which seniors of the commercial high schools could have a few weeks' employment before graduation, "thus giving them a passport of experience, as it were, into a business world which is growing more and more complicated and exacting, requiring more of efficient and expert service each day."¹

The Allen High School of Commerce was the first New Orleans school to organize a program of cooperative training for its students. This school undertook, during the spring of 1933, the work of providing

¹Annual Report of the Department of Vocational Guidance, 1933-1934. p. 9.

practical experience in the business firms of the city for a limited number of its graduates. So successful was the experiment that the Placement Bureau of the Department of Vocational Guidance was urged to set up a cooperative program, providing actual business experience for all commercial students, and having as its aim the establishing of day-by-day contacts between the commercial schools and the business men of New Orleans.¹

As a result of insistent demands (appearing in questionnaires sent to Allen's 1100 graduates) for a pre-employment course in office practice, and for cooperative part-time office training, these two types of work were incorporated into the regular program of studies for the session 1936-1937.²

Previous to part-time employment, girls spent the morning periods studying English, shorthand, transcription, and other commercial subjects required for graduation. The afternoons were left free for specialized training in office machines. On alternate days, courses in Personal Regimen and periods with the Vocational Counselor were scheduled.

Reports from both students and employers indicated that the cooperative training plan met with considerable success. Not aimed as a placement device but merely to give experience, it was found that pupils who had participated in this program (this, unfortunately, included only a few pupils from the upper quartile of the senior class) could secure and retain positions more readily than those trained by the traditional method alone. Cooperative training was considered especially desirable

¹Annual Report, Allen High School of Commerce, June 21, 1933.
p. 14.

²Ibid., June 22, 1937. pp. 1-2.

in developing in pupils those traits so essential to office workers yet difficult to develop in the schoolroom alone.¹

That portion of the class not participating in the cooperative office training was eligible for Office Practice III, a pre-employment course in advanced office procedures designed to bring to the classroom the actual conditions found in up-to-date business offices, and to provide an opportunity for the use of those skills acquired in business courses below the senior level in which proficiency in filing and facility in operating machines had been acquired.

The following year, 1937-1938, Allen, Behrman, Kohh, McDonogh, and Peters High Schools all participated in this cooperative undertaking, a total of around 150 pupils being enrolled in the course. In 1939, however, all cooperative office training had to be discontinued because of the fact that the employment conditions under such an arrangement conflicted with the provisions of the Fair Labor Standards Act.

The present status of guidance and placement activities provided for students taking commercial courses. At the present time, each high school in New Orleans has some type of guidance officer, either a counsellor or a vocational guidance instructor. Perhaps the most serious defects of the high school guidance programs have been the lack of facilities and the lack of personnel, both technically trained and clerical, and the failure to use each teacher as a part of the guidance service.

¹Ibid., p. 8.

In spite of the fact that the guidance activities of the Department of Vocational Guidance have been largely of a vocational nature, some excellent work has been done by this office since its organization in 1921. At times, lack of cooperation of various schools, an inadequate staff, limited finances, and economic conditions which made the execution of a well-organized program most difficult, have hindered its progress.

With the introduction, and gradually more active functioning of counsellors and vocational guidance instructors in the high schools, and with the upgrading of all vocational commercial education to the post-secondary level, the emphasis on guidance (insofar as pupils taking high school commerce are concerned) has been shifted from vocational guidance and placement to the educational, social, and personal adjustments of pupils. It is to be expected that since these schools now assume no responsibility for placing students who elect the exploratory and personal-use commercial courses that the shift in emphasis will be even greater in the future.

VI. COMMERCIAL INSTRUCTORS IN THE NEW ORLEANS PUBLIC HIGH SCHOOLS

The percentage of teachers of commerce holding college degrees has increased from 41.67 per cent in the 1924-25 session to 97.77 per cent in 1941-42. This increase was gradual until the 1929-30 session when there was a rapid rise in the number of teachers holding Masters' degrees. While information is not available for five schools during this 16-year period, it is believed that the inclusion of such data would change the percentages in Table XLV by only a negligible amount.

The findings of the Citizens' Planning Committee for Public Education in New Orleans, in a study of the professional characteristics of the teaching staff of the high schools, found that 21 per cent of the high school men teachers had Masters' degrees in 1938-39, that 64.5 per cent had Bachelors' degrees, but that one out of every seven had no degree.¹ During the same session, 34 per cent of the high school women teachers had Masters' degrees, 52 per cent had Bachelors' degrees, but one out of every seven had no degree.²

Comparing these findings with the status of commercial teachers, as regards the holding of degrees, for the 1938-39 session, we find that only four out of 69, or approximately one out of 17 commercial teachers did not have a college degree.

Table XLVI gives a picture of the teaching combinations of Orleans Parish commercial teachers from 1925 to 1942. The situation in regard to the number of fields, other than commerce, in which teachers offer instruction is particularly good in view of the fact that in only one instance did a teacher have four fields of preparation—commerce and three other fields. Also, the percentage of teachers having three preparations—commerce and two other fields—is not particularly high. The decrease in the number of teachers of commercial subjects only may be accounted for by the fact that in the first few years of this period, commercial teachers, because of the lack of institutions where they could be trained, were relatively difficult to secure.

¹Citizens' Planning Committee for Public Education in New Orleans, Summary Report of the New Orleans Study and Program of Public Education, 1940. p. 107.

²loc. cit.

TABLE XLV

DEGREES HELD BY TEACHERS OF COMMERCIAL SUBJECTS, 1924-1942¹

Year	Number of Schools Reporting	Number of Teachers Included	Percentages of Teachers Holding Various Degrees		
			Masters ¹	Bachelors ¹	No Degree
1924-25	1*	12		41.67	58.33
1925-26	2*	25		40.00	60.00
1926-27	2*	24		45.83	54.16
1927-28	3	59		46.15	53.84
1928-29	3	33	3.03	33.33	63.63
1929-30	3*	40	22.50	50.00	27.50
1930-31	4	58	25.86	53.40	20.68
1931-32	4	53	28.50	49.06	22.64
1932-33	5	62	24.19	58.06	17.74
1933-34	4*	52	30.77	50.00	19.23
1934-35	5	68	27.27	59.09	13.64
1935-36	5	72	26.39	62.50	11.11
1936-37	5	71	26.76	63.38	9.86
1937-38	5	69	39.13	55.62	7.25
1938-39	5	69	33.33	60.87	5.60
1939-40	8**	65	36.92	56.91	6.15
1940-41	6*	61	32.79	63.93	3.28
1941-42	6*	45	28.88	68.89	2.22

¹Data obtained from Annual Reports of High School Principals on file in the State Department of Education, Baton Rouge.

*Reports are available for less than the total number of schools offering commercial work.

**Nicholls opened during the second semester of this session and is included herein.

TABLE XLVI

TEACHING COMBINATIONS OF COMMERCIAL INSTRUCTORS, 1925-1942¹

Year	Number of Teachers	Combinations Expressed in Percentages [*]			
		Commerce Only	Commerce and One Other Field	Commerce and Two Other Fields	Commerce and Three Other Fields
1925-26	25	80.00	20.00		
1927-28	39	74.35	17.94	7.69	
1929-30	40	72.50	17.50	10.00	
1931-32	53	58.49	35.84	5.66	
1933-34	52	63.46	30.76	5.76	
1935-36	72	56.95	37.50	4.17	1.39
1937-38	69	62.32	30.43	7.25	
1939-40	65	67.69	29.23	3.07	
1941-42	45	60.00	31.11	8.89	

¹Data obtained from the Annual Reports of the High School Principals on file in the State Department of Education, Baton Rouge.

^{*}These data include the commercial teachers for which information is available in both the high schools of commerce and the commercial departments of the general high schools.

Those employed were frequently trained in the technical skills of the business colleges and were assigned solely to this type of work. With the increase in the academic preparation of teachers, the number qualified and also interested in teaching other fields of study, increased.

Prior to 1929, information cannot be secured as to the percentage of commercial teachers having commerce as their field of college specialization. Again because of the lack of collegiate institutions for the training of commercial teachers, the number who could present college credit in courses in socio-business subjects or in the technical phases of business education was so small as to be practically negligible. Since 1936, the increase in the percentage of teachers with commerce as a field of specialization has increased rapidly, more than two-thirds of the commercial instructors in 1941-42 indicating such training. These data are shown in Table XLVII.

VII. COMMERCIAL ENROLLMENTS IN THE PUBLIC HIGH SCHOOLS OF NEW ORLEANS

In 1928, of the 4,637 pupils enrolled in the public white schools of New Orleans, 1,800 were taking commercial courses.¹ By 1931, total high school enrollments had increased to 7,866 and the number taking commercial courses had reached 3,426.² In 1936, the total enrollment in the high schools had risen to 11,234 whereas the commercial departments did not show a correspondingly large gain, the total pupils taking

¹State of Louisiana, Department of Education, Annual Statistical Report of Public Education, Parish of Orleans, for Year Ending June 30, 1928. p. 13.

²Ibid., June 30, 1931, p. 13.

TABLE XLVII

FIELDS OF SPECIALIZATION OF COMMERCIAL TEACHERS, 1925-1942¹

Year	Number of Teachers Included	Teachers with a major or minor in the commercial field*	Teachers without specialization in the commercial field
1929-30	40**	15.00	85.00
1931-32	53	18.87	81.13
1933-34	52	23.07	76.93
1935-36	72	20.83	79.16
1937-38	69	34.78	65.21
1939-40	65	41.54	58.46
1941-42	45	68.89	31.11

¹Data obtained from Annual Reports of High School Principals on file in the State Department of Education, Baton Rouge.

*Expressed in percentages.

**Includes teachers in high schools of commerce and in the commercial departments of general high schools.

commerce being 3,574.¹ In 1940, while the total enrollment had increased to 15,120 the commercial enrollments had decreased to 3,115.² A more drastic decrease was experienced in 1941 when, out of a total of 15,321 high school pupils, commercial course enrollments were 1,548—280 boys and 1,268 girls.³

Thus, during the twelve-year period from 1928 to 1940 total high school population increased 226 per cent; commercial enrollments, 132 per cent. Between 1940 and 1941, high school enrollments increased slightly; commercial students decreased by almost 50 per cent.

The enrollments of the high schools of commerce from 1924 to 1940 show a gain of approximately 400 per cent in the number of pupils. Especially large was the growth of the Samuel J. Peters Boys' High School of Commerce, which increased from 126 boys in 1924-25 to 1430 in 1939-40.⁴ The enrollments at Kohn and Allen showed much smaller gains during the time of their organization as high schools of commerce. These data are given in Table XLVIII, which shows that the total number of pupils enrolled in the high schools of commerce during their existence was over 30,000, approximately half of whom were boys.

Similar data to that contained in Table XLVIII are not available for McDonogh, Behrman, and Nicholls—the three high schools in which

¹Ibid., June 30, 1936, p. 10.

²Ibid., June 30, 1940, p. 9.

³Ibid., June 30, 1941, p. 15.

⁴The year 1940 is used as the close of the high school of commerce era.

TABLE XLVIII

ENROLLMENTS OF HIGH SCHOOLS OF COMMERCE, 1924-1942¹

Year	Peters	Kohn	Allen	White	Total
1924-1925	126	398**			524
1925-1926	257	515			772
1926-1927	349	712			1061
1927-1928	418	632			1050
1928-1929	623	462			1085
1929-1930	785	665	381		1831
1930-1931	955	703	464		2122
1931-1932	853	712	573		2138
1932-1933	1071	620	614		2305
1933-1934	1045	540	564		2149
1934-1935	1133	589	558		2281
1935-1936	1179	629	657		2465
1936-1937	1258	547	619		2424
1937-1938	1306	600	706		2612
1938-1939	1325	621	609		2555
1939-1940	1450	632	630		2692
1940-1941	1231*	553*	570	396	2750
1941-1942	1233*	500*	315***	69****	2117
Totals	16,577	10,630	7,261	465	34,933

¹These data were obtained from three sources: (1) Statistical Reports of the New Orleans Public Schools of the Parish of Orleans; (2) Annual Reports of the High School Principals to the Superintendent of the Orleans Parish Schools; and (3) Annual Reports of High School Principals on file in the State Department of Education, Baton Rouge.

*Because of the reorganization taking place at this time, these data include not only students from the old high schools of commerce, who were completing their training, but also students who were enrolled for the new general high school program offered by these schools. It is not possible to determine from available data the exact number enrolled as commercial students.

**Kohn began its work during the second semester of this session.

***This decrease in enrollment from the previous year is due to the fact that in closing out the high school of commerce, no first year students were enrolled during this year.

****This represents only those few students who had been transferred from Peters and McDonogh the previous year, but had not yet completed their high school work.

commercial departments have been maintained along with academic, college preparatory, and other courses.

Enrollments in the various commercial subjects offered by the high schools of commerce are given for two-year intervals since 1929 in Table XLIX. For purposes of comparison, data are also included for the 1941-42 session. Of the 15 courses which have been offered during this period, typewriting, bookkeeping, and shorthand (in descending order) have enrolled the largest numbers. Office practice and commercial arithmetic ranked next. From 1929 to 1931, enrollments in typewriting and shorthand increased approximately 100 per cent, whereas there was a slight decrease in the number of pupils taking bookkeeping. Economic conditions were responsible for the increases during this period. Enrollments in typewriting, bookkeeping, and shorthand continued to be maintained at approximately the 1931 level until after 1940.

Socio-business subjects enrolling the largest number of pupils have been, in descending order, commercial arithmetic, commerce and industry, and junior business training. Courses in commercial geography, comptometry, and accounting have ranked low in enrollments. Business behavior also shows a small enrollment since its introduction in 1940 and 1941, when the reorganization of the high schools was being effected.

The decrease in enrollments in all of the regularly offered commercial courses between the 1939-40 and 1941-42 sessions may be accounted for by two factors: First, large numbers of students were leaving the high schools to secure office work and other types of

TABLE XLIX
 ENROLLMENTS IN COMMERCIAL SUBJECTS, HIGH SCHOOLS
 OF COMMERCE, 1929-1942¹

Subjects	Years						
	1929 1930	1931 1932	1933 1934	1935 1936	1937 1938	1939 1940	1941 1942*
Typewriting	732**	1306	1132	1139	1426	1460	469
Bookkeeping	1004	961	998	1304	1542	803	214
Shorthand	461	1016	869	885	964	653	202
Office Practice	253	543	555	545	558	593	185
Commercial Arithmetic		320	215	341	714	205	
Commerce and Industry	43	380	417	688	681		
Commercial English	92	285	414	375	244	280	53
Junior Business Training		354	355	299	486		
Salesmanship and Advertising	165	129	142	43	59	107	43
Commercial Law	67	80	77	80	51	67	155
Economics	113	53	94	47	13		
Commercial Geography					120	146	
Comptometry			65	60	51	49	
Business Behavior							194
Accounting		41	77	42	17		
Totals	2950	5468	5380	6353	6677	4563	1495

¹Data obtained from Annual Reports of High School Principals on file in the State Department of Education, Baton Rouge.

*Although these schools were no longer high schools of commerce by the 1941-42 session, this year is included for purposes of comparison.

**Schools included are Kohn, Peters, Allen, and White.

employment with a minimum of training, so that a commercial background of several years' study ceased to be an essential pre-requisite for employment. Second, the transformation of the high schools of commerce into general high schools, in which only elective commercial courses were permitted, reduced the number of pupils to whom commercial training was available. With the upgrading of all courses in bookkeeping and shorthand to the senior level, no first, second, and third-year students were enrolled in these technical subjects. Those students enrolled in office practice during the 1941-42 session were only the ones who were completing their vocational commercial progress, begun in previous years.

Enrollments in the various commercial subjects offered in McDonogh, Behrman, and Nicholls are given for two-year intervals between 1931 and 1942 in Table L. Until 1939, these enrollments were approximately one-third as great as those of the high schools of commerce. Since that time, they have been slightly above 50 per cent of those of the commercial high schools.

In the commercial departments, typewriting, bookkeeping, and shorthand have shown the largest enrollments, with office practice ranking next. Business behavior, introduced in 1940 and 1941, shows a very small enrollment. Other subjects ranking low are accounting, economics, commercial arithmetic, and junior business training.

Just as in the high schools of commerce, the decrease in enrollments was considerable when the commercial training was placed on an exploratory or personal-use basis, and up-graded to the senior level. In 1941-42, the enrollments of McDonogh, Behrman, and Nicholls

TABLE L
 ENROLLMENTS IN COMMERCIAL SUBJECTS, HIGH SCHOOL
 COMMERCIAL DEPARTMENTS¹

Subjects	Years					
	1931 1932	1933 1934	1935 1936	1937 1938	1939 1940	1941 1942*
Typewriting	535**	493	384	429	810	407
Bookkeeping	367	415	587	682	556	49
Shorthand	443	410	595	417	624	213
Office Practice	157	150	153	191	241	44
Commercial English	84	54	31	100	34	22
Salesmanship and Advertising	10	66	70	111	54	
Commercial Geography				40	95	30
Commercial Law	51	35	28	30	27	43
Accounting	76	48	48	39		
Economics	74		28	86		
Commercial Arithmetic			85	95		
Junior Business Training			57	53		
Business Behavior						23
Totals	1797	1671	2056	2253	2441	891

¹Data obtained from Annual Reports of High School Principals, State Department of Education, Baton Rouge.

*The commercial departments had been discontinued and the high schools transformed into general high schools (with commercial work as electives) by this year. However, these figures are included for purposes of comparison.

**Schools included are McDonogh, Behrman, and Nicholls.

combined equalled only one-third of the total of McDonogh and Behrman in 1939-40.

VIII. COMMERCIAL TRAINING AT THE POST-GRADUATE LEVEL

Six schools have offered commercial education at the post-graduate level in the public school system of New Orleans since this work was first introduced in 1928. These schools, with the dates during which this training was offered, are:

- (1) The Joseph Kohn High School of Commerce--Girls (1928-1936).
- (2) The Henry W. Allen Post-Graduate School--Girls (1929-).
- (3) The John McDonogh High School--Girls (1931-1936).
- (4) The Maybin School for Graduates--Boys and Girls (1936-).
- (5) The Edward Douglas White Post-Graduate School--Boys and Girls (1940-1942).
- (6) The Martin Behrman High School--Boys and Girls (1941-).

Of these six schools, three offer post-graduate training at the present time. Two of these--Allen and Maybin--enroll students from the city of New Orleans proper, and the third--Behrman--enrolls pupils from Algiers.

The Joseph Kohn High School of Commerce. Soon after its organization as a commercial high school in 1925, Kohn began to receive requests each year from graduates of academic high schools for admission to its commercial classes.

A recommendation made in 1927 by the principal of the high school, that a one-year secretarial course be organized to care for graduates of the academic high schools, became a reality in the fall of 1928 when an intensive secretarial course designed to fit high school and college graduates for confidential and executive secretarial positions was offered for the first time.

Included in the course for post-graduates were commercial English, typewriting, shorthand, transcription, and office practice. The office practice course included filing, and the use of the mimeograph, multigraph, adding machines, automatic dictation machines, addressograph, billing machines, and check protecting devices.¹

Practically no additional information is available concerning the progress of post-graduate training at Kohn. No records can be obtained as to the yearly enrollments or the number of girls who completed the course. It appears, however, that although a considerable number of students sought admission to this training, the crowded condition of the high school made it impossible to care for more than a few dozen girls each term. While some classes were designed especially for post-graduates, most of the training was taken along with the regular high school students.

Generally, it may be said that because of a lack of careful organization, and because of inadequate housing facilities, teaching personnel, and equipment, the post-graduate work at Kohn was not particularly successful. These conditions, combined with the fact

¹The Times Picayune, September 7, 1928. p. 24, col. 1.

that the Joseph A. Maybin School for Graduates was organized in 1936, served to bring about the discontinuance of all post-secondary training in 1936.

The Henry W. Allen Post-Graduate School. The post-graduate classes at Allen were organized when the school of commerce was opened in 1929. During the first session, 45 girls received certificates for having completed the one-year course.¹ Ten years later the enrollment had almost reached the 200 mark.²

The Allen School had functioned as an elementary school until 1929, when around 500 high school and post-graduate girls were admitted to the building to occupy the eight rooms on the top floor. There were, therefore, actually three schools in one building--a grammar school, a commercial high school, and a post-graduate school.

Soon after the establishment of the high school and post-graduate classes in the Allen Grammar School building, the problem of housing became a serious one. By 1931, the enrollment in the post-graduate division had increased so rapidly that 57 applicants for the one-year course had to be refused admission.³ At first, plans were made for a separate building for the commercial high school and the post-graduate school. These plans, however, did not materialize.

¹Annual Report of Ruby V. Perry, Principal, Allen High School of Commerce, June 15, 1930. p. 2.

²Annual Report of the Henry W. Allen High School to the State Department of Education, Session 1939-40.

³Allen Commercial Review, 2:1, January 5, 1931.

In 1936, in view of the success and large enrollment of the **Haybin School for Graduates**, originally planned to care for all post-graduate pupils in New Orleans, it was decided that the graduate secretarial courses at Allen would be continued.

By 1940, the enrollment of the high school and post-graduate school had grown to approximately 800 and the Parent-Teacher Association contended that it was impossible for the three schools to function in one building, and urged that the high school be shifted to the **Haybin, Kohn, or Wright High Schools** in accordance with the recommendations of the **Citizens' Planning Committee**.¹

The principal of Allen High School reported to the Superintendent in 1940 that:²

. . . we are anxious to retain this post-graduate division . . . We feel that if effort could be concentrated on this line of work, more space be given to this department, and district extended, a school of this kind would grow beyond expectations and fill the need of this uptown section. Particularly is this type of school more necessary now than ever, with the curtailment of commercial work in the undergraduate division, which is, at present, only being offered in the senior year.

As a result of the serious objections of the faculty and principal to the discontinuance of the post-graduate school and repeated pleas that this portion of the school be retained, the School Board

¹Minutes of the Orleans Parish School Board, April 12, 1940. p. 112.

²Semi-Annual Report of the Principal of Allen High School to the Superintendent, December 5, 1940. pp. 1-2.

agreed that the post-graduate school would continue to be housed in the same building as the elementary school.¹

The one-year secretarial course offered at Allen when it was opened in 1929 included commercial English, commercial mathematics, office practice, shorthand, transcription, and typewriting. Gradually the variety of courses was expanded until by 1942 courses of one, one and one-half, and two years were offered.

The thirteen courses available since 1941 are given in Table LI. Each of the first ten courses require two terms (one school year) for completion. Part-time courses may be taken by students who are employed. Unless employed, students are required to take the full-time courses. Students not placed after graduation are encouraged to register for a third term of work, which includes additional practice in stenography, typewriting, and in the use of office machines. A half year of work known as Extension Projects is offered to students who have completed a full commercial course in other schools.

A unique course at Allen is the course in Spanish Stenography introduced in February 1942. For two years prior to this time, a small amount of training in Spanish shorthand had been made available to a few girls. It was not, however, until 1942 that an organized course in Spanish stenography was introduced.

The course is available only to girls who have had three years of high school Spanish or have spoken Spanish as their native tongue.

¹Plans are under way to close out the high school entirely after June, 1944.

TABLE LI

COURSES AVAILABLE AT ALLEN POST-GRADUATE SCHOOL SINCE 1941

<u>Courses</u>	<u>No. of Terms</u>	<u>Courses</u>	<u>No. of Terms</u>
I. <u>Bookkeeper-Stenographer</u>			
Bookkeeping	2	Business Behavior and Busi-	
Typewriting	1	ness Principles	1
Stenography	2	Stenography	2
Secretarial Practice	1	Secretarial Practice	1
Transcription	1	Typewriting (two hours in Term	
Office Practice (Machines)	1	I with 6 weeks for Filing)	3
Business Correspondence	1	Transcription	1
Business Behavior) 6 weeks	1	Office Practice (Machines)	1
Business Prins.) each	1	Business Correspondence	1
III. <u>Bookkeeper</u>			
Bookkeeping	2	IV. <u>General Clerical</u>	
Bookkeeping Laboratory	2	Arithmetic	1
Arithmetic	1	Bookkeeping	1
Office Practice (Machines)	1	Typewriting	2
Typewriting	2	Office Practice	2
Business Law (with 6		Business Correspondence	2
Weeks for Filing)	1	Filing	1
Business Behavior and		Business Behavior and	
Business Principles	1	Business Principles	1
V. <u>Calculating Machine Operator</u>			
Arithmetic	1	VI. <u>Typist</u>	
Bookkeeping	1	Typewriting (2 hours each	
Typewriting (Filing for 6		term)	4
weeks)	2	Arithmetic	1
Office Practice (Machines)	4	Office Practice (Machines;	
Business Behavior and		Filing for 6 weeks)	2
Business Principles	1	Business Correspondence	2
Business Correspondence	1	Business Behavior and	
VIII. <u>Advanced Shorthand</u> (Theory			
Previously Learned)			
VII. <u>Machine Operator and</u>			
File Clerk			
Business Behavior and		Shorthand	3
Business Principles	1	Typewriting (Filing 6 weeks	
		at end of second term)	2
		Transcription	1

TABLE LI (continued)

COURSES AVAILABLE AT ALLEN POST GRADUATE SCHOOL SINCE 1941¹

VII. <u>Machine Operator and File Clerk (continued)</u>		VIII. <u>Advanced Shorthand (Theory Previously Learned) (continued)</u>	
Office Practice (Machines)	3	Secretarial Practice	1
Typewriting	3	Office Practice (Machines)	1
Business Correspondence	1	Business Correspondence	1
Arithmetic	1	Business Behavior and Business Principles	1
Filing	1		
IX. <u>Commercial Spanish</u>		X. <u>Salesmanship</u>	
English Shorthand	2	Salesmanship	2
Spanish Correspondence	2	Arithmetic	1
Spanish Shorthand	2	Typewriting	1
Typewriting	2	Occupational Information and Business Behavior	2
Foreign Exchange (Filing for 6 weeks)	1	Store	4
Business Behavior and Business Principles	1		
XI. <u>Extension Projects</u>		XII. <u>One and One-Half Year Course</u>	
Students eligible for a half-year of work elect five hours from the following:		Shorthand	3
Advanced Dictation	1	Typewriting	2
Advanced Transcription	1	Transcription	1
Advanced Typewriting	1	Commercial Arithmetic	1
Advanced Bookkeeping	1	Bookkeeping	2
Calculating Machines	1	Business Correspondence	1
Duplicating and Dictating Machines	1	Filing	1
Civil Service	2	Office Practice	2
Commercial Spanish	1	Secretarial Practice	1
		Business Behavior and Business Principles	1
XIII. <u>Two-Year Course</u>		XIII. <u>Two-Year Course (continued)</u>	
Bookkeeping	4	Business Behavior and Business Principles	1
Commercial Arithmetic	1	Filing	1
Shorthand	4	Office Practice (Machines)	3
Typewriting	4		
Business Correspondence	2		

¹Report of the Committee on Commercial Education, May, 1941. pp. 42-44.

The training is such that students are qualified to be either English or Spanish stenographers. One hour a day is devoted to each of the following: Spanish shorthand, English shorthand, business Spanish, and typewriting. Also included in the course is a study of foreign exchange, business arithmetic adapted to Spanish stenography, and the metric system.

The basic textbooks for this course are Sutton and Lennes' Business Arithmetic, Gregg Shorthand (both English and Spanish editions), the regular high school typewriting texts, and the Exporters' Encyclopedia, a complete export shipping guide used for information about foreign trade.¹

John McDonogh Post-Graduate School. McDonogh High School began its post-graduate work during the 1931-32 session, when a one-year secretarial course was provided for those who had already completed the academic high school.² This one-year course included office practice, commercial mathematics, phonography, typewriting, salesmanship, bookkeeping, and comptometry, and remained unchanged until the course was discontinued.

In June, 1936, the post-secondary commercial training at McDonogh was discontinued, after which time students from below Canal Street attended the Kaybin School for Graduates, organized in February, 1936.

¹Information obtained from Miss Isabel Snyder, Instructor in Spanish Stenography, Henry W. Allen High School of Commerce, October 8, 1942.

²The McDonogh Chatter, 8:28, January, 1932.

Because of the short time during which post-graduate classes were offered, and the apparent lack of emphasis on this phase of the school's offerings, the post-graduate training does not really merit the title of a post-graduate school. The almost complete lack of data makes an evaluation of its program impossible. It appears, however, that the course content, standards, and teaching procedures varied little, if any, from those of the high school commercial department. There is no indication that these offerings met with any particular success.

The Joseph A. Maybin School for Graduates. Following the depression, the Orleans Parish School Board was faced with the problem of providing high school graduates of the city with the vocational and commercial training necessary to equip them for store and office employment. It was also faced with the problems created by the fact that very young persons in business were fast disappearing. The age limit for new employees was rising, and the problem of placement was becoming more unanswerable with every graduation class. At the same time, the post-graduate programs then in existence were not, in some instances, meeting with particular success in dealing with youth who had already completed the secondary schools. Often, the post-graduate school was merely an adjunct to the high school commercial department and amounted to little more than mere class instruction.

Plans to establish a separate school for graduates were made as a result of the realization that the commercial work of the high schools, and of the post-graduate departments, was no longer

satisfying the needs of business. The number of young and immature graduates far exceeded the number of jobs available.

Acting on a request by Miss Ray Abrams, then principal of Peters Boys' High School of Commerce, Superintendent Nicholas Bauer suggested to the School Board that commercial training in the New Orleans public schools be raised to the post-graduate level.

On January 10, 1936, the Orleans Parish School Board adopted the following recommendation:¹

That educational opportunities for academic graduates who desire additional training and preparation to enter the business and industrial fields be provided by establishing a school for such graduates in the building presently used by the Margaret C. Hanson Normal School. The establishment of this school is in line with the present trend of providing instruction for those who are unable to follow up their academic training by attending college and for those graduates who are awaiting employment in the business world. The school is to be co-educational and will enroll students presently attending the one-year secretarial courses of the Kohn, the Behrman, the Allen and John McDonogh High Schools, and male academic high graduates who because of lack of room have been unable to attend secretarial courses at the S. J. Peters High School.

The Board made plans to transfer Miss Ray Abrams, Principal of the S. J. Peters Boys' High School of Commerce, to the principalship of the new school. This school was to be known as the Joseph A. Maybin School for Graduates in honor of Joseph A. Maybin, member of the Orleans Parish School Board from 1842 to 1850, who aided materially in organizing the public school system of New Orleans.²

¹Minutes of the Orleans Parish School Board, June 10, 1936. p. 110.

²Ibid., February 14, 1936, p. 125.

The Joseph A. Maybin School for Graduates opened on February 3, 1936 without previous advertising and at the close of the first week had an enrollment of 330 pupils. Because of the limited equipment and small faculty, it was deemed advisable to close the registration at this number. When fully equipped, it was expected that the school would accommodate 450 pupils.

The move to lift commercial education to a higher level, to give terminal courses on a junior college level, was done with no thought in mind of future college training. Job training, not college training, was the goal. The objectives of Maybin were stated as follows:¹

The field of training is established on a utilitarian stage—preparing for jobs. There is no quibbling about the objective in commercial education here. When aims can be stated pointedly, it becomes relatively easy to follow through. Commercial education with vocational objectives concerns itself with preparing young men and women of the community to adjust their lives to the demands which business makes on initial employees. Such is our justification and our purpose.

Before setting up a curriculum at Maybin, an attempt was made to answer the questions: (1) Does business want 18 to 20 year-old boys and girls, and (2) In what capacities does it expect them to serve? To gather this information, a questionnaire was sent to New Orleans business men. On the basis of information contained in about 100 replies, an effort was made to set up a desirable curriculum. It was expected that the original curriculum would be a flexible one, subject to revisions in methods, objectives, and content from time to

¹Annual Report of Joseph A. Maybin School for Graduates, June 11, 1937. p. 4.

time. A decision was reached to offer four one-year courses: (a) a general clerical course to prepare initial clerical workers, (2) a secretarial course leading to general clerical employment, (3) a book-keeping course, and (4) a salesmanship course. The content of each of these courses is given in Table LII.

In all courses, a full year of office practice was included. In the first semester, three-fourths of the course was devoted to filing, and the remainder to telephone technique, mailing, and banking. The second semester of office practice included general business information, and training in the use of the mimeograph and ditto.

Business English, a one-semester course, and typewriting, a full year course, were also constants in all four courses. Business economics, a treatment of local business conditions, was a constant in all courses except the General Clerical Course.

In 1941, the number of courses offered was increased to ten. These are the first eleven courses (with the exception of the Commercial Spanish Course) listed in Table LI, and also offered at Allen Post-Graduate School. With the increase in the number of courses, there was not a corresponding increase in the individual subjects offered; instead, this represented largely a re-arrangement of offerings to meet the varying demands of a heterogeneous student body.

(a) An accelerated program of study. In answer to the question, "What service can the school give during the national emergency?" Maybin's faculty has attempted to provide an accelerated program of study to meet the increased demand for clerical employees which has

TABLE LII

COURSES AT MAYBIN SCHOOL FOR GRADUATES, 1936¹

(Courses marked with an asterisk are elective)

General Clerical

<u>First Semester</u>	<u>Second Semester</u>
Office Practice I	Office Practice II
Bookkeeping I	Bookkeeping II
Typewriting I	Typewriting II
Stenography I	(Stenography II
Business English	(Secretarial Practice

Secretarial

<u>First Semester</u>	<u>Second Semester</u>
Office Practice I	Office Practice II
Economics I	*Economics II
Typewriting I	Typewriting II
Stenography I	(Stenography II
Business English	(Secretarial Practice
	*Law
	*Arithmetic
	*Bookkeeping I

Bookkeeping

<u>First Semester</u>	<u>Second Semester</u>
Office Practice I	Office Practice II
Salesmanship I	Salesmanship II
Typewriting I	Typewriting II
Economics I	*Economics II
Business English	*Law
	Bookkeeping I
	*Arithmetic

Salesmanship

<u>First Semester</u>	<u>Second Semester</u>
Office Practice I	Office Practice II
Salesmanship I	Salesmanship II
Typewriting I	Typewriting II
Economics I	*Economics II
Business English	*Law
	Bookkeeping I
	*Arithmetic

¹Ray Abrams, A Commercial Curriculum for Post-Graduates. Cincinnati, Ohio: The Southwestern Publishing Company, November, 1936. pp. 31-32.

resulted from war conditions.¹ Emphasis now is on the developing of skills as quickly as possible. In shorthand, only two weeks is devoted to reading before writing is begun. In typewriting, the emphasis has been taken away from aiming at perfection, and instead stress is placed on the development of skill in the typing of business letters and forms. Every minute of the class period is used for supervised practice at the machine. In business correspondence, originally the course began with the writing of compositions in an effort to stimulate imagination and develop creative writing, if possible. This practice has been discontinued; now, after a short review in grammar, the study of the business letter begins.

In 1942, in order to make as full use as possible of its typewriters and other machines, Maybin changed its schedule from a five-period day to a six-period day. Beginning students use the extra period for an additional hour of typewriting or office practice (use of machines). Thus, after a very short period of training, students are able to typewrite and to use simple machines such as the mimeograph, mimeoscope, etc. More advanced students devote this extra period to transcription, thus spending four hours daily, two of which are devoted to transcribing, on shorthand.

As a further means of speeding up pupil progress, an "in-between" class in stenography has been organized for those who have completed Stenography I but are not able to continue with the

¹Information obtained from members of the faculty of Maybin School for Graduates, November, 1942.

Stenography II class. After a week or more in this special class, students are usually able to return to Stenography II without hindering the progress of the rest of the class.

(b) Refresher and in-service training courses. In May, 1943, the Maybin School announced the inauguration of a training program, worked out by the regional director of the Tenth United States Civil Service District. Maybin School for Graduates was authorized to carry out a training program which would consist of:¹

1. Refresher course in stenography and typewriting for persons barely failing to qualify in the civil service stenographer and typist examination--a two weeks' refresher course in these subjects will be offered to persons who barely failed the civil service examination. To be eligible for this training, persons must have made a score of at least thirty words a minute in the civil service typing examination; at least seventy words a minute in shorthand dictation; and within 10 per cent on the civil service general test. They must be high school graduates.

2. In-service training in stenography and typing for Federal employees--employees of Federal agencies in and around New Orleans who formerly had typing or stenographic skills may attend the same program, with the exception that a general background test conducted by the faculty will be administered for purposes of selection among persons proposed for the class.

In May, 1943, training of the first group had already begun. The materials used were graded exercises in typewriting and general intelligence tests. Close contact existed between the civil service office and the training program.

It was expected that plans for the in-service training would be completed soon. All New Orleans offices employing Federal Civil

¹The Balance Sheet, May, 1943. 23:405.

Service personnel planned to participate in the training by encouraging employees to take promotional examinations.

Miss Abrams said of this work:¹

The program is an ambitious one, but it may point the way to a simple solution of one of the perplexing problems of the day through the cooperation of public schools with Federal offices.

The Edward Douglas White Post-Graduate School. Because of the fact that during its brief existence, the Edward Douglas White Commercial High School and Post-Graduate School served as little more than a "dumping ground" for students who could not be accommodated elsewhere, this school is neither typical of what the public school officials of New Orleans desire in the way of commercial training nor does it represent the best that New Orleans commercial educators are capable of giving to its youth.

In February, 1940, the Edward Douglas White School, which had been planned as a co-educational post-graduate school, was forced to enroll all high school commercial students from McDonogh and Peters High Schools. Formerly a freshman-year high school, commercial students at McDonogh and Peters who had already received two and one-half years of training were transferred to White School in order that the overcrowded conditions of the former schools might be relieved while they were being transformed into semi-comprehensive high schools.

At the same time, a post-graduate commercial department was instituted at the White School to serve the needs of the downtown

¹Ibid., p. 405.

area--the area below Canal Street. It was estimated that all commercial pupils transferred to White from McDonogh and Peters would complete their high school courses by January, 1942, after which time White was to house only a post-graduate commercial school, furnishing to academic high school graduates of downtown New Orleans the same type of training Maybin School provided for uptown youth.

The difficulties faced by this new school were, from the beginning, such as to hinder its progress. The task of winding up the affairs of the freshmen-year organization presented numerous problems as to administration, housing, etc. At the same time, there was an entire change in the personnel of the student body, the new undergraduate school being made up of groups of senior students from McDonogh and Peters. These students had naturally developed loyalty to the schools from which they were moved and it required much tact on the part of the faculty and a fine spirit of cooperation on the part of the students to lay the foundations for an esprit de corps in a new school.

Another problem, affecting both the pupils from the high schools and the post-graduate pupils, was that of equipment. The White High School was equipped by transfer of equipment from McDonogh and Peters. Much of this equipment was old and a source of constant trouble and dissatisfaction. Several students leaving the school to enter the private business schools, when questioned by the

principal, gave as their reason for making the change their dissatisfaction with the school's office appliances and equipment.¹

In January, 1942, by which time the undergraduate commercial training had been completed, the Board agreed that since there remained only a small number of pupils, and a surplus of teachers, that the school be continued with a ranking teacher (a position corresponding to that of an assistant principalship) and that the principal of McDonogh High School serve as the head of both schools.

The Edward Douglas White Post-Graduate School was never really successful. High school graduates in downtown New Orleans preferred to attend the local business colleges or the Maybin School, which by this time had become a well-established institution boasting the favor of New Orleans business firms. Consistently, these graduates refused to attend White Post-Graduate School except in small numbers.

By September, 1942, the enrollment consisted of a mere handful (around 30 or 35) of students. These were shifted to the Maybin School and the White Post-Graduate School was discontinued entirely.

The Martin Behrman Post-Graduate School. Post-graduate commercial training at Behrman was started in the 1941-42 session with an enrollment of 27 students—23 boys and 4 girls.² The following session, 19 enrolled in this course, all of whom were placed in general clerical positions at the end of the year.³

¹ Report of the Principal of the Edward Douglas White High School to the Superintendent, December 10, 1940. p. 2.

² Data furnished by Joseph Kluchin, Principal, Behrman High School, October 23, 1942.

³ Ibid.

The one-year course provided includes bookkeeping, business behavior, commercial English, office practice, typewriting, and shorthand.

This program was introduced at the same time that emphasis on commercial training was shifted from vocational aims to exploratory and personal-use objectives. The recency of its establishment, the small number of students enrolled, and the absence of complete records make any evaluation of the post-graduate training in this school impossible at this time.

Admission to post-graduate schools. Admission to the post-graduate schools of New Orleans has never been on a selective basis. Naturally, this has resulted in numerous problems in an attempt to give to each student the amount and kind of training from which he would derive the most profit.

With admissions open to all who are high school graduates, there has been gathered together a heterogeneous group whose span of interests and mental and social abilities represented was as wide as in any cross section gathered in any school group.¹ Under these circumstances, the entire course has become largely exploratory, and except for those who have had previous commercial training, specialization has been delayed until the completion of the basic training.

¹Report of the Committee on Commercial Education, May, 1941.
p. 29.

When one considers, however, that the duties of the initial low-level clerical job in New Orleans concern themselves with a variety of activities and do not require a high degree of specialization for the beginner, and since there are definite levels of employment for the varying levels of ability, and since opportunities in business have been found during the past several years for practically all of those who have completed post-graduate courses, school authorities and commercial teachers at present find little cause for complaint against the system of admissions without restrictions.

The post-graduate schools have taken the attitude that business should be allowed to decide whether it will absorb those who are less fitted, and that the schools should, on the one hand, devise ways of adjusting their training to meet the needs of those who will eventually find low-level jobs, and, on the other hand, continue to encourage fuller attainment by the more gifted.¹

The job which shows the greatest frequency for initial employees in New Orleans is that of general clerk. For this reason, students who enter the post-graduate schools are advised, unless there are special reasons for their not doing so, to take the Bookkeeper-Stenographer course. Those who have the qualifications for a stenographer, but lack qualifications necessary to become a bookkeeper, are advised to enroll in the course preparing for a Stenographer. Those with bookkeeping abilities but lacking secretarial qualifications are

¹Ibid., p. 53.

scheduled for the Bookkeeping course. Those who lack the ability to perform specialized clerical skills are advised to take the General Clerical course.

With courses arranged in this manner, and assuming thorough, intelligent guidance procedures, there is every reason to believe that students with less than average ability may be taught to perform efficiently the routine tasks required of low-level clerical positions, and may profitably be admitted to the post-graduate schools for training.

The instructors of the post-graduate schools. It is not possible at the present time to give any intelligent discussion of the training, background, and experience of the instructors in the post-graduate departments of the various schools which have at some time since 1928 offered post-graduate commerce. In those high schools where both graduate and undergraduate students have been taught (this includes all schools except Waybin) the same commercial instructors were responsible for instruction at both levels. At various times, certain teachers were assigned entirely to the high school pupils while others were assigned to the post-graduate students, but these assignments changed so frequently as to make any comparisons or tabulations of data almost impossible. In short, it may be said that as yet no post-graduate commercial faculty has emerged, with the exception of those at the Waybin School.

On the other hand, the post-graduate schools are not accredited by the State Department of Education and are, therefore, in a

position to accept teachers with somewhat lower qualifications.

The difficulty of securing well-trained, thoroughly capable instructors who can deal intelligently with the problems peculiar to a post-graduate student body specializing in commercial training, has been ever-present since the establishment of post-graduate departments. This problem has been keenly felt at the Maybin School.¹ The seriousness of this situation may be seen from the following:²

It is unfortunate that there are not qualified teachers available and that we must be driven to the extreme of employing people to do the work who do not measure up to our requirements. If it were possible to offer special inducements to teachers to qualify for this specialized field, such an emergency would not exist A slight increase of pay because of the type of teaching we are doing would be an incentive for superior teachers in the ranks to qualify for placement here Teachers would undertake preparation in this field if they saw compensation in the future. Without the guarantee of possible money returns, a strong incentive is lacking. We need teachers who have been tested through time.

With emphasis placed so strongly upon objective results that the teachers realize that they themselves are being tested through the performance of their students on jobs, there can be little doubt but that teaching in post-graduate schools is a strenuous performance.

Generally, it may be said that the teachers of all post-graduate classes (including those at Maybin) have practically the same qualifications as those found in the high schools.

¹Information furnished by Miss Ray Abrams, Principal, Maybin School for Graduates, October 23, 1942.

²Annual Report of Joseph A. Maybin School for Graduates, June 11, 1937. p. 21.

Enrollments in graduate commercial courses. During the eleven-year period from 1929-29 until 1939-40, post-graduate enrollments in the New Orleans schools increased from 36 to 997. During the following two years, there was a decrease in total enrollments until in 1941-42, 836 students were in attendance.

Only scattered data are available for the period between 1928 and 1955. Not being accredited schools, post-graduate schools do not furnish this information to the State Department of Education. Nor do they always include it in their annual reports to the Superintendent of the Orleans Parish Schools. Available data on post-graduate enrollments are given in Table LIII.

The number of boys who have attended the post-secondary schools has never been as great, nor have boys remained in school as long as the girls.¹ During the 1936-37 session, the attendance at Maybin was composed of 173 boys and 304 girls; in 1938-39, of 557 boys and 501 girls. Since the entry of the United States into World War II, the number of boys has decreased considerably at Maybin, the only school (other than Behrman with its almost negligible enrollment) now offering post-graduate training to boys.

Normally, the number of post-graduate students trained at the Maybin School, the Allen School, and at the Behrman School in Algiers would have been sufficient to meet the needs of the business community for clerical workers. With the war, however, and the demands for all

¹Conference with J. Langston Bolton, Instructor at Maybin School for Graduates, December 7, 1942.

TABLE LIII

POST GRADUATE COMMERCIAL ENROLLMENTS, 1928-1942¹

Year	Schools						Total
	Kohn	Allen	McDonogh	Maybin	Behrman	White	
1928-29	56						56
1929-30	*	*					**
1930-31	*	*					**
1931-32	*	*	*				**
1932-33	*	*	62				**
1933-34	*	*	93				**
1934-35	*	*	141				**
1935-36	41	104	89	337 ²			571
1936-37		141		477			618
1937-38		128		643			769
1938-39		171		758			929
1939-40		166		831			997
1940-41		180		788	16	80	964
1941-42		245		445	27	119	836

¹These data have been obtained from a variety of sources: (1) Statistical Reports of the New Orleans Public Schools of the Parish of Orleans; (2) Annual Reports of the High School Principals to the Superintendent of the Orleans Parish Schools; (3) The Allen Commercial Review; (4) data furnished by the principals and secretaries of the various schools.

²This enrollment is for the half year from February to June.

*An asterisk indicates that post-graduate courses were offered but that data as to enrollment are not available.

**Sufficient data are not available to determine total enrollment.

types of trainees, the number of clerically trained people in New Orleans failed to meet employer demand. The result has been that efforts have been made to stimulate attendance in the post-graduate schools and to also encourage high school seniors to elect shorthand, typewriting, and bookkeeping so as to meet this shortage. Both federal and state agencies have, however, been ready to employ half-trained youths.

As a result of these conditions, the enrollment of the post-secondary schools had decreased by over 50 per cent by the end of 1942.¹ No arguments have been sufficient to convince the high school graduate that he should attend a post-graduate school when he can obtain ready and well-paying employment without such training.

If the decrease in enrollment continues, it appears likely that the work of the Allen Post-Graduate School will be discontinued entirely and post-graduate training centered in the Maybin School.²

Placement and guidance. With the entry of the United States into World War II, the effects were felt immediately. This was especially true at the Maybin School. Registration fell off because jobs became more plentiful. Placement no longer presented a problem. Students began to leave school before completing the course, and while they did not have the preparation necessary for holding really good

¹Conference with Lionel J. Bourgeois, District Superintendent in Charge of High Schools, November 2, 1942.

²Since the Behrman Post-Graduate Division serves Algiers, it is not likely that it will be discontinued as long as there is any demand for it.

jobs, business was no longer as demanding in its standards as formerly. The schools have, however, continued to make an effort to keep students as long as possible before they enter employment, and those who do leave before completing their course (this represents the majority of all post-graduate students at the present time) are encouraged to continue their training in the night schools.

Placement activities at the post-graduate schools (with the exception of Maybin) have never been particularly well organized. Principals, guidance instructors, counsellors, and the central Department of Vocational Guidance have all cooperated in securing jobs for graduates. At the Maybin School, because of the superior product and the favorable attitude of the business community toward the school, while placement has at times been difficult, it has been carefully planned and has met with more than the usual success.

It was not until the organization of the Maybin School that the city became aware of the superior product which the post-graduate schools had to offer. At Maybin, this was evidenced by the frequency with which requests for clerical workers were received. Demands for graduates became so great in February, 1937, (one year after its establishment) that "one-a-day" placements resulted. Of the 42 graduates in February, 1937, practically all were placed within a few weeks. In 1938, Miss Abrams reported that:¹

Although business conditions have not lent themselves this past year to increasing the number of employees in

¹Joseph A. Maybin School for Graduates, Annual Report, June 10, 1938. p. 5.

offices or stores, yet there is an upward trend in placement results that is most gratifying.

As the demand increased for the more mature students who had received their commercial training at the post-graduate level, the question arose as to whether or not undergraduate students should be deprived of graduation in order that they might be placed on jobs. In April, 1937, the Maybin faculty solved this problem by agreeing that students recommended by the school for jobs should receive their graduation certificates provided they supplied the school, by commencement time, with reports from their employers stating that satisfactory work had been done up to that time.¹

Since this time, both graduates and under-graduates have been considered for placement. The requirements of the job and the ability of the student are weighed when a recommendation is made for an application interview. For those students who are not placed at graduation, a third term of work in practice designed to increase stenographic and typing skills and to develop ability in special office machines is provided.

In 1939, Miss Abrams reported that:²

The requirements of the job may be of such a nature that a student is acceptable after a minimum amount of school training. Since employment managers so frequently rate personality traits above scholastic ability, a placement may be made because the student possesses the personal qualifications for which the job calls. The fact that certain students possess the acceptable combination of a

¹Ibid., June 11, 1937. pp. 7-8.

²Ibid., June 9, 1939. p. 5.

minimum of skill and a maximum of personality is responsible for many placements made during the first months of training.

Other post-graduate schools have solved the placement problem, as regards those who have not completed their training, in a similar manner.

The Committee on Commercial Education, consisting of four high school principals and four commercial teachers, appointed by the District Superintendent in Charge of High Schools for the purpose of unifying the offerings of the post-graduate schools in New Orleans, has said of guidance:¹

To a faculty composed of teachers whose class work is motivated by student needs and job requirements, and to an interested, efficient counsellor, can be safely entrusted the guidance problems of the post-graduate school.

The work of guidance to be done by the post-graduate counsellor has been planned by the post-graduate schools to include the following:²

- (1) The admission of students by diploma or transcript.
- (2) Determining the course of study on the basis of past achievement as indicated by the student's record at the time of the first interview.
- (3) Admitting to advanced standing those who have not less than one year of undergraduate work in commercial subjects.

¹Report of the Committee on Commercial Education, May, 1941.
p. 29.

²Ibid., pp. 29-35.

(4) The administering of I. Q., personality, and achievement tests where these are considered necessary because of incomplete student records.

(5) Seeing that each pupil elects those courses which meet with curriculum requirements, that he maintains satisfactory standards, and prepares himself for future placement.

(6) Placement of students in jobs for which their training is adequate.

(7) Establishing broad contacts with the business world, and seeing that the school is continuously aware of the business community.

(8) Follow-ups, through pupils and employers, of the success of graduates, in order that deficiencies in the curriculum may be remedied.

(9) Consulting with teachers of subjects with which a job is concerned before placement is made. This presupposes a knowledge by the teacher of the ability and personality of the student, and a knowledge of the information and skills required in the performance of the job under consideration.

At the post-graduate level, it appears that the centralized Division of Vocational Guidance has for some time been inadequately meeting present-day needs. This can readily be seen from the following report of the Committee on Commercial Education:¹

The need for organizing the placement problem and dealing with all phases of it systematically is apparent. There is an urgent need for the establishment of a

¹Ibid., pp. 35-36.

central placement bureau under the leadership of a director who would make himself part of the business community and a vital factor in the school training program

When a coordinating placement bureau is included in the school machinery, commercial office standards will become the goal of student development. Teachers will know the degree of perfection which must be reached through classroom instruction. Administrators will recognize the need for the appointment of the most skillful teachers to the business department, and the question as to whether or not office practice machinery should be included in the equipment of every commercial school will be definitely solved. Even more important, as the reward for work well done in school, . . . youth will avoid the dismal search for employment, and will be placed immediately and directly on the jobs for which they have been appropriately trained.

It is through the offices of such a placement bureau that the impetus for the growth and development of business education will come. Training for the job and placing on the job are the dual purposes of vocational commercial education today. A placement bureau, coordinating business and the school, . . . will make possible the full realization of these objectives, and will bring emphasis and added dignity to this special field of education . . .

Evaluation of post-secondary business education in New Orleans.

At the present time, post-secondary business education in New Orleans is offered in three schools. In two of these schools—Behrman and Allen—training is offered in the same school, and under the direction of the same principal, as an elementary and a high school group. Maybin School for Graduates has the distinction of being the only such school which has been housed in a building by itself, with its own faculty, and its own principal.

The experiences of the short period during which various schools have offered post-graduate commercial training would seem to

indicate clearly the advisability of a set-up where attention can be devoted to one student body; where a faculty can limit its efforts to one group, all members of which have a similar school background and are working toward the same goal--initial employment; and where principals can focus their administration and guidance on the problems peculiar to such a group of pupils.

Post-graduate business education in New Orleans was at first offered on a more or less experimental basis, without adequate research or planning. This training was frequently limited in quality, and, because of the crowded conditions under which it was offered, was available to only a small per cent of those who desired this type of work.

The period during which post-graduate commerce has been taught in several of these schools (White, Behrman, Kohn, and McDonogh) has been too short to permit developments fostering a really worthwhile program.

Unfortunately, post-secondary business education in New Orleans has been seriously disrupted during the present national emergency. With the relative ease of securing employment of all types, the value of training has become much less important than formerly. It thus becomes almost impossible for the school to measure the quality of its product. Training procedures have had to be adapted to the needs of an ever-changing student body. Of the post-graduate schools in New Orleans, particularly Maybin is to be congratulated on the excellent manner in which it has attempted to alter procedures and methods and

cooperate with Federal agencies in meeting the present-day problems of securing trained employees for office positions.

Post-graduate commercial schools in New Orleans offer courses preparing for initial clerical employment in the New Orleans business community. At the same time this training "does not neglect to foster the development of additional skills and the accumulation of business information which will eventually point the way to promotion on the job."¹

Two terms (one school year) is devoted to basic clerical preparation in post-graduate work in commercial education. Provision is also made in one-term short courses for more intensive training for those who have completed commercial courses elsewhere, for those who have finished the one-year courses but have been unable to find employment, and for those who wish to prepare for better positions.

The Citizens' Planning Committee has said of post-graduate training in New Orleans:²

The Joseph A. Maybin School for Graduates is a new departure in the training of commercial students which can be especially commended. The building of the commercial techniques and skills upon a foundation of general, broad, cultural, and informational learning near to the time of actual employment is in line with the best thought in commercial education. If this school continues to place its graduates readily in business, its program probably should be extended through Grade 13.

¹Report of the Committee on Commercial Education, May, 1941. p. 37.

²Citizens' Planning Committee for Public Education in New Orleans, Summary Report on the New Orleans Study and Program of Public Education, March 1, 1940. pp. 54-55.

Allen High School is unusual in that it is housed in the same building as a seven-year elementary school, and offers in addition the four-year commercial course for high school pupils, and post-graduate one year, one and one-half, and two-year secretarial courses to high school graduates.

Present community demands do not appear to justify either the present emphasis on commercial training in the secondary schools or the maintenance of two graduate commercial schools. Graduate commercial work should be centralized in one school, preferably Maybin, particularly in view of the rather incongruous grade organization at Allen.

SECTION IV

SUMMARY

From the time of the organization of the first high school in New Orleans in 1845 until around 1900, the position of the high school, as an educational institution accepted by the people, was unstable. The mixture of nationalities—English, French, and Spanish—served to hinder the progress of elementary education. With elementary education at a low level, the citizens of New Orleans repeatedly questioned the desirability of maintaining secondary schools at public expense. Nor were the administrators of the secondary program in agreement as to what a high school should offer and to what extent secondary education should be carried. Numerous changes—some designed to meet the demands of the public for a more practical education, others to curtail expenses, some to meet the ever-present competition of the business colleges, and still others as purely experimental measures—took place from time to time. These changes were made usually with little or no understanding of the basic philosophies underlying secondary education.

Business courses—the first of which was bookkeeping, introduced in 1845—gained their foothold not because they were considered by the public school administrators as a desirable part of training for adolescent youth, but because they served to convince the public that the high school was a practical institution designed to prepare

its enrollees to become a part of the growing metropolis with its foreign and domestic trade, its constant growth as a world port, and its numerous business firms; and also because business courses met the demands of the high school population and their parents for this type of training.

After 1900, by which time secondary training had become an accepted part of education at public expense in New Orleans, the high schools were faced with the problem of meeting the needs of a rapidly growing student body for which the traditional curriculum could no longer provide. First, the high school curriculum was changed from one almost classical in character to an elective course of study, with additional commercial offerings. Later, parallel courses of study, one of which was a commercial course, were introduced. Then followed the provision of shorter commercial courses for those who could not remain in school long enough to complete the regular courses.

Subsequent to World War I large numbers of youth entered the high schools to secure training in all phases of the work offered. The business courses especially attracted those who hoped to take advantage of the opportunities resulting from the increased demand for trained clerical and office employees. Typewriting and shorthand—which had joined bookkeeping in forming a core curriculum by 1900—made possible increased communicative functions and resulted in a growing demand for trained workers.

The high schools of commerce, of which there were three, all opened during the 1920's, were organized largely to relieve the crowded conditions which resulted from the influx of unprecedented numbers of

New Orleans youths into the high schools; and, perhaps to a lesser extent, in order to provide specialized vocational training of a more intensive character for those wishing to enter the business world. It was also believed that by organizing special commercial schools that the demands of the business community for office employees could be adequately met.

Despite the weaknesses of the high schools of commerce inherent in the undue emphasis upon the purely informational aspects of education for business, the centering of the interest of its pupils on a single objective, the absence of a diversified curriculum, the training of immature youth, and the lack of the socializing influence and breadth of view to be gained from students having many and varied interests in a general high school—in spite of these weaknesses, it cannot be denied that the high school of commerce rendered a useful service during the formative period of business education. Its flexibility for purposes of experiment was superior to that of the commercial department of a general high school; it was unhampered by classical traditions and had an almost unlimited opportunity to develop a model program of business education.

With the establishment of a philosophy of business education, however, and the working out of its methods, the usefulness of these schools in New Orleans was soon outlived. At the same time, the depression, and the resulting lack of employment due to it, made acute the question of whether a purely vocational objective in business education in the high schools was desirable. The extremely low wages

for high school youth was also evidence that secondary vocational education was no longer justified in its present form.

During the period before 1900 when the high schools were struggling for a foothold in the educational system, business colleges were a serious competitor. However, soon after 1900, their influence began to wane, and, on the basis of numbers enrolled, they began to lose ground as the dominant institution for the training of office employees.

In 1956, to meet the demands of the New Orleans business community for a school product more mature and with more social competency than those of the high schools, the first separate post-graduate school was established. While post-secondary commercial training in New Orleans dates from 1928, such programs as existed had neither the planning, organization, nor direction to make them really successful.

Soon after the Joseph A. Maybin School for Graduates was organized, its superior product was recognized by the business men of the city, and there can be little doubt but that its graduates proved more capable than those of the high schools.

Along with the move to upgrade vocational commercial education to the post-secondary level, also came the move to provide a more enriched curriculum, more nearly meeting the needs of youth in an ever-changing social and economic order, by taking all vocational commercial work out of the high schools. In doing this, a reorganization of the high schools was undertaken. Schools offering both academic and commercial courses became general high schools; the high schools of commerce were either gradually discontinued or became general high schools.

Commercial training of a personal-use or exploratory nature took the place of the former vocational courses.

In view of the fact that this transformation took place at a time when there was a crying need for office workers—however meager their training, however limited their skills, however lacking their social competency—these personal-use or pre-vocational courses have continued to serve as vocational preparation for the countless hundreds of boys and girls who use the skills gained in these courses to obtain remunerative employment.

With the discontinuance of vocational commercial education at the secondary level, there appeared an increased emphasis on the adapting of business training to the social and civic life of the community, and a trend toward making available business information and personal-use business education to all high school pupils.¹

Because of the prevailing economic conditions, business education at the post-graduate level has been seriously retarded in its growth; in a measure, it has failed to serve the purpose for which it was intended—that is, the filling of the need for all clerically trained employees from the public schools. However, in an accelerated program designed to be of value in a nation at war, the post-graduate schools (particularly Maybin) have cooperated in a most splendid manner in providing thorough, speedy training for those who remain long enough to make such training possible.

Most encouraging has been the gradual emergence during the last two or three decades of leaders in the field of business education; the emergence of a body of commercial education literature,

¹The execution of this plan has been delayed by war-time conditions making the securing of commercial equipment and commercial teachers exceedingly difficult.

which although not of the highest type gives evidence of interest, research, and most of all, the hope of continued development; and the gradual forming of a body of commercial teachers, trained not only in technical skills but also in an understanding of the aims, curricula, philosophy, and procedures in secondary business education, and qualified to give high school pupils an adequate picture of present-day social and economic conditions.

CHAPTER VI

COMMERCIAL EDUCATION IN THE PUBLIC EVENING SCHOOLS IN NEW ORLEANS

Chapter VI is devoted to the development of commercial training in the public evening schools of New Orleans. While occasionally a private school, usually under church auspices, has offered commercial subjects to a few pupils, the number of youths and adults receiving evening instruction at the elementary and secondary levels in schools other than those maintained by the Orleans Parish School Board has been practically negligible. This chapter does not include commercial training offered by business colleges and in schools of collegiate grade; it is limited to training offered by the public schools.

Information for Chapter VI was obtained from the Minutes of the Orleans Parish School Board, Reports of the State Superintendent of Public Education, Annual Reports of the Director of the Public Evening Schools since 1920, Annual Reports of the Superintendent of the Orleans Parish Schools, Rules and Regulations of the Public Schools of the City of New Orleans, and Rules and By-Laws of the Board of Directors. Other information was found in the several New Orleans newspapers, copies of which are on file in the W. P. A. Archives, City Hall, New Orleans. A visit to each school now offering commercial training; an observation of methods of classification, registration, and conducting of classes; and a conference with at least one instructor from each of these schools was also a source of valuable information.

This chapter is divided into seven parts: (1) aims and purposes, (2) entrance requirements, (3) offerings, (4) attendance and enrollment, (5) standards, (6) teachers, and (7) summary.

I. AIMS AND PURPOSES

The night school movement in New Orleans has developed as an integral part of the public school system, and from its beginning has been influenced by public school developments. In fact, night school work carried on under private auspices has, until recent years, been so meager that one is justified in saying that the night school movement has definitely been a "public school movement."

The first mention of evening schools is found in the School Board Minutes of the Second Municipality of New Orleans for the year 1845. The minutes indicate that on September 8 of that year a resolution calling for a committee, to be known as "The Committee of the Night Schools," was adopted. The duty of this committee was to prepare rules under which a night school system would function.¹

A free public night school established by the School Board in 1845 continued to operate through the 1859-60 session. A second night school was opened in 1854. The Annual Report of the Orleans Parish School Board to the State Superintendent of Education on December 8, 1854, states that there were 166 boys and 75 girls enrolled in evening classes.²

¹Minutes of the Orleans Parish School Board, September 8, 1845.

²Report of the State Superintendent of Public Education to the Members of the General Assembly of the State of Louisiana, January 1855.
p. 92.

The purpose of the early evening schools was to offer training to employed youths, between the ages of 12 and 21, who were unable to attend day classes. Originally, the aim was to train youth "educationally," but gradually the importance of training for earning a living was recognized as an important function, with the result that commercial education, and later industrial education, was introduced.

The evening schools which existed before the War Between the States were discontinued during the period of hostilities. Although these schools were few in number, their usefulness appears to have been great. Their object was to instruct both youths and adults—youths who were deprived of school influences, and those who were unable to attend public schools because of employment.

From 1860, at which time the War Between the States brought the evening schools to a close, until the 1903-1904 session, forty-three years later, no public evening schools existed. During this period, private schools were available for those able to pay tuition; charitable evening schools provided meager facilities for a few of the less fortunate.

As early as 1871, the report of the superintendent of the New Orleans schools contained mention of the desirability of re-establishing evening schools.¹ Financial conditions, however, prevented such a move.

In 1

¹Annual Report of the State Superintendent of Public Education to the General Assembly of Louisiana, for the Year 1871. p. 297.

In 1902, a committee was appointed by the Board to study the matter of a free public night school. The recommendation of this committee for a night school for male youths between 14 and 18 years of age, to be located in the Boys' High School at 1532 Calliope Street, was approved by the Board. This school was opened on November 2, 1903.

The Annual Report of the Public Evening Schools for the 1920-21 session gives the frequency of the various types of occupations pursued by those in the Evening High School, and the occupations preferred by these same students. These data are given in Table LIV. Similar data available for the evening elementary schools indicate that many commercial students were taking night courses in order to leave the clerical field and enter into bookkeeping, stenographic, and other positions paying somewhat higher salaries.

By 1925, the evening schools of New Orleans were a fairly well organized part of the school system. From 1925 through 1930, such changes as occurred were of a minor nature. After 1930, it appears that as a result of the depression a much clearer insight into the needs of adult education was gained. The value of vocational training as a means of earning a livelihood was so clearly shown that evening schools turned increased attention to commercial training in order to meet the demands of adults and youths for a more practical education. Following this period of economic depression, there was a gradual giving way of the traditional academic classes to a greatly expanded range of courses.

By 1936, in the eight elementary evening schools, the subjects offered were English, commercial English, spelling, arithmetic

TABLE LIV

ORDER OF FREQUENCY OF OCCUPATIONS IN THE EVENING

HIGH SCHOOL, 1920-21¹

	Present Occupations		Preferred Occupations	
	No.	Per Cent	No.	Per Cent
Clerical Work	128	49.81	-	-
Stenography	39	15.81	95	42.22
Office Work	37	14.40	25	11.11
Sales Work	15	5.83	9	4.00
Bookkeeping	13	5.06	56	25.78
Stockkeeping	10	3.89	-	-
Railroad Clerk	8	3.11	-	-
Cashier (Dept. Stores)	7	2.72	-	-
Typist	-	-	25	11.11
Managerial Work	-	-	7	3.11
Foreign Trade	-	-	6	2.67
Total Commercial and Allied Occupations	257	100.00	225	100.00
Other Occupations	51		92	
Grand Total	308		317	

¹Annual Report of the New Orleans Public Schools of the Parish of Orleans, 1920-21. pp. 87-89.

(largely commercial), and history, the work being equivalent, insofar as comparison is possible, to that offered in the elementary schools.¹ Bookkeeping, typewriting, shorthand, commercial English, commercial arithmetic, and office practice were offered in five schools. Commercial classes enrolled largely persons who had completed an elementary education and who were holding low-level clerical positions.²

In a letter dated April 19, 1940, from F. Gordon Eberle, Director of Evening Schools, to Superintendent Nicholas Bauer, the success of the evening schools and their purposes were briefly discussed:³

New Orleans was a pioneer in evening school education. We can go back almost a full century to find the initial steps taken in this phase of public education. Our present system dates from 1903 It has always been our practice to offer classes in any subject for which there is a sufficient demand. Skill or tool subjects, cultural and vocational subjects are offered to the extent that the public desires them

The purpose of the evening schools is four-fold: (1) to solve to some extent the problem presented by the great army of those individuals who are forced to become bread-winners before they have reached the ripening years of their school life; (2) to enable a small number of day-school pupils in the high schools to make up some deficiency or to get credits necessary for graduation at a certain time; (3) to reduce illiteracy; (4) to disseminate the spirit of true Americanism through the foreign element of our population

In September, 1940, Lionel Bourgeois, district superintendent in charge of instruction, announced that he had appointed a committee

¹The Times Picayune, September 24, 1932. p. 16, cols. 1-2.

²Ibid., September 26, 1933, p. 16, col. 4.

³Letter from F. Gordon Eberle, Director of the Evening Schools, to Superintendent Nicholas Bauer, April 19, 1940. p. 1.

to make a survey of the evening schools of New Orleans with a view to expanding and enriching the curriculum. Superintendent Bourgeois pointed out that in transforming the evening school program, the committee hoped to prepare a thoroughly diversified curriculum:¹

No subject matter will be arbitrarily included, but through questionnaires issued to adults of the community and through pupils attending classes in the day-time we hope to be able to ascertain the real needs of particular groups of adults and to include courses that will meet these needs What to offer in this curriculum and how to offer it is a problem which the division of instruction faces

II. ADMISSION REQUIREMENTS

By a recommendation of the committee appointed by the School Board in 1902 to study the matter of a free public night school, admission to the re-established evening schools was limited to male youths between the ages of 14 and 18. In 1905, in an attempt to increase attendance and to promote interest in the classes, the lower age limit was raised from 14 to 16 years. As a result of this change, attendance became more regular, enrollment increased, and added interest was shown by the pupils.

In 1906, because of the great popularity of the evening school, the first evening school venture became known as Evening School No. 1, and a second evening school was established to care for pupils between the ages of 14 and 16.² Thus, youths between 14 and

¹The Times Picayune, September 15, 1940. p. 28, col. 1.

²Annual Report of the Superintendent of the New Orleans Public Schools, 1906-1907. p. 40.

18 were again provided for in the public evening schools.

According to the Rules and Regulations of the Public Schools of New Orleans for September, 1910, admission to evening schools was limited to pupils 14 years of age and over, except in Evening School No. 1, the evening high school, where the minimum age limit for applicants for elementary school work was 20 years.¹

For the 1913-14 session, regulations governing admission to the evening schools were as follows:²

Pupils 14 years of age and over, if regularly employed during the day, shall be eligible for admission to the Evening Schools. No pupil under 18 years of age shall be admitted to the Evening Schools unless he has completed the elementary school course, or is regularly employed during the day.

The following classes of applicants shall be eligible for admission to the Evening High School: All applicants between the ages of 14 and 18 years, provided that they have completed the eighth grade of the elementary day or evening school work, or the eighth grade of some other school of equal rank, or in lieu of this requirement, can show by an examination in English and Arithmetic that they have an equivalent attainment in knowledge. Applicants above 18 years of age may be admitted, provided they have satisfied the Principal that they are qualified to accomplish the work they desire to undertake. Applicants for elementary school work in the Evening High School shall be not less than 18 years of age.

Because of the continued growth of commercial classes, it was found necessary to change entrance requirements so as to limit

¹Rules and Regulations of the Public Schools of the City of New Orleans, September, 1910. p. 44.

²Rules and ByLaws of the Board of Directors and Rules and Regulations of the Public Schools of the City of New Orleans, July, 1913. p. 99.

enrollments. The standards for admission to the Evening High School were, therefore, changed in 1915 so as to read:¹

Applicants for admission, if over 18 years of age, must have completed the eighth grade of elementary school work or show by examination the equivalent of same.

Naturally, this change eliminated a number of students from commercial, as well as other courses.

The *Times Picayune* of September 24, 1916, carried an announcement of the opening of the city's night schools, and of the admission requirements which had been set up:²

Applicants between 14 and 18 years of age who have not completed the eighth grade, will not be admitted unless they can show by examination in English and arithmetic that they have an equivalent attainment in these subjects. Those more than 18 will be admitted without these tests, provided the principal is satisfied they are qualified to do the work they desire to undertake.

Admission rules set up for the 1922-23 session required that pupils for the elementary night schools be at least 14 years old. Those between 14 and 18 had to be employed, while others were admitted upon application. Those under 18 were required to show an eighth grade certificate, while those over 18 were admitted upon proving themselves qualified to take high school work.³ An effort was made to prevent competition with the day schools by limiting instruction to those unable to attend day classes; and by requiring an elementary

¹Annual Report of the Superintendent of the New Orleans Public Schools, 1913-14. p. 54.

²The Times Picayune, September 24, 1916. p. 10, col. 3.

³Ibid., September 24, 1922, p. 3, col. 1.

education for entrance to high school classes, or in lieu of such an education, requiring that the student be gainfully employed.

By 1932, the entrance requirements for evening schools were maintained for the following groups:¹

- (1) Those over 14 who had not finished grammar school.
- (2) Those over 16 who had not finished elementary courses.
- (3) Those who had completed the seven elementary grades and desired special training.
- (4) Foreigners who wished to learn English.
- (5) Those over 18 who had not completed elementary school but desired special training.

Since groups (3) and (5) made up the commercial classes, it is evident that, for the greater portion of those enrolling for this type of training, instruction had to be kept at a rather elementary level.

For the 1942-43 session, night school students between the ages of 14 and 18 were required to have working cards, indicating gainful employment, issued by their employers. Those over 18 were not required to be gainfully employed. Students over 18 were allowed to take any commercial course offered without regard to previous education. If under 18, the student must have completed the seventh grade before taking commercial work. Until the 1942-43 session, evening schools did not admit students later than two weeks after the term had opened; this year, however, because of the large number of people desiring to prepare themselves for defense work, students were allowed to enter at any time.²

¹Ibid., September 24, 1932, p. 16, cols. 1-2.

²Conference with Principal of Evening School No. 7, November 26, 1942.

Requirements for admission to commercial classes have changed only slightly from year to year. The practice, except with minor variations, has been: (1) to encourage a grammar school education before entering specialized classes, (2) to require gainful employment for more mature students in lieu of a grammar school education, (3) to require gainful employment for youths under 16 to 18 regardless of previous education.

Throughout the years a trend toward increased emphasis on an adequate background of the fundamental tool subjects, before beginning commercial training, is evident. New Orleans has always maintained the viewpoint that its evening schools must be practical and must give to the student what he needs and what he wants. Rigid, pre-conceived ideas have never dominated requirements or curricula.

III. OFFERINGS

It was during the 1903-1904 session that commercial work was first offered in the evening schools. Courses included bookkeeping, typewriting, phonography and penmanship.¹ The Minutes of the Board contain the following statements in regard to these classes:²

We are trying to have especially good work done in the lines of bookkeeping, penmanship and stenography as we believe that these branches will be most helpful to the pupils of the school.

¹Minutes of the Orleans Parish School Board, November 15, 1903.
p. 162.

²Loc. cit.

We feel very much encouraged about the Evening School and believe that it will prove a success. We think that a good five-month course in book-keeping, penmanship, and stenography, coupled with typewriting, and the English and Commercial instruction being given, will prove of the greatest benefit to the pupils . . .

The principal of the evening school, in his report to the Superintendent for the 1904-1905 session, discusses the problem of irregular attendance, usually caused at first by the necessity for night work on their jobs, and later by discouragement from getting behind the rest of the class. In regard to bookkeeping, he points out several difficulties:¹

Up to about the first of February, the boys were taken along in classes . . . and we had a steady diminution in attendance. At this time, on my suggestion, we changed our method and made the instruction more individual. Each boy was permitted to advance as rapidly as he could. The abler boys, and those that could attend with regularity, were permitted to advance faster, while the other boys made such progress as they could. This we think, held the boys better

I would also recommend that pupils concentrate their efforts more than they had to do under the system in effect this year. We are permitting boys to study bookkeeping, typewriting, and stenography, and elementary subjects. They should not be encouraged to try all these subjects at once. We should set a higher standard of admission to the work in bookkeeping. Too many boys tried the subject without sufficient preparation. Students in this department should have completed at least the seventh grade work.

Three significant facts are indicated above: (1) a recognition of the need for individual instruction, especially since previous education, age, and regularity of attendance varied so greatly, (2) the necessity for a limited schedule of work for each pupil, and

¹Annual Report of the Superintendent of the Orleans Parish Schools, 1904-1905. pp. 37-38.

(3) a recognition of the importance of an adequate background as a pre-requisite for success in the commercial offerings.

These recommendations gained some consideration for the third session of the evening school. Classes were held only three nights each week, instead of five as in the first two sessions, and pupils were not allowed to take as many courses as formerly. They could take only one of the commercial branches offered, or they could take the common school branches.¹

The following comment gives some idea of the progress being made in the commercial field:²

Some good practical work was done in the department of shorthand and typewriting. Miss Mitchel is a conscientious and tactful teacher and conducts her classes in stenography in an orderly and earnest manner, and with gratifying results.

The instruction in typewriting was given by Mr. Mahen, and was thorough, accurate, and painstaking . . . Thirty-one machines were in use most of the time. In these two departments were several women, and their earnest endeavors contributed much to the success of the work. I believe the attendance of women should be encouraged.

Young men were in the department of bookkeeping, under the charge of Mr. Lanphier. The instruction was mostly individual, each pupil being permitted to advance as rapidly as his ability and application warranted. Most of them made commendable progress . . . Several women applied for admission to this department, but they came one at a time, and no one seemed to want to be the first to enter, none was admitted, but it may be well to make provision for them next year, and to advertise that women be permitted

¹Minutes of the Orleans Parish School Board, November 17, 1905. p. 429.

²Annual Report of the Superintendent of the Orleans Parish Schools, 1906-1906. p. 64.

to take up the work. A special class might be started for them.

During the 1907-1908 session, three evening schools offering elementary branches and classes for illiterates were established. These schools, as well as Evening School No. 1, also offered special classes for those who wished to prepare for Federal Civil Service examinations. Although most of those who completed the courses in preparation for civil service examinations and who took the examinations were successful, the popularity of this training soon declined because of a decrease in the number of examinations available.

Work taught in Evening School No. 1 for the 1908-1909 session included a Department of Bookkeeping and a Department of Phonography and Typewriting. There were two courses in bookkeeping; typewriting and shorthand were not combined, but were taught by two different instructors as separate courses of study.¹

A recommendation of the Committee on Secondary Schools resulted in the provision of the first high school work in Evening School No. 1 for the 1909-10 session.² At the same time that the Committee on Secondary Schools recommended the organization of an evening high school, other changes were approved by the Board. These changes included the lengthening of the school term from six to eight months, and the issuing of written reports to parents and to employers of pupils.³

¹Ibid., 1908-1909. p. 46.

²Ibid., p. 17.

³Ibid., p. 45.

With the 1909-10 session, Evening School No. 1 was converted into an evening high school and offered classes in bookkeeping, stenography, typewriting, mechanical drawing, chemistry, electricity, English, and mathematics. The elementary classes were discontinued at this time.¹ The commercial courses were described thus:²

In the Department of Shorthand and Typewriting, one set of pupils came on Monday, Wednesday, and Friday, and another on Tuesday, Thursday, and Saturday. The two hours of the session were divided into three periods of 40 minutes each; one period was given to shorthand, one to typewriting, and another to English. The work in English consisted of spelling, punctuation, capitalization, sentence structure and letter-writing. It was just such a drilling as pupils preparing themselves to be stenographers ought to have. Most of the pupils felt that it was what they needed; but several of the better pupils asked to be excused from it, and devote themselves during a double period to either shorthand or typewriting. Considerable difficulty is experienced in admitting pupils to this department for the reason that shorthand is a difficult subject and requires considerable development in pupils if they are to make a success of it. It is hard to make many of the applicants believe that they have not had enough education to take it up with profit. They want to try it in spite of what we tell them about it, and they succeed in just about the number of instances that are necessary to make me feel that it is advisable to turn away all but the most promising cases.

We had three large classes in bookkeeping, one meeting on Monday, Wednesday, and Friday . . . and two on Tuesday, Thursday, and Saturday . . . A great deal of good work was done in all of them.

A large number of pupils were admitted to the Civil Service Department, but, as a few months after the organization, the United States Government announced that there would be no more examinations on the grades for which we prepare pupils until May, 1911, the number fell off rapidly, and the average attendance was not as large as

¹Ibid., 1909-10. p. 16.

²Ibid., pp. 42-43.

might otherwise have been expected. Next year the attendance will undoubtedly be much better. Mr. Augustin reports that all of his pupils that tried the examinations last year have received appointments.

In the report of the principal of Evening School No. 5, an elementary school, for the 1909-10 session, the Board of Education was requested to permit the introduction of classes in stenography and typewriting. There was a considerable desire, on the part of the pupils, it was stated, to have the opportunity to study these branches.¹ Evening School No. 5 was located in Algiers, and pupils from this section found it almost impossible to take advantage of the opportunities for commercial training in Evening School No. 1, the high school.

In the 1910-11 session, nine evening schools operated for a period of six months. Evening School No. 1, the high school, offered, in addition to other high school subjects, elementary work for adults, and courses for foreigners, instruction in shorthand, typewriting, and commercial English.² Although the eight remaining schools were devoted to instruction in the elementary branches, in some of these schools there appeared a demand for commercial courses also.³

The Times Picayune of September 24, 1913, carried an announcement of the opening of the city's night schools, and of the introduction of commercial courses in Evening School No. 5.⁴ In addition to

¹Ibid., 1909-10. p. 80.

²Ibid., 1910-11. p. 13.

³Loc. cit.

⁴The Times Picayune, September 24, 1913. p. A-10, col. 2.

elementary subjects and special classes for foreigners, Evening School No. 5, in conformity with its request of 1910, offered instruction in bookkeeping, shorthand, typewriting, commercial arithmetic, business English, and civil service.

With the 1922-23 session, New Orleans public evening schools began to make an effort to increase their value to the city by offering new courses along specialized lines. Among these new subjects were retail salesmanship, advertising, business correspondence, wholesale salesmanship, and commercial law, all to be given in the evening high school.¹

Through the 1927-28 session, the evening high school continued to offer the greater portion of all commercial work, with Nos. 2 and 3 offering more limited programs and with No. 5 offering only a combined phonography-typewriting course and a course in bookkeeping.²

A tendency was appearing at this time for commercial courses to crowd out the elementary courses. Along with this crowding out of the elementary courses came the provision for the first evening school devoted exclusively to commercial training.³

. . . on account of the overcrowded conditions in Evening School No. 3 and to take care of a waiting list of applicants, Evening School No. 4 was moved to the S. B. Wright School building. This section of the city will be better served by offering commercial subjects only in Evening School No. 3. All elementary school pupils will then be cared for in Evening School No. 4.

¹Ibid., September 17, 1922, p. 3, col. 2.

²Annual Report of the Director of the Evening Schools, 1927-'28.
p. 1.

³Loc. cit.

By the late 1920's, commercial training was a well-recognized and integral part of the evening school program. In an announcement of courses for the 1928-29 session are found the following statements:¹

Industrial, commercial, naturalization and high school courses will be offered in addition to the regular elementary school courses in the public evening schools, which will open Monday, October 1.

The industrial courses will be given in the Francis T. Nicholls School . . . Work will be offered in dressmaking, millinery, commercial design, domestic science, household management and salesmanship. The commercial schools will be located at Napoleon Avenue and Camp Street, Esplanade Avenue and Rocheblave Street, Broad and Baulin Streets, and Alix and Bermuda Streets, Algiers. They are open only to elementary school graduates at least 18 years old.

Another announcement of evening school courses was the following:²

In addition to the schools for foreigners, the night schools offer instruction in elementary and high school subjects; commercial subjects, including shorthand, typing, bookkeeping, business machine operation, office practice and commercial English and arithmetic; dressmaking; millinery; commercial design; domestic science; household management; salesmanship; and other subjects.

Beginning in September, 1928, commercial work was no longer offered in Evening School No. 1, and since that time this school has been devoted almost exclusively to academic high school work, with a very limited amount of elementary training. With this change, Evening School No. 6 began to offer commercial courses, and it was in this school that the widest range of subjects was offered and the greatest number of pupils was enrolled.³

¹The Times Picayune, September 25, 1928. p. 15, col. 3.

²Ibid., September 30, 1928. p. 33, col. 3.

³Attendance Reports, Evening School No. 6, 1928-29.

The Annual Report of the Director of the Public Evening Schools for the 1929-30 session mentioned over-crowded conditions in the evening schools, and stated that:¹

An effort will be made next session to enroll students in Commercial English and Commercial Arithmetic in the elementary evening schools in order to decrease overcrowding out high schools . . .

There has been a definite effort on the part of evening schools to adapt the training in commerce to the student body, and also to shift commercial work to the elementary schools in order to relieve crowded conditions at the high school level.

In 1939, the Rabouin Vocational School introduced night classes in federal taxation for the benefit of business concerns too small to employ experts:²

. . . the subjects for adults will include federal taxation designed especially for small business men, public speaking for store executives, oral English and store vocabulary for sales people, interior decoration for buyers and employees in drapery, household furnishings, and art departments of stores . . .

During its first session, the distributive education project of the Rabouin School had a total enrollment of 500 pupils. Subjects included federal income tax, retail floor selling, outside sales, artificial light and its application, oral English and vocabulary of selling, economics of business, economics of public utilities, and

¹Annual Report of the Director of the Evening Schools, 1929-30.
p. 1.

²The Times Picayune, September 24, 1939. p. 12, col. 1.

home service representative training.¹ All classes were conducted by teachers experienced and trained in these fields. One two-hour session one night a week for a period of 15 to 18 weeks proved feasible even for fatigued business men and store employees. Most of these classes were in the form of demonstrations and informal discussions, and at the conclusion attendance cards signifying that the required work had been completed were given to pupils. No tedious examinations were required.

The recent popularity of commercial offerings in the public evening schools of New Orleans is revealed by the following comments:²

Each year the commercial courses attract the most numerous student body in the high school. Men and women of all ages, married and single, employed and unemployed, converge upon the several well-staffed commercial schools. Among the subjects offered are Bookkeeping, Business Correspondence, Commercial Arithmetic, Commercial Law, Gregg Shorthand, Retail and Specialty Selling, Office Practice and Typewriting.

The curriculum is kept elastic and flexible in order to make room for additional courses requested from time to time. An effort is made to build the subject matter of each course around the needs of the pupils. In bookkeeping, for example, special attention is given to the filing of personal income and corporation taxes about the time they are due.

An effort to adapt evening school courses to war needs is made chiefly by offering those courses for which the demand is greatest. The growing demand for clerical and stenographic workers in war

¹Ibid.

²Annual Report of the Director of the Evening Schools, 1940-41.

industries and in governmental agencies has served to greatly increase the demand for commercial training.

Changes in the number and types of courses offered in the commercial branches in the evening schools, from the 1903-1904 session through the 1943-45 session, are shown in Table LV.

IV. ATTENDANCE AND ENROLLMENT

On November 2, 1903, when the first evening school following the Civil War was opened, the attendance was 142.¹ When the second evening session began in 1904, the school boasted a total enrollment of 243.² Evidence of the popularity of commercial work is indicated by the fact that 135 pupils selected this course; of these, 62 also took elementary subjects. The remaining 110 pupils took only the elementary course. The average age of these pupils was 17 years, and for this reason, the School Board took the attitude that they were at the school primarily for self-help.³

The problems of irregular attendance, of classifying pupils, and of adapting a course of study to meet adequately the needs of this heterogeneous group, while not peculiar to commercial work, are of interest in tracing its growth. The following extract from the Daily Picayune summarizes these problems:⁴

¹Minutes of the Orleans Parish School Board, 1902-1906. p. 131.

²Ibid., November 12, 1904. p. 295.

³Loc. cit.

⁴The Daily Picayune, September 1, 1904. Part III, p. 1, col. 2.

TABLE LV

EVENING SCHOOL COMMERCIAL SUBJECTS OFFERED FROM 1903 TO 1942¹

Subject*	Session First Offered	Total Number of Years Offered**
Bookkeeping	1903-04	40
Phonography (Pitman Shorthand)	1903-04	36
Typewriting	1903-04	40
Civil Service	1907-08	6
Commercial English	1908-09	34
Commercial Arithmetic	1911-12	32
Commercial Spanish	1916-19	4
Advertising	1921-22	2
Commercial Design	1922-23	21
Business Correspondence	1922-23	13
Commercial Law	1922-23	11
Salesmanship	1922-23	7
Advertising-Salesmanship	1922-23	21
Office Practice	1928-29	15
Accounting	1931-32	5
Junior Business Training	1934-35	2
Gregg Shorthand	1935-36	8
Economics	1935-36	2

¹These data were obtained from several sources: Annual Reports of the Director of the Evening Schools; Minutes of the Orleans Parish School Board; and from Annual Reports of the Superintendent of the Orleans Parish Schools.

*Distributive education courses at the Rabouin Vocational School are not included here.

**These figures include the total number of years each subject was offered from the 1903-04 session through the 1942-43 session.

In addition to the elementary and secondary schools an evening school for the instruction of white youth (males) who are unable to attend the day school was established during the past session. The subjects taught included reading, writing, arithmetic, geography, history, spelling, composition, typewriting, stenography, and bookkeeping . . . The attendance at this first session of the Evening School was not altogether gratifying, and great difficulty was experienced in classifying the work of the pupils and in maintaining a regular attendance.

After 1905, when changes were made in the attendance requirements (that is, after classes were held only three nights a week instead of five) and students were not allowed to take as many courses as formerly (they were allowed to take only one of the commercial branches or they could take the common school branches), desirable results in attendance were noted.¹

As a result of the above changes, and the fact that the minimum age limit was set at 16, attendance became more regular, enrollment increased, and more interest was shown on the part of the pupils. In fact, the success of the evening school was so great that the Superintendent in his annual report to the Board of Directors urged the establishment of similar schools in other parts of the city.²

The entrance of women into the commercial department of the evening school was first via the shorthand and typewriting courses in the 1905-1906 session. Because of their splendid, earnest efforts in these fields, the following year (1906-1907) they were admitted to

¹Minutes of the Orleans Parish School Board, November 17, 1905. p. 429.

²Annual Report of the Superintendent of the Orleans Parish Schools, 1905-1906. p. 18.

bookkeeping courses also. Although this was merely as an experiment, their work was so satisfactory that there was no question but that girls should be allowed to continue in this department also.¹

For the 1904-1905 session, the average attendance from November to March for all commercial subjects was 70.² All of these were boys. For the 1905-1906 session, the total enrollment in typewriting and phonography was 109 (86 boys and 23 girls); and in bookkeeping, 40 boys.³ For the 1907-1908 session, there were a total of 116 students (65 boys and 51 girls) enrolled in typewriting and stenography courses; and 101 students (71 boys and 30 girls) enrolled in bookkeeping classes.⁴ While these data furnish little basis for comparisons, they do serve to indicate the rapid increase in the proportion of girls in commercial work.

The Daily Picayune of September 1, 1910, carried an article stating that the evening school system as a whole:⁵

. . . continues to grow in usefulness, the enrollment being larger, the attendance more regular, and the number who remain for the full session greater than for previous years . . . The classes in bookkeeping, typewriting, stenography, mechanical drawing, electricity, English and mathematics were well attended, the interest taken by the pupils keen, and the results accomplished excellent.

¹Ibid., 1907-1908. p. 53.

²Ibid.; 1904-1905. p. 39.

³School Board Minutes, November 17, 1905. p. 429.

⁴Ibid., 1907-1908. p. 53.

⁵The Daily Picayune, September 1, 1910. Part II, p. 14, col. 2.

Evening school enrollment grew steadily until the 1911-1912 session, when the number in commercial as well as other branches of the evening schools was considerably smaller than for the previous session. This was due largely to the disturbed conditions resulting from strikes on two of the larger railroads entering the city, and to the fact that, with the compulsory attendance law, pupils were being held longer in the day schools than formerly.

The average attendance for each commercial subject taught in Evening School No. 1, the high school, during the 1914-15 session is given in the tabulation below:¹

	<u>Boys</u>	<u>Girls</u>	<u>Total</u>
Commercial Arithmetic and Commercial English	22	3	25
Bookkeeping	134	25	159
Shorthand and Typewriting	59	54	113
Civil Service	34	10	44
	—	—	—
Total	249	92	341

Evening School No. 5 introduced courses in typewriting, beginners' shorthand, advanced shorthand, and commercial English for the 1913-14 session. These subjects were taught by one teacher, and their combined enrollment was 45. Of this number, 28 left school before the end of the session. Of the 17 remaining, only four passed the course successfully.²

¹Annual Report of the Superintendent of the Orleans Parish Schools, 1914-15. p. 356.

²Ibid., 1913-14. p. 11.

The following data are available for Evening School No. 1, the high school, as regards enrollments in the commercial subjects, those leaving school, those who dropped the various subjects, the number remaining, and the per cent who withdrew:¹

<u>Subject</u>	<u>Number Enrolled</u>	<u>Left School</u>	<u>Dropped Subject</u>	<u>Number Remaining</u>	<u>Per Cent Withdrawn</u>
Commercial English	119	75	8	36	69.74
Civil Service	48	33	-	15	68.75
Business Arithmetic	115	85	6	24	79.13
Bookkeeping	217	143	1	73	66.35
Typewriting	117	73	-	44	62.39
Beginners' Shorthand	219	159	9	51	76.71
Advanced Shorthand	67	42	1	24	64.18
	---	---	---	---	---
Total	902	610	25	267	70.40 (avg.)

Such data as those given above, while of no great significance in themselves, indicate (1) the problems faced by commercial teachers in maintaining interest in commercial work, (2) the lack of adequate preparation of students as a determining factor in the fluctuating enrollment, and (3) the problems faced by teachers in attempting to adapt the commercial curricula to the age, background, and experience levels of those enrolled.

Attendance in the Evening High School suffered considerably as a result of the entry of the United States into World War I. The average attendance for the session 1916-17 totaled 384, but was only 316 for the 1918-19 session.² Soon after the war, evening school

¹Ibid., 1916-17. p. 24.

²Ibid., 1918-19. p. 20.

enrollments showed a considerable increase. In his 1924-25 annual report, the director of the evening schools reported that:¹

The enrollment in the evening schools for white people showed a healthy increase over last year's with the high and commercial schools showing the greatest growth.

By the 1929-30 session, the overcrowding of the commercial schools had become an especially serious problem:²

Due to overcrowded conditions in the two schools above Canal Street—Evening School No. 6 and Evening School No. 8—I respectfully recommend that another commercial evening school be opened in this section, preferably in the Allen School Building.

The distribution of attendance reports included in the 1925-26 Annual Report of the Evening Schools gives evidence of the poor attendance which characterized the entire evening school system. Of a total enrollment for the session of 5661 (2793 men and 2868 women), a total of 1317 (574 men and 743 women), or 23.21 per cent of the total number enrolled, attended only one night. An additional 31.40 per cent attended 20 nights or less. Only 1.14 per cent attended the entire seventy nights, and only 11.53 per cent attended as much as sixty nights.³

Similar data are available for Evening School No. 8, a commercial school, for the session 1941-42:⁴

¹Annual Report of the Director of the Evening Schools, 1924-25.
p. 1.

²Ibid., 1929-30. p. 1.

³Ibid., 1925-26. p. 9.

⁴Attendance Reports, Evening School No. 8, 1941-42. pp. 5-8.

	<u>Male</u>	<u>Female</u>	<u>Total</u>
Attending the entire session	1	0	1
" at least 60 nights	45	36	81
" " " 50 "	33	33	66
" " " 40 "	23	19	42
" " " 30 "	50	34	64
" " " 20 "	32	30	62
" " " 10 "	64	45	109
" less than 10 "	171	145	316
	—	—	—
Total	399	342	741

For the 1942-43 session, the enrollment in all evening classes dropped considerably, because almost everyone physically and mentally able to hold a job was employed. As employment has become more and more easy to obtain during the last two or three years, fewer people have felt the necessity of evening school training as a pre-requisite for either employment or promotion. The principal of Evening School No. 5 reported that evening school enrollment had fallen off about 50 per cent from December, 1941 to December, 1942.

V. STANDARDS

The Board of Directors of Public Schools, at its meeting on August 15, 1909, made the first provision for awards to evening school pupils who were in attendance 90 per cent of the time enrolled and who had been enrolled for at least 75 per cent of the session.¹ This provision set up the first definite standards for the judging of achievement in evening schools. Similar standards have existed from 1909 down to the present time.

¹Minutes of the Orleans Parish School Board, August 15, 1909.
p. 413.

Following is a comment in regard to certificates issued for satisfactory work in 1917:¹

Certificates of proficiency in the special branches of the Elementary or High Schools shall be awarded to students who are satisfactory in deportment and attendance, and have completed in a satisfactory manner the studies required in any of the special courses. All pupils are entitled to receive at the end of the session, a final report showing their attendance, absence, tardiness, deportment, effort and scholarship in the subjects pursued by them.

For the 1917-18 session, twelve students in Evening School No. 5 received certificates for the completion of the course in shorthand. In the evening high school, out of a total of 63 certificates, 50 were in the commercial subjects.²

The small percentage of students receiving certificates is indicated by the fact that during the 1924-25 session, there were a total of 2682 pupils enrolled in evening commercial courses, but only 231 of these, or 8.61 per cent, received certificates.³ Since one student oftentimes received as many as two certificates, it becomes apparent that mortality rates in evening schools, caused by irregular attendance, lack of aptitude, and poor previous preparation, were extremely high.

¹Rules and By-Laws of the Orleans Parish School Board and Rules and Regulations of the Public Schools of the Parish of Orleans, July, 1917. p. 69.

²Annual Report of the Superintendent of the Orleans Parish Schools, 1917-18. p. 21.

³Annual Report of the Director of the Evening Schools, 1924-25. p. 12.

For the 1924-25 session, to earn a certificate of attainment and to be promoted to the second year of a course, a student had to be in attendance a minimum of 50 nights and have a satisfactory average, that is, 70 per cent or better.

Regulations in effect in 1942 permitted students to take not more than two courses at a time. All students were required to take the full two hours of work, from 7:30 to 9:50. All subjects were one-hour courses except bookkeeping, which was a two-hour course. After a pupil has received what he wants in the way of training, which is frequently only an elementary knowledge or skill, he usually drops out of school. Many do not remain long enough to gain even this elementary skill. All evening schools devote 70 nights (Monday, Wednesday, and Friday) from the middle of September to the first of April to night classes.

From the 1924-25 session through the 1941-42 session, 14,631 certificates were issued to pupils in the white evening schools of New Orleans. This was a yearly average of 812.8 certificates. A total of 6,908 of these certificates, or a yearly average of 383.8, were commercial certificates. During this 18-year period, 47.21 per cent of all certificates issued were for the satisfactory completion of commercial subjects.¹

Little information is available in regard to requirements for receiving credit for a course. However, in Evening School No. 8, for

¹ibid., 1924-25 through 1941-42.

the past seven years the following standards have been maintained:¹

A credit is issued in typewriting for 40 words a minute and the ability to write a mailable letter. For shorthand, the first course covers the Gregg Shorthand Manual. To receive a diploma in shorthand, an advanced dictation course must be completed, and a speed of 90 words per minute attained. In bookkeeping, beginners must have a complete understanding of the exercises from the text and must have worked at least two practice sets. For the advanced course in bookkeeping, and for the diploma, the student must have completed at least three additional advanced sets.

Because of the great variations in occupations, ages, and previous training and experience represented in the evening schools, adherence to definite standards has always been difficult. Furnishing students with what they want, and with as much as they are capable of absorbing, has proved the most desirable method of setting standards.

VI. TEACHERS

In 1902, when the Committee on Night Schools recommended to the Board the establishment of an evening school, it also recommended a principal, F. W. Gregory (Principal of the Boys' High School), and three assistants, the pay for whom was to be \$2.50 and \$2.00, respectively, for each evening of service.² These recommendations were approved by the Board.

¹Conference with Principal of Evening School No. 8, October 25, 1942.

²Minutes of the Orleans Parish School Board, 1902-1906.
p. 162.

Little information concerning evening school teachers is available, since it has always been the policy of the School Board to appoint evening teachers from the day school faculties. Occasionally, however, the records of the School Board contain special reference to evening school instructors.

According to the Rules and Regulations of the Public Schools of New Orleans for September, 1910, female teachers for evening classes were employed only as grade or assistant teachers in the elementary schools, or as teachers of subjects for which special skills or qualifications were required.¹

At a meeting of the School Board on August 11, 1922, the Committee on Teachers and Instruction presented several recommendations to be used as a guide in the selection of teachers eligible for appointment. One section of this dealt with evening school teachers and recommended:²

. . . that preference in the appointment of teachers in the Evening Schools and of substitute teachers (day schools) be given to holders of first grade certificates with the understanding that holders of any certificate may be eligible for such appointment.

This recommendation was received and approved by the Board.

Although evening school teachers were generally appointed from the regular day faculties, this new resolution meant that they were not required to meet as high standards for employment as were the day

¹Rules and Regulations of the Public Schools of the City of New Orleans, September, 1910. p. 44.

²Minutes of the Orleans Parish School Board, August 11, 1922. pp. 67-68.

instructors. Holders of second and third grade certificates, while not eligible for day school positions, were eligible for evening school appointments. However, it may be said that since evening school teachers have always been drawn from the regular faculties, no significant difference has ever existed in the qualifications of teachers in day and evening schools.

The Times Picayune of September 17, 1922, in an announcement of evening school classes, stated:¹

. . . The instructors are specialists, having had substantial training in colleges of commerce and holding university degrees. Each instructor has had years of practical experience and now holds an executive position.

It is quite likely that the above statement was true for only a small percentage of evening school commercial teachers; it is significant, however, in that it indicates the growing attention being paid to the importance of training and experience.

Since around 1920, the plan has been generally followed of using only those teachers who are actually needed. As a result, the number of teachers at the beginning of the session has usually decreased considerably by the end of the year. If a class falls below 15 students for six consecutive nights, at any time during the session, the class is closed, and where possible those remaining are shifted to other sections of the same course.

During the 1924-25 session, out of 46 teachers in three commercial evening schools (Nos. 1, 5, and 8), a total of ten, or 21.74

¹The Times Picayune, September 17, 1922. p. 6, col. 2.

per cent, had either been dropped or had resigned by the end of the session. In Evening School No. 8, data are available for a six-year period:¹

<u>Year</u>	<u>No. of Teachers at Beginning of Session</u>	<u>No. of Teachers at End of Session</u>
1935-36	20	16
1936-37	20	14
1937-38	19	16
1938-39	20	15
1939-40	18	13
1940-41	15	13
	—	—
Total	112	67
Average per year	18.66	14.50

These data show an average decrease for the six-year period of 22.52 per cent in the number of teachers from the beginning to the end of the session.

In 1915, female evening school teachers were paid \$2.50 per night in the high school. Males were paid \$2.75 per night. Principals were paid \$3.25 per night.² Salaries have been increased only a small amount since this time. For the 1942-43 session, the pay for teachers was \$3.50 per night; for principals, \$4.75 per night.³ Payment was on the basis of the actual number of nights of evening classes taught.

¹Attendance Reports of Evening School No. 8, 1935-36 through 1940-41.

²Rules and By-Laws of the Board of Directors and Rules and Regulations of the Public Schools of the City of New Orleans, July, 1913. pp. 92-94.

³Conference with Principal of Evening School No. 2, October 23, 1942.

VII. SUMMARY

While the public evening school system of New Orleans dates from 1845, the first commercial courses were not offered until the 1905-1906 session, and it was not until the 1905-1906 session that women were admitted to these classes. By the late 1920's, commercial training had become a well-recognized part of the evening school program.

Commercial training, as well as other types of instruction in the public evening schools, has usually lagged behind the day schools by one or more years in the adoption of all innovations. The evening school system has never attempted to be a pioneer; instead, it has made an effort to adapt itself to general changes in the school system and to keep its curriculum flexible so as to admit new courses through popular interest and demand.

Throughout the years, a trend toward increased emphasis on an adequate background of the fundamental tool subjects, previous to beginning specialized commercial training is evident. However, in the administration of New Orleans evening schools the viewpoint has always been maintained that courses must be practical and that they must give to the student what he needs and wants. Rigid, preconceived ideas have never dominated requirements or curricula. Adherence to definite standards has always been difficult because of varying ages, occupations, and previous experience of those enrolled.

Courses have been vocational in the strictest sense of the term. Students are allowed to enter for the particular work they want and drop out of school when they have completed that training.

With the establishment of the evening high school in 1908, elementary schools continued to furnish valuable training to younger clerical and commercial employees and to prepare for entrance to the high school. Prior to 1928, the greater portion of all commercial work was offered in the Evening High School. Since this time, the high school has been devoted exclusively to academic work, and all commercial training has been shifted to the elementary school to relieve crowded conditions at the high school level.

While enrollment in the commercial classes of the evening schools has been large, regularity of attendance has never been high. Because of the lack of adequate preparation of many students, enrollment fluctuates greatly in spite of the efforts of instructors to adapt commercial curricula to the age, background, and experience levels of those enrolled. With the relative ease with which employment has been secured in recent years and the fact that specialized training has not been as essential as formerly, both enrollment and regularity of attendance have dropped considerably.

In 1908 commercial training was limited to instruction in bookkeeping, phonography, and typewriting. Since that time, the offerings have been expanded to include a number of new courses along specialized lines—business correspondence, retail salesmanship, advertising, wholesale salesmanship, and commercial law.

Enrollment has increased from a total of 70 students enrolled in typewriting, phonography, and bookkeeping in the 1904-1905 session to the following enrollments for the 1941-1942 session: typewriting, 2024; shorthand, 1442; office practice, 1047; commercial English, 942;

commercial arithmetic, 668; bookkeeping, 404; commercial law, 104; advertising-salesmanship, 96; civil service training, 80; and commercial design, 66.

Public evening school commercial training in New Orleans has filled a definite need by supplying low-level clerical and commercial training to hundreds of youth and adults each year. It has trained those unable to enroll in the day schools or in other educational institutions.

CHAPTER VII

SUMMARY AND CONCLUSIONS

This study covers an account of the gradual growth of commercial education in New Orleans from 1827, when the first course in bookkeeping was offered, through the year 1942. It includes business training offered by all types of educational institutions and is not limited to any type of school, age group, or level of instruction. Both white and negro schools have been studied.

Because there is a complete lack of previous research projects which deal with more than limited phases of commercial training in New Orleans, data and other information have been obtained almost entirely from primary sources, especially various types of school reports such as principals' reports and city and state superintendents' reports; school publications such as bulletins, yearbooks, and catalogs; newspaper advertisements, editorials, and write-ups; and from conferences with teachers and administrators of the various private, public, and parochial schools.

One chapter is devoted to the business training found in each of the several types of schools, namely, the private business colleges, schools at the collegiate level, church-related secondary schools, public secondary schools, and public evening schools. Because of the limited amount of business education which has been available to negro youth, information concerning commercial work in all types of negro schools---business colleges, universities, and private secondary

schools--is given in Appendix A.

In each type of educational institution, special emphasis is devoted to a discussion of trends and changes in: (1) aims and purposes, (2) curricula, (3) faculty, (4) guidance and placement, (5) attendance and enrollment, and (6) equipment and facilities.

Private non-denominational business schools. From the 1820's to around 1910, the private business college was the chief New Orleans educational agency which endeavored to prepare young men and women for business careers. Since 1910, public and private secondary schools, colleges and universities, and other educational agencies have trained an increasingly large percentage of those who enter the business world. Today, the private business school continues to enroll large numbers of youth and adults, but the training offered in this type of school represents only one phase of business education in New Orleans.

Social, economic, political, and educational developments after 1850 contributed to the forward strides of business colleges in expanding their curricula, increasing their enrollments, and improving methods and techniques of instruction.

Early business colleges were operated on the elementary and secondary level and gave instruction in a few skill subjects which could often be mastered to the satisfaction of all concerned in a few weeks' time. Many New Orleans youth depended upon the training received in these business colleges to prepare themselves for entrance to the trade and commercial activities of the city, and for a large percentage of those enrolling, this training represented the extent of their formal education.

Curricula have been expanded to include numerous courses. Most of these courses continue to be of a technical nature, but in the last few years there has appeared a tendency among some schools to offer also a few courses of a semi-cultural nature. Uniform standards are not found among the several business colleges, but higher class schools have gradually raised entrance requirements, until in 1942, five of the ten schools in existence required a secondary school diploma as a pre-requisite for entrance to all regular day courses. Evening courses have continued, throughout the years, to provide a limited amount of training of an elementary nature to those without a high school education.

Because of their responsiveness to the ever-changing demands of the business world, their plan of individual instruction, and their constant efforts to give concentrated attention to the development of technical skills in a relatively short period of time, New Orleans business colleges have continued to play an important role in training for business despite the large numbers now enrolled in other types of schools.

On the other hand, the progress of business colleges has been retarded by several factors. Chief among these factors has been the development of a unified system of public education in Louisiana, extending from the elementary school through the state university. Low standards, "get-rich-quick" schemes, instruction of a poor quality, and the unethical practices found among some private business schools, have also been important factors in hindering the progress of all private business colleges.

Generally, it may be said that business colleges of New Orleans

have failed to take advantage of the numerous opportunities which a metropolis the size of this city, with its many trade and commercial advantages, offers to those agencies preparing students for business careers. These schools have been narrowly conceived, and have failed to cooperate with one another and with private and public educational organizations. They have catered largely to a neglected student body and have had as their primary aim the enrolling of large numbers of students. Thorough training in the technical skills required for successful entrance to low-level clerical positions appears to have been a secondary aim.

So keen is the rivalry, the open contempt, which New Orleans business college leaders express for one another that any plan of cooperation designed to bring about uniformity of standards for graduation, uniform entrance requirements, and the improving of methods and techniques of instruction so as to meet adequately the standards of the business world, appears impossible at this time. It is unlikely that this condition will change until those who enter the business college field as promoters and founders have had a more adequate educational background and are equally as interested in educational progress and in the maintaining of stable, ethically-conducted business schools as they are in the monetary gains to be derived from such a business venture.

Several possibilities exist for the improvement of business colleges in New Orleans. Chief among these is possible state supervision. The idea of state supervision, however, has met with disfavor from both the owners of the superior schools and the inferior schools. The inferior school sees such control as a menace to its low quality

of instruction, poorly paid teachers, lack of equipment, and often unorthodox practices. The superior school, on the other hand, prefers not to be limited in its educational progress by any type of state control; at the same time, it desires to be an institution apart from the school of less excellent reputation and stability. It is, of course, debatable whether it would be desirable to have all schools meet the same high standards.

Business colleges really interested in maintaining a high type of organization have the opportunity of meeting the standards set up by the National Association of Accredited Commercial Schools, and of becoming a member of this agency. In 1944, only one New Orleans business college--Soule Commercial College--was a member of this organization.

In addition to the educational facilities of the private business schools, specialized training along business lines is being offered yearly to an increasingly large number of New Orleans youth and adults of all ages and races by correspondence and home-study courses provided by private organizations. There have also developed in recent years a few educational agencies designed to train enrollees for business positions involving the use of one type of office skill, such as filing, use of the comptometer, etc.

Business training at the collegiate level. It was not until the development of large-scale business organizations and the growth of foreign and domestic trade that the services of trained business men became recognized as essential to the economic progress of the city of New Orleans. Since its beginning in 1849, collegiate education for business has been accompanied by a growing recognition of the need for

business education above the high school level, where economics, psychology, accounting, management, marketing, and related fields are provided to train men and women for executive and administrative positions which require the making of executive decisions and the formulation and administration of business policies.

One collegiate school of business, one department of economics of a college of arts and sciences, and secretarial courses offered in two Catholic colleges for women comprise the extent of business education at the collegiate level in New Orleans at the present time.

The College of Commerce and Business Administration of Tulane University had its beginnings in 1849 when a Chair of Commerce, Political Science and Statistics was organized at the old University of Louisiana. This department was discontinued in 1856, and from this time until 1914, when the present College of Commerce and Business Administration was established, little training along business lines other than of a secretarial nature was offered by Tulane University.

The College of Commerce consisted, in 1914, of a few night classes taught by business men from New Orleans. This college has developed and expanded until today it is a well-organized part of the university and provides excellent training leading to the Bachelor's and the Master's degree. The night division has continued to offer opportunities for specialized training to numerous business men and women yearly.

Specific trends of the College of Commerce and Business Administration include: (1) the emergence of a large number of research courses designed to provide opportunities for the study of foreign and domestic business; (2) a decreased emphasis on a high

degree of specialization and instead an insistence upon a thorough general background in business activities and procedures; (3) an increased emphasis on the importance of a thorough knowledge of the English language, both spoken and written; (4) an increased emphasis on the value of a knowledge of Spanish in order to take advantage of the growing trade relations with the Latin Americas; (5) a growing interest in scientific research; (6) an expansion of the curricula to include new courses to meet the changing economic and business problems resulting from World War II; (7) an increase in the professional and academic preparation of the faculty; (8) an increase in enrollment and number of graduates; (9) the admission of a limited number of women students to all types of courses; and (10) an expanded program of study covering graduate courses leading to the degree of Master of Business Administration.

The early business courses of Loyola University were of a technical nature. These courses were first introduced in the 1917-18 session to meet the demand for clerical employees which resulted from the entrance of the United States into World War I. The classes in typewriting, shorthand, and clerical practice were discontinued after two or three years, and a night school of commerce and finance was organized for those wishing to pursue non-credit courses in preparation for C. P. A. and C. L. U. examinations.

The Department of Economics of the College of Arts and Sciences was organized in 1926 and has offered specialized training in commerce and finance since this time. The program of this department has shown little change since its organization. The most significant progress

has resulted from the expansion of courses offered at the junior and senior levels in order to allow a greater degree of specialization in the field of accounting and to enable students to pursue curricula planned on the basis of their individual needs and capacities.

Enrollments at Loyola in both day and night courses designed to prepare for the business world have increased; the professional preparation of the faculty has improved considerably; a full-time day faculty has been organized; and there appears some evidence that, despite the obstacles set up by the Jesuit Fathers to discourage women students from entering business courses, an increasing number will enter these courses.

The recency of the organization of secretarial science courses in the two Catholic colleges for women--Dominican College and Brescia (Urbaine) College--makes an evaluation of the offerings of these schools impossible at this time. However, because of the large number of secondary schools and business colleges which provide similar technical training, and also because of the small enrollments in these two colleges, and the lack of capable leadership among women instructors in church-related schools of all types in New Orleans, there is small likelihood that more than a very few girls will choose to spend four years in one of these institutions with the prospect of holding little more than low-level clerical positions upon graduation. On the other hand, should especially capable leadership develop in either of these schools in the next year or so, there appears quite a possibility that such a school will be in a position to organize and administer effectively a commercial program designed to prepare college women for high-level clerical and stenographic positions, and possibly later, for junior

executive positions based on a knowledge of technical skills plus supervisory ability.

Commercial training in church-related secondary schools.

Since the first commercial courses were offered in 1856, little real progress has been shown by church-related secondary schools in developing a comprehensive program of commercial education.

There has been an expansion of commercial offerings from elementary bookkeeping, arithmetic, and penmanship to a total of eleven subjects, chief among which are typewriting, bookkeeping, and shorthand. The training continues to be of an extremely technical nature and has as its aim the preparation of pupils for low-level clerical and stenographic positions. Socio-business subjects have met with little success in the church-related secondary schools.

A lack of progress in teaching methods and procedures, and also a lack of familiarity, among teachers, with changing business and economic conditions, and their implications for the development of a sound program of education, is apparent on every hand. Some schools frankly report that their curricula and teaching methods have remained unchanged for more than a decade.

Despite this lack of progress on the one hand, several favorable trends are apparent from a study of the business training of church-related secondary schools. There has been a definite up-grading of commercial offerings from the elementary and early secondary levels to the last two years of the high school program. Educational background of commercial teachers has improved, and there seems to be slowly emerging a group of teachers who can be specifically classed as "commercial teachers."

It was not until around 1930 that commercial training in the church-related secondary schools of New Orleans became a definite part of the high school program. Since this time, the several attempts to establish post-graduate courses have met with little success.

Commercial graduates continue to enter the business world rather than institutions of higher learning. Some, however, take advantage of the numerous opportunities for specialized training offered in night courses by the business colleges, public schools, and by both Tulane and Loyola.

Closer supervision by the State Department of Education offers perhaps the best opportunity for improvement of the business education programs of the private and parochial secondary schools of New Orleans. A survey designed to determine the adequacy of the present offerings would possibly reveal that commercial training could be advantageously concentrated in a few schools, especially since the larger portion of the sisters and brothers of the Catholic orders have literary and classical backgrounds rather than backgrounds desirable for training boys and girls for entering the business world. Here again, one meets an obstacle to such a movement, since each of the various orders of the Catholic Church appears to be practically a law unto itself.

The problem of securing cooperation among these schools in an effort to improve their commercial programs is a most difficult one. Only through continued, long-range in-service training of teachers is there likely to develop a comprehensive program of secondary business education in the church-related schools of New Orleans.

Business education in the public secondary schools. One cannot but be amazed at the lack of progress which characterizes public secondary education in New Orleans. Business education offers no exception. It was not until around 1900 that the citizens of New Orleans became tolerant of the idea of education above the elementary level being provided at state and city expense.

The first business subject--bookkeeping--was introduced in 1845. From this time on, business courses gradually gained a foothold, not because they were considered by the administrators as a desirable part of the training for adolescent youth, but rather in order to convince the public that the high school was a practical institution, and also in order to meet the growing challenge of the business college.

A study of the changes made by the Orleans Parish School Board, in adapting the school system to a rapidly growing school population after 1900, reveals that practically every change was made to curtail expenses or to provide a physical plant for the influx of unprecedented numbers of youths, and not because these changes were considered desirable from an educational standpoint.

The high schools of commerce, opened during the 1920's, were neither based on adequate research nor an understanding of the problems involved in training high school pupils for business positions. These commercial high schools were the result of efforts to relieve the crowded conditions of the secondary schools. Not one, but three, high schools of commerce were organized during a five-year period. No sooner were they organized than those who administered them became sold on the idea of specialized training for business beginning in the

first year of high school and continuing for a four-year period. The result was an over-emphasis on technical instruction and a gross neglect of training planned to prepare adolescent youth to adequately meet their responsibilities as citizens in an ever-changing social and economic order.

It was not until the 1930's when a district superintendent had an understanding of educational problems and a philosophy of education which enabled him to see that youth needed training other than that along specialized vocational lines, that efforts were begun to provide general high schools in which commercial training would form only a part of the variety of courses offered as a means of preparing for life activities.

With the development of a sound philosophy of business education and the working out of its methods, it was seen that the usefulness of the high schools of commerce was fast disappearing. Along with this development in educational thought came the realization that secondary vocational education was no longer justified in its present form.

The large number of commercial-trained youth who were unable to secure employment during the depression of the 1930's, and the demand of the business world for a more mature product than that of the high schools forced public school administrators to consider means of modifying the commercial training at the high school level.

A move to up-grade vocational commercial education to the post-secondary level resulted in the organization of post-graduate schools to provide specialized training for low-level clerical positions for graduates of the academic high schools and for graduates

of commercial programs who desired additional preparation before entering the business world. At the same time, a reorganization of the commercial high schools and also of schools offering both commercial and academic courses was undertaken. As a result, commercial training in the high schools is now limited to personal-use and exploratory courses at the senior level.

At present, for the first time in the history of New Orleans public secondary education, there is emerging a group of business education leaders; a body of commercial literature; and the gradual forming of a group of commercial instructors trained in an understanding of curricula, aims, philosophy, and procedures in secondary education as well as trained in technical skills.

It is difficult to predict what the future holds for New Orleans secondary business education. The success of the post-graduate training, however, would lead one to believe that there is little likelihood of the return of the high schools of commerce or of any form of vocational commercial training, on an extensive scale, at the secondary level. The post-war period, with its probable large numbers of unemployed youths and adults, will probably be an added factor in limiting commercial training for vocational purposes to the post-secondary level.

Business education in the public evening schools. The first commercial training in the public evening schools was offered during the 1903-1904 session. By the late 1920's, business education courses had become a well-recognized part of the evening school program. Commercial training, as well as other evening school offerings, has

lagged behind the day schools by a few years in all innovations. The evening school system has never attempted to be a pioneer. Instead, it has made an effort to maintain a flexible curriculum so as to admit new courses desired by its students, and at the same time to adapt itself to general changes in the school system.

An increased emphasis on an adequate background in the fundamental tool subjects, prior to beginning specialized commercial training, has been evident during the past few years. However, evening school enrollees are still given the courses and type of instruction they desire, where such is possible. Because of the varying ages, exceptions, and previous experience of the evening school population, adherence to definite standards for entrance and graduation are most difficult.

Evening school work is strictly vocational. Students may enter for a particular type of work and drop out of the class whenever they wish. Despite large enrollments in commercial subjects, regularity of attendance has always been low. Many students lack adequate preparation for specialized training and thus make such slow progress as to eventually result in their becoming discouraged and dropping out of school.

Because evening school commercial training is designed to give those unable to attend day classes additional specialized training, and because of the wide variation in abilities, ages, and educational background of the enrollees, there is little evidence that the present set-up is likely to be changed for perhaps several years to come. In spite of an appearance of being poorly organized and lacking coordination, the evening school system furnishes

opportunities for hundreds of employed persons who would otherwise be denied the privilege of further education.

Business education for negro youth. Business education for negroes, in view of the limited opportunities in business for youth of this race, will in all probability continue to be offered by private agencies on a limited scale. The introduction of business training into the public negro high school, McDonogh High School No. 35, cannot be justified until such time as placement opportunities for business-trained negroes have increased considerably.

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APPENDICES

APPENDIX A

COMMERCIAL TRAINING FOR NEGRO YOUTH IN NEW ORLEANS

Business training for negro youth of New Orleans has received little attention from public school educators. Although from time to time the need for training along commercial lines has been brought to the attention of the Superintendent and the School Board by the principal of McDonogh High School No. 35, the only public senior high school for negroes in New Orleans, the lack of opportunities for employment up until the last few years has resulted in a failure of the School Board to consider seriously the need for such training.

The only business training ever offered to negro youth of New Orleans at state expense was that given at Southern University from some time prior to 1900 until 1912. All other business courses have been under private auspices.

At the present time, commercial training available to negroes consists of work offered in two business colleges—Straight Business College and the Y. M. C. A. School of Commerce—both of which are co-educational; in St. Mary's Academy, a Catholic secondary school for girls; and economics courses leading to a Bachelor's degree in both Dillard and Xavier Universities.

I. NEW ORLEANS UNIVERSITY

By an act of the Louisiana Legislature, approved by the governor on March 22, 1873, a board of 15 citizens was appointed to establish an

institution of learning to be known as New Orleans University, a co-educational institution to be located in or near the city of New Orleans.¹

When New Orleans University opened the following year, work was offered in eight departments: a classical department, a scientific department, a preparatory department, a normal department, a Biblical department, law and medical departments, and a commercial department.² The work of the commercial department was described as follows:³

The Commercial Department offers a thorough business education to students who are looking forward to such employments. The branches especially taught are Commercial Arithmetic, Bookkeeping, by single and double entry, Commercial Law and Penmanship. Instruction in other branches which may be desired, is given in connection with the regular university classes.

Students can enter this department at any time during the university year, as the instruction is given to individuals, rather than classes.

Expenses, either branch separately, per month	\$2.00
Instructions in all, per month	3.00

The sessions for the most part will be from 7 to 9 P. M. thus affording opportunities to those otherwise engaged during the day.

By 1888, shorthand and typewriting had been added to the curriculum:⁴

¹First Annual Catalog of New Orleans University, for the Year 1874. pp. 2-3.

²Ibid., p. 22.

³Loc. cit.

⁴Annual Catalogue for the Sixteenth Year of New Orleans University, 1888-1889. pp. 22-23.

Recognizing the great need of training for the practical duties of life, special attention will be given to Book-keeping, Shorthand, and Typewriting. A new "Hammond Typewriter" has been purchased, and a thoroughly competent teacher will give instruction at a nominal charge.

Many young people could easily fit themselves for positions in offices and as private secretaries by one year's faithful work in this Department.

During the 1888-89 session, an English course (a six-year grammar school course) was added to the offerings of New Orleans University. In the sixth grade of the English course, bookkeeping was offered.¹

The only requirement for admission to New Orleans University was that the student show evidence of good moral character. Students from other schools were required to bring a certificate showing what studies had been completed, and were then placed in the six-year English course, the three-year college preparatory course, or the collegiate department, depending upon their qualifications and plans for further study.

Prior to 1894, the three-year college preparatory course was a classical course. At this time, a philosophical college preparatory course, in which one year of typewriting, bookkeeping, and shorthand were offered, was introduced.

Beginning in 1888, two quarters of bookkeeping were required in the two-year normal course, and in the three-year normal course one quarter of bookkeeping was required.

The enrollment in the commercial classes at New Orleans University was always small. In 1893, four students (three boys and one girl)

¹Ibid., pp. 17-18.

were enrolled in stenography and typewriting.¹ In 1896, out of a total enrollment of 550 in all branches of the University, only ten (eight boys and two girls) were taking work in stenography and typewriting.² By 1900, the enrollment in stenography and typewriting was two; in 1905, three; in 1910, seven; in 1916, fourteen; and in 1919, four.³ Since bookkeeping was required in certain courses, the enrollment in this subject was somewhat larger.

In 1919, Gilbert Normal and Industrial College of Baldwin, Louisiana, together with its endowment funds, was merged with New Orleans University. Since that time, the high school and grammar school departments have been officially known as Gilbert Academy. With the organization of Gilbert Academy, the commercial training of New Orleans University was discontinued.

II. GILBERT ACADEMY

Admission to the high school department of Gilbert Academy was based on completion of the eighth grade or its equivalent. Three courses were offered: general, home economics, and commercial. Following is the commercial course offered in Gilbert Academy in the 1925-26 session:⁴

Ninth Grade--English I, Algebra I, Physiography-Botany, Home Economics I, Business Arithmetic, Physical Culture, Music.

¹Ibid., 1893, (Appendix).

²Ibid., 1896, (Appendix).

³Ibid., 1900, 1905, 1910, 1916, 1919, (Appendices).

⁴New Orleans University Bulletin. Fifty-Second Year Catalogue, New Orleans University and Gilbert Academy, 1925-1926. pp. 57-58.

Tenth Grade—English II, Bookkeeping, Business English, European History, Commercial Geography, Physical Culture, Music.

Eleventh Grade—English III, Typewriting, Stenography, French I, Business Spelling, Physical Culture, Music.

Twelfth Grade—English IV, Typewriting, Stenography, Commercial Law, Salesmanship, Bible, Physical Culture, Music.

A description of the commercial course follows:¹

Business English: A review of grammar, spelling, punctuation, and practice in the correct use of English, as applied to business forms. One semester, one-half unit.

Commercial Arithmetic: Practice in rapid calculation, drill in mental and written solution of arithmetical business problems. One semester, one-half unit.

Commercial Geography: A study of the relation of location to the economic development of a people, bases of supplies, trade routes, etc. One semester, one-half unit.

Typewriting: The touch system is used. The aim is to make the pupil proficient in the use of the typewriter so that he can produce a clean and correct paper. One year, one unit.

The enrollment in the commercial department of Gilbert Academy continued to increase until in 1928, the total number of students was 58. Thereafter, the enrollment declined, and in 1929 was only 29; in 1932, 14; and in 1935, 27.²

By 1935, all commercial classes except typewriting had been discontinued. Because of a lack of machines, this was also discontinued the following year.³

¹Ibid., p. 38.

²Ibid., 1928, 1929, 1935. (Appendices).

³Conference with Principal of Gilbert Academy, November 30, 1942.

III. STRAIGHT UNIVERSITY

Feeling the need for a school of higher learning and at the same time one of a more liberal character than had hitherto existed in New Orleans, a few negro business and educational leaders in New Orleans planned the establishment of Straight University. By their efforts an Act of Incorporation was secured June 25, 1869, "with the power to confer all such degrees and honors as are conferred by Universities in the United States of America."¹

In 1870, Straight University offered work in eight departments: a theological department, a law department, a normal department, an academeical department, an elementary department, a medical department, a collegiate department, and a commercial department.

The commercial department was organized to furnish opportunities for a thorough business education to students who were looking forward to some type of business employment.² There were two courses of study: (1) A short course including instruction in arithmetic and its application to commercial transactions; grammar, and the appropriate forms of business; bookkeeping, by single and double entry, sufficient to enable one to keep a set of books; the principles of penmanship; and the simple principles of commercial law.³ (2) The complete course included, in addition to the above, instruction in the science of accounts, as applied to

¹Catalogue of Straight University for the Years 1870-1871. p. 44.

²Ibid., p. 15.

³Ibid., p. 16.

partnerships, agencies, exchange, commission, manufacturing, railroading, banking, shipping, and other forms of business.¹

Students were admitted to the commercial department at any time; individual instruction was given. Evening classes were also held for those who were employed during the day. Both men and women were admitted to the classes. Enrollment for the first year consisted of 46 men and 5 women.²

By 1881, the commercial department had been discontinued. One quarter of bookkeeping was, however, offered at this time in the college preparatory course, the normal course, and the higher English course. This practice was continued until the 1908-1909 session when a three-year commercial course was introduced into the high school department. The following description of the commercial course appears in the catalog for this session:³

Everywhere in our country interest in commercial opportunities is growing. Even the large Universities are now adding Commercial Courses to their curriculum. We offer an excellent course in Business Methods which is described below.

In the last half century, the art of Shorthand writing has leaped forward and now fills an important place in assisting the heads of the business houses to accomplish more letter writing in the limited working hours than was possible before.

Shorthand is an art, but no art can be learned without slow and diligent study and practice. It is acquired by faithful study. Many people who claim that they cannot learn Shorthand would find they could, provided they studied it faithfully.

The Gregg system is taught. It is more easily learned than other systems, as it has no shading or position writing. There

¹Ibid., p. 17.

²Ibid., pp. 14-15.

³Catalog of Straight University, 1908-1909. pp. 13-14.

are no sharp angular movements to be learned and it is written with the same free movement that is employed in longhand. The study of this system of shorthand has been found to help the ordinary handwriting.

The accurate and speedy writing on a typewriter is an accomplishment that is in demand in the business world. It is a pleasure to send out and receive neat, clean and well arranged typewritten letters, statements, etc. The touch method is used, as it has been proved to be the most desirable. It is slower to learn, but when once learned it is more accurate and rapid than sight writing.

The art of keeping accounts should be known by every man and woman. It is not enough in this age to know whether you have money in the bank at the end of the year or not. The man of business wants to know any day just where his business stands. Only a person properly trained in the principles and practice of keeping books, or filling out and using business forms, can expect to command the attention of the business employers.

All the students in the High School at Straight are required to take Bookkeeping. When they have completed the course they will have made out a set of double entry books, together with all the business papers and forms used in the different transactions, thus putting theory into practice.

It is said that the Americans are a nation of poor spellers. Whether this is so or not matters very little to the business man. He wants his correspondence to leave his office without misspelled words, with proper punctuation and well selected expressions. To give the student a knowledge of these points, not always specially emphasized in the general study of English, a special course of Commercial English is provided.

Everyone has some knowledge of Arithmetic, but the numerous business transactions going on about us require something more than a mere knowledge of the general principles and their application in a general way. The business man wants the clerks who can compute interest in the shortest possible time and accurately, and who can add up sums correctly and rapidly. This is the training that Commercial Arithmetic gives the pupil.

If more people understood the fundamental principles of business intercourse, there would be fewer troubles brought to the courts. Some study of these principles is necessary for all who intend to be truly successful in active business life; therefore Commercial Law has been placed in the last year of the Commercial Course.

Around 1910, the commercial course was discontinued, and commercial subjects—bookkeeping, commercial law, commercial arithmetic,

shorthand, typewriting, English, and spelling—were then offered as electives in the regular high school course. Students who wished to take only the business subjects were allowed to enter as special students.

Enrollment in the commercial classes was never large. During the 1910-11 session, there were 23 pupils—15 girls and 10 boys; in 1913, a total of 19 were taking commercial work.¹

Again in 1933, the work of the high school department was organized into two courses: (1) a college preparatory and pre-pharmacy course, and (2) a commercial course. The commercial course at this time was designed to prepare students for positions as stenographers, secretaries, or bookkeepers. Pupils were urged to complete the college preparatory course before entering upon the specialized commercial studies in order that they would be better prepared to secure positions upon completion of their special training.

The commercial curriculum is given below:²

- First Year:** English, business mathematics, biology, Bible, ancient history, woodwork or home economics, and chorus.
- Second Year:** English, bookkeeping, medieval and modern history, commercial geography or physiology, woodwork or home economics, chorus.
- Third Year:** English, bookkeeping, stenography, typewriting, American history, chorus.
- Fourth Year:** English, civics, economics, stenography, typewriting, filing, office practice, chorus.

In 1924, Straight College (formerly Straight University) made plans for the organization of a department of business administration at

¹Ibid., 1910-11 and 1912-13. (Appendices).

²Straight College Bulletin, August, 1933. p. 69.

the collegiate level. These plans, although in progress for several years, never materialized.

Little information is available concerning commercial instructors prior to 1930. At this time, courses in typewriting, stenography, book-keeping, and office practice were taught by one teacher. This teacher was a graduate of Gregg College in Chicago and had completed some work with LaSalle Extension University. She held a first grade Louisiana teacher's certificate. Another instructor, holding a Bachelor's degree, taught commercial arithmetic, algebra, and geometry. A third, holding a Master's degree from the University of Nebraska, taught commercial English and commercial geography.¹

In 1934-35, the last year of the Straight High School, 22 students were enrolled in the high school commercial course.²

In 1935, Straight College merged with New Orleans University to form Dillard University. At the time of this merger, since Dillard University did not offer secretarial or commercial training, the commercial department of Straight College was transferred to a new location and became known as Straight Business College. This business college has continued to function until the present time. No information, however, can be obtained concerning either its enrollment or its offerings.

IV. DILLARD UNIVERSITY

At the time of its organization, in 1935, one of the divisions of study of Dillard University was a Division of Social Studies, of which

¹Annual Report of the Principal of Straight College to the State Department of Education, 1929-30.

²Ibid., 1934-35.

purpose of providing a high school and normal school for the colored youth of the city.¹

In the report of the president of Southern University on April 6, 1900, six departments of this university were listed: (1) a college department; (2) the normal school; (3) a high school offering a college preparatory course; (4) a grammar school; (5) a music department; (6) an industrial department which was composed of an agricultural school, a mechanical school, a girls' industrial school, a school of printing, a dairy school, and a school of bookkeeping and typewriting.²

So far as can be determined from existing records the typewriting and bookkeeping course was a two-year course open to pupils of high school age. In the 1903-1904 session, a total of 23 students--19 females and 4 males--were enrolled in the commercial course.³ Only two students were enrolled in bookkeeping during the 1905-1907 session.⁴

In 1910, State Superintendent T. H. Harris recommended to the Governor and the General Assembly of Louisiana that since Southern University was nothing more than a high school operated for the benefit of New Orleans, and since it was failing to do the work intended by its founders and supporters (the State of Louisiana and the Federal Government), that its property be sold and the proceeds invested in a rural agricultural and industrial training school for negroes.⁵ This proposal met with the

¹Biennial Report of the State Superintendent of Public Education to the General Assembly, 1884-85. p. 259.

²Ibid., 1898-99, pp. 170-171.

³Ibid., 1902-1903, p. 144.

⁴Ibid., 1906-1907, p. 282.

⁵Ibid., 1909-10 and 1910-11, p. 45.

economics courses formed a part. From two to three economics courses were offered each year. In 1939, sufficient work in economics was provided so that a major could be obtained in this field. The courses then offered were:

- The Theory and Principles of Economics (a one-year course, meeting three hours a week).
- The American Labor Movement (a one-half year course; three hours a week).
- Money and Banking (one-half year course; three hours a week).
- Statistics (one-half year course; three hours a week).
- Insurance (one-half year course; three hours a week).
- Accounting (one year course; five hours a week).
- History of Economic Thought (one-half year course; three hours a week).

To these offerings, a course in money and banking was added in 1940; and in 1942, courses in the cooperative movement, community problems of cooperative enterprises, the economic history of Europe, and labor problems, were added.

By 1942, three students, two women and one man, had received the Bachelor's degree in economics from Dillard University.¹ The enrollment in this field, however, continued to be small.

All instruction in economics courses at Dillard University has been given by well-qualified instructors, who have held, usually, the Master's degree.

V. SOUTHERN UNIVERSITY

Southern University and Agricultural and Mechanical College, a state-supported institution, was founded in New Orleans in 1883 for the

¹Data furnished by the registrar of Dillard University, November 30, 1942.

approval of the Governor, General Assembly, and of Dr. P. P. Claxton, then United States Commissioner of Education, with the result that plans were begun for the transferring of Southern University to Scotlandville, Louisiana, near Baton Rouge, where it was completely reorganized. The school was discontinued in New Orleans at the end of the 1911-1912 session and was re-opened in its new location in the fall of 1914. Southern University and Agricultural and Mechanical College is still in existence today.

VI. ST. MARY'S ACADEMY

St. Mary's Academy, a Catholic secondary boarding school for girls, located at 717 Orleans Street, first offered business subjects in 1919 as electives in the regular academic high school program. The commercial courses—typewriting, shorthand, and bookkeeping—were taken by only a few pupils. In 1925, six were enrolled in these classes.¹

In 1930, commercial subjects were discontinued entirely because of the fact that an effort was being made to have the school accredited by the State Department of Education. Lack of the necessary teachers, facilities, and a lack of room contributed to the decision to discontinue these courses.

No business work was offered from 1930 until the fall of 1937, when an evening course in typewriting and shorthand was opened for those who were enrolled in the regular day classes.

¹Information furnished by Sister Borgia, principal, St. Mary's Academy, December 8, 1942.

During the 1937-38 session, only four students were enrolled in the night school work.¹ Despite the small attendance, this work was continued, and by the 1942-45 session, 16 girls were registered for the evening course.² Some of the pupils take as long as two and three years to finish this training. Classes meet twice a week for two hours. No effort is made by the school to secure employment for those who complete the course, since most of them later enter college to become teachers rather than enter the business world.

VII. XAVIER UNIVERSITY

Xavier University was first opened in 1915, and offered a high school course. In 1917, a normal department was added, and in 1925 this department was expanded into a teachers' college.³

In 1920, a two-year commercial course, based on completion of the eighth year of the elementary school, was offered along with a four-year high school course, a normal school course, and various industrial courses.⁴ A four-year course, in which bookkeeping, business arithmetic, economics, stenography and typewriting were included, was offered from 1927 to 1933.⁵ No other commercial training was offered until the summer of 1942, when an eight-weeks' special course in typewriting,

¹Ibid.

²Ibid.

³Xavier College Bulletin, 1926-27. p. 2.

⁴The Times Picayune, September 6, 1920. p. 6, col. 1.

⁵Annual Reports of Principal of Xavier High School to the State Department of Education, 1927-1933.

shorthand, and bookkeeping was offered. Because typewriters could neither be bought nor rented, this work was discontinued at the end of the summer session and has not been again offered.

In 1930, in the liberal arts college of Xavier University, 12 hours of economics were offered; in 1936, 16 hours; and in 1937, 18 hours.¹ Prior to 1939, a student working toward the Bachelor's degree could major in the Social Sciences, with a combined major in economics, sociology, and history. Since the 1939-40 session, students have been permitted to major in economics. Courses offered in this field in 1942 included the following:²

Economics Principles and Problems - 6 hours.
 Introduction to Economics - 3 hours.
 Principles of Accounting and Bookkeeping - 2 hours.
 Economic Institutions and Organizations - 2 hours.
 Economics of Exchange - 3 hours.
 Economics of Labor - 3 hours.
 Economics of Business - 3 hours.
 Money, Credit, and Banking - 2 hours.
 Economic Theory - 6 hours.
 Economic Statistics - 2 hours.

From 1939, when sufficient courses in economics were introduced to constitute a major, until 1942, only two or three students majored in economics.³

VIII. THE Y. M. C. A. SCHOOL OF COMMERCE

The Y. M. C. A. School of Commerce, a part of the educational program of the Y. M. C. A., began in 1925 with an enrollment of 40

¹Xavier University Bulletin, 1930-31, 1936-37, and 1937-38.

²Annual Catalog, Xavier University, July, 1942. pp. 28-29.

³Data furnished by the registrar of Xavier University, December 11, 1942.

pupils who were instructed by three teachers. Classes were offered in shorthand, typewriting, and bookkeeping from 6 to 6:30 p.m. three times a week. In 1935, the school was changed to a day school. At present, both day and evening courses are offered.

By the 1940-41 session, the enrollment had increased to around 100 students; in 1941-42, 220; and in 1942-43, 440.¹ With the growth of the school, students have been attracted from various parts of Louisiana and from other states. The 1942-43 enrollment was made up of students from 55 high schools and colleges in ten states.²

The curriculum has been expanded throughout the years to include training in spelling, grammar, punctuation, business machines, typewriting, shorthand, transcription, office practice, and business English. The business machines department is equipped with two mimeographs, one hand driven and one electric; a Monroe electric calculator; a Burroughs electric bookkeeping machine; a microscope; a check protector; three I. B. M. card-punch machines; an Elliott addressing machine; an addressograph; a redigraph; a numbering machine; an Ediphone; and adding machines.³ There are also 25 typewriters.

At present, only high school graduates are admitted to the Y. M. C. A. School of Commerce. As in practically all schools above the secondary level, during the last few years the enrollment has consisted largely of women.

¹Information furnished by W. H. Mitchell, Jr., Director, Y. M. C. A. School of Commerce.

²Ibid.

³Y. M. C. A. School of Commerce, Commencement and Business Seminars. P. 17.

In 1942, instruction was given by a faculty composed entirely of college graduates, all of whom had had additional training in business education. Annually the school gives a scholarship to one of its graduates for training at Gregg College in Chicago. Upon completion of the course, the former student frequently becomes a member of the faculty of the Y. M. C. A. School of Commerce.

The Y. M. C. A. School of Commerce maintains a placement bureau and works closely with local negro business establishments and is constantly seeking outlets for its students. During the last few years, a number of graduates have secured government positions in clerical fields. Others are employed at Dillard University, Southern University, Flint-Goodridge Hospital, Xavier University, as public school secretaries, and in a large number of New Orleans insurance companies operated by negroes.

Outstanding business men and women from various sections of the country are brought to New Orleans from time to time to lecture to the "Y" student body. Occasional conferences on business topics as well as business seminars are also sponsored by the Y. M. C. A. School of Commerce.

APPENDIX B

SUPPLEMENTARY TABLES

TABLE LVI

GEOGRAPHICAL DISTRIBUTION OF STUDENTS IN THE DAY DIVISION OF THE COLLEGE
OF COMMERCE AND BUSINESS ADMINISTRATION FROM 1922 to 1939¹

	1922-1923	1923-1924	1924-1925	1925-1926	1926-1927	1927-1928	1928-1929	1929-1930	1930-1931	1931-1932	1932-1933	1933-1934	1934-1935	1935-1936	1936-1937	1937-1938	1938-1939
Net Registration	111	115	123	132	164	144	165	179	194	215	201	157	179	190	202	204	230
New Orleans	46%	44%	58%	57%	54%	64%	66%	64%	66%	75%	71%	70%	68%	74%	74%	70%	70%
Louisiana - Outside N. O.	24%	26%	21%	24%	26%	17%	18%	20%	15%	8%	9%	10%	10%	11%	8%	8%	10%
Outside Louisiana	30%	30%	21%	19%	20%	19%	16%	16%	19%	17%	20%	20%	22%	15%	18%	22%	20%

¹ Annual Report for 1937-1938 and 1938-1939 on the College of Commerce and Business Administration of Tulane University. p. 20.

TABLE LVII

NIGHT SCHOOL REGISTRANTS FROM 1933 to 1939 CLASSIFIED ACCORDING TO FUNCTIONAL TYPE OF WORK¹

Type of Work	1933-34		1934-35		1935-36		1936-37		1937-38		1938-39		Totals, 1933-39	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Accounting	38	14.7	48	13.1	52	12.1	84	15.4	99	15.2	100	16.4	421	14.7
Advertising	1	0.4	1	0.3	4	0.9	1	0.2	4	0.6	5	0.8	16	0.6
Cashiers-Tellers	8	3.1	9	2.5	19	4.4	22	4.0	13	2.0	21	3.4	92	3.2
Clerical	108	41.9	179	48.8	200	46.5	257	47.2	316	48.5	250	41.1	1310	45.8
Credit-Collections	3	1.2	4	1.1	4	0.9	11	2.0	9	1.4	16	2.6	47	1.6
Engineering	6	2.3	9	2.5	7	1.6	8	1.5	13	2.0	10	1.6	53	1.9
General Management	17	6.6	26	7.1	41	9.5	28	5.1	30	4.5	24	3.9	168	5.8
Law	1	0.4	2	0.5	1	0.2	5	0.9	6	0.9	10	1.7	25	0.9
Management of Employees	4	1.6	0	0.0	2	0.5	2	0.4	5	0.8	0	0.0	13	0.9
Medicine	0	0.0	1	0.3	1	0.2	1	0.2	3	0.5	1	0.2	7	0.2
Purchasing	0	0.0	4	1.1	0	0.0	0	0.0	3	0.5	4	0.7	11	0.4
Production	4	1.6	5	1.4	7	1.6	9	1.7	4	0.6	4	0.7	33	1.2
Research	0	0.0	0	0.0	0	0.0	0	0.0	3	0.5	2	0.3	5	0.2
Statistical	0	0.0	0	0.0	0	0.0	6	1.1	5	0.8	7	1.1	18	0.6
Selling	26	10.1	24	6.5	25	5.8	47	8.6	69	10.6	47	7.7	238	8.3
Teaching	4	1.6	5	1.4	3	0.7	4	0.7	3	0.5	3	0.5	22	0.8
Miscellaneous	6	2.3	16	4.4	19	4.4	13	2.4	26	0.4	65	10.7	145	5.1
Not Given	32	12.4	34	9.3	45	10.5	47	8.6	41	6.3	40	6.6	239	8.4
Totals	258	100.0	367	100.0	430	100.0	545	100.0	652	100.0	609	100.0	2861	100.0

¹Ibid., p. 25.

TABLE LVIII

1

NIGHT SCHOOL REGISTRANTS FROM 1933 to 1939 CLASSIFIED BY TYPES OF INDUSTRIES

Type of Industry	1933-34		1934-35		1935-36		1936-37		1937-38		1938-39		Totals, 1933-39	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Advertising	3	1.2	2	0.5	0	0.0	4	0.7	8	1.2	3	0.5	20	0.7
Banking and Finance	30	11.6	22	6.0	28	6.5	26	4.8	35	6.4	41	6.7	182	6.4
Education	6	2.3	8	2.2	11	2.6	6	1.1	0	0.0	5	0.8	36	1.3
Engineering	2	0.8	3	0.8	4	0.9	6	1.1	10	1.5	5	0.5	28	1.0
Government	12	4.7	50	13.6	64	14.9	61	11.2	86	13.2	63	10.3	336	11.7
Insurance	12	4.7	15	4.1	13	3.0	20	3.7	18	2.8	21	3.4	99	3.1
Manufacturing	55	21.3	92	25.1	128	29.3	128	23.5	149	22.9	91	14.9	641	22.4
Newspapers	3	1.2	4	1.1	4	0.9	3	0.6	6	0.9	6	1.0	26	0.9
Professions	8	3.1	9	2.5	8	1.9	13	2.4	17	2.6	18	3.0	59	2.0
Public Utilities	11	4.3	15	4.1	15	3.5	107	19.6	131	20.1	99	16.4	378	13.2
Real Estate	5	1.9	5	1.4	4	0.9	4	0.7	10	1.5	5	0.8	33	1.2
Retailing	35	13.6	39	10.6	47	10.9	41	7.5	58	8.9	60	9.9	280	9.8
Services	4	1.6	3	0.8	4	0.9	0	0.0	3	0.5	12	2.0	26	0.9
Trade Associations	2	0.8	7	1.9	1	0.2	5	0.9	8	1.2	4	0.7	27	0.9
Unemployed	6	2.3	5	1.4	10	2.3	4	0.7	6	0.9	2	0.3	33	1.2
Wholesaling	30	11.6	51	13.9	55	12.3	72	13.2	62	9.5	66	10.8	334	11.7
Miscellaneous	8	3.1	2	0.5	4	0.9	4	0.7	6	0.9	63	10.3	87	3.0
Transportation	12	4.7	17	4.6	16	3.7	27	5.0	21	3.2	13	2.1	106	3.7
Not Given	14	5.4	18	4.9	18	4.2	14	2.6	18	2.8	34	5.6	116	4.1
Totals	258	100.0	367	100.0	430	100.0	545	100.0	652	100.0	609	100.0	2861	100.0

¹ Ibid., p. 24.

TABLE LIX
NIGHT SCHOOL REGISTRANTS FROM 1933 to 1939
CLASSIFIED ACCORDING TO PREVIOUS EDUCATION¹

Session	Number of students	Graduate School	College	Part College	High School	Part High School	Tulane Night School	Other Night School	Business College	Correspondence School	Grammar School	Not Given
1933-34	258	2 0.8%	32 12.4%	36 14.0%	103 39.9%	33 12.8%	92 35.7%	11 4.3%	49 19.0%	2 0.8%	17 6.6%	11 4.3%
1934-35	367	6 1.6%	44 12.0%	54 14.7%	176 48.0%	36 9.8%	89 24.3%	25 6.8%	72 19.6%	12 3.3%	22 6.0%	7 1.9%
1935-36	430	4 0.9%	57 13.3%	46 10.7%	207 48.1%	61 11.9%	132 30.7%	24 5.6%	64 14.9%	13 3.0%	31 7.2%	9 2.1%
1936-37	545	4 0.7%	62 11.4%	64 11.7%	300 55.0%	51 9.4%	120 22.0%	55 10.1%	64 11.7%	7 1.3%	34 6.2%	13 2.4%
1937-38	652	3 0.5%	66 10.1%	98 15.0%	344 52.8%	57 8.7%	191 29.3%	44 6.7%	85 13.0%	10 1.5%	37 5.6%	21 3.2%
1938-39	609	5 0.8%	81 13.3%	67 11.0%	296 48.6%	47 7.7%	183 30.1%	60 8.2%	78 12.8%	9 1.5%	21 3.5%	26 4.2%
Totals	2861	24 0.8%	342 11.9%	365 12.7%	1426 49.8%	275 9.6%	807 28.2%	209 7.3%	412 14.4%	53 1.8%	82 2.9%	167 5.8%

¹
Ibid., p. 29.

TABLE LX.

NIGHT DIVISION REGISTRANTS FROM 1933 to 1939
CLASSIFIED BY SEX¹

	MALE		FEMALE	
	No.	%	No.	%
Session 1933-1934 (258 students)	207	80.2%	51	19.8%
Session 1934-1935 (367 students)	294	80.1%	73	19.9%
Session 1935-1936 (430 students)	360	83.7%	70	16.3%
Session 1936-1937 (545 students)	469	86.1%	76	13.9%
Session 1937-1938 (652 students)	551	84.5%	101	15.5%
Session 1938-1939 (609 students)	537	88.2%	72	11.8%
Totals 1933-1939 (2861 students)	2418	84.5%	443	15.5%

¹Ibid., p. 23

TABLE LXI

NIGHT DIVISION REGISTRANTS FROM 1933 to 1939
CLASSIFIED BY AGE¹

Session	Number of Students	Under 20		20-24		25-29		30-34		35-39		40-44		45 or over		Not given	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
1933-34	258	14	5.4	100	38.8	87	33.7	36	14.0	13	5.0	5	1.9	2	0.8	1	0.4
1934-35	387	17	4.6	165	45.0	109	29.7	45	12.3	18	4.9	9	2.5	4	1.1	0	0.0
1935-36	430	37	8.6	171	39.8	111	25.8	73	17.0	22	5.1	8	1.9	5	1.2	3	0.7
1936-37	545	36	6.6	192	35.2	148	27.2	122	22.4	29	5.3	12	2.2	3	0.6	3	0.6
1937-38	652	50	7.7	225	34.5	185	28.4	126	19.3	38	5.8	22	3.4	5	0.8	1	0.2
1938-39	609	46	7.6	231	37.9	167	27.4	102	16.7	44	7.2	11	1.8	5	0.8	3	0.5
Totals 1933-39	2861	200	7.0	1084	37.9	807	28.2	504	17.6	164	5.7	67	2.3	24	0.9	11	0.4

¹ Ibid., p. 22.

TABLE LXII

NIGHT SCHOOL REGISTRANTS FROM 1933 to 1939 CLASSIFIED BY NUMBER OF COURSES TAKEN¹

(No student took more than four courses)

Session	Number of Students	One Course	Two Courses	Three Courses	Four Courses
1933-34	258	242 93.8%	15 5.8%	1 0.4%	0 0.0%
1934-35	367	337 91.8%	29 7.9%	0 0.0%	1 0.3%
1935-36	430	396 92.1%	33 7.7%	1 0.2%	0 0.0%
1936-37	545	513 94.1%	32 5.9%	0 0.0%	0 0.0%
1937-38	652	610 93.6%	42 6.4%	0 0.0%	0 0.0%
1938-39	609	544 89.3%	65 10.7%	0 0.0%	0 0.0%
Totals, 1933-1939	2861	2542 92.3%	216 7.6%	2 0.1%	1 0.0%

¹
Ibid., p. 30.

TABLE LXIII

DISTRIBUTION OF NIGHT SCHOOL ENROLLMENTS FROM 1933 to 1939
CLASSIFIED BY NUMBER OF YEARS ATTENDED¹

(Within the 5-year periods stated at the bottom of this page)

	1933-1934		1934-1935		1935-1936		1936-1937		1937-1938		1938-1939	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Attendance for one year	142	55.5	252	70.0	282	65.6	352	64.8	386	59.1	302	49.7
Attendance for two years	46	18.0	54	15.0	97	22.6	108	19.9	154	23.6	141	23.2
Attendance for three years	33	12.9	26	7.2	30	7.0	61	11.2	68	10.4	86	14.1
Attendance for four years	32	12.5	24	6.7	18	4.2	18	3.3	37	5.7	42	6.9
Attendance for five years	3	1.2	4	1.1	3	0.7	4	0.7	8	1.2	26	4.3
Attendance for one year taking accounting only	67	26.2	144	40.0	151	35.1	212	39.0	199	30.5	159	26.1
Attendance for one year taking other courses only or other courses in addition to accounting	75	29.3	108	30.0	131	30.5	140	25.8	187	28.6	188	30.9
Attendance for more than one year taking accounting only	62	24.2	66	18.3	111	25.8	131	24.1	181	27.7	140	23.0
Attendance for more than one year taking other courses only or other courses in addition to acctg.	52	20.3	42	11.7	37	8.6	60	11.1	86	13.2	122	20.0
Total number of students attending	256	100.0	360	100.0	430	100.0	543	100.0	653	100.0	609	100.0
Five-year scope of repeat enrollments	1929-1930 to 1933-1934	1930-1931 to 1934-1935	1931-1932 to 1935-1936	1932-1933 to 1936-1937	1933-1934 to 1937-1938	1934-1935 to 1938-1939						

¹
Ibid., p. 31.

TABLE LXIV
NIGHT SCHOOL ENROLLMENTS FROM 1933 to 1939 CLASSIFIED BY COURSE ENROLLMENTS¹

Session	Number of Students	Accounting I	Accounting II	Accounting II	Accounting IV	Advertising	Business English	Business Correspondence	Business Economics	Commercial Law	Investments	Management of Employees	Public Speaking for Business	Salesmanship	Sales Planning and Promotion	Marketing	Psychology and Its Application to Business	Auditing	Income Tax Accounting
1933-34	258	24.0%	15.9%	10.9%	13.6%	3.5%	7.0%	2.7%	6.2%	7.0%	4.7%	0.0%	5.4%	3.5%	0.0%	0.0%	2.3%	0.0%	0.0%
1934-35	367	34.6	13.4	11.2	7.1	5.4	7.1	6.5	5.2	6.8	0.5	0.0	5.2	3.5	0.0	0.0	2.5	0.0	0.0
1935-36	430	33.0	21.2	7.2	7.9	4.4	3.5	5.1	4.2	6.7	2.1	0.0	5.3	4.0	0.0	3.0	0.0	0.0	0.0
1936-37	545	33.9	20.6	11.0	5.3	2.2	4.2	5.0	2.4	9.7	1.1	0.0	3.7	5.9	0.0	0.9	0.0	0.0	0.0
1937-38	652	27.0	19.9	10.4	7.7	4.1	4.1	4.0	3.1	6.6	1.7	2.3	7.2	4.5	3.7	0.0	0.0	0.0	0.0
1938-39	609	21.7	19.0	13.1	8.7	4.0	4.1	3.1	4.0	8.2	3.1	0.0	5.4	4.9	2.0	0.0	0.0	5.4	10.7
Totals,	2861	824	539	309	224	111	134	125	110	218	59	15	156	130	36	18	15	33	65
1933-39	100%	28.8%	18.8%	10.8%	7.8%	3.9%	4.7%	4.3%	3.8%	7.6%	2.1%	0.5%	5.4%	4.5%	1.2%	0.6%	0.5%	1.2%	2.3%

¹ Ibid., p. 32

TABLE LXV

NUMBER OF COURSE ENROLLMENTS AND NUMBER WHO PASSED IN COURSES IN THE NIGHT DIVISION
1933 to 1939¹

	1933-34		1934-35		1935-36		1936-37		1937-38		1938-39	
	Enrolled	Passed	Enrolled	Passed	Enrolled	Passed	Enrolled	Passed	Enrolled	Passed	Enrolled	Passed
Accounting I	62	26	127	81	142	71	188	109	176	102	132	62
Accounting II	41	25	49	30	91	53	112	65	130	82	116	64
Accounting III	28	22	41	28	32	21	60	46	68	57	80	63
Accounting IV	35	29	26	20	34	21	29	23	50	41	53	40
Advertising	9	5	21	8	19	10	12	9	27	17	24	18
Auditing											33	26
Business Correspondence	7	3	24	10	22	10	27	13	26	13	19	14
Business Economics I	16	10	19	14	18	9	13	11	20	14	24	15
Business English	18	8	26	10	15	9	23	6	27	14	26	11
Commercial Law	18	9	25	10	29	15	53	35	43	27	50	34
Income Tax Accounting											66	48
Investments	12	7	2	1	9	2	6	3	11	6	19	12
Management of Employees									15	9		
Marketing					13	8	5	3				
Psych. and its Application to Bus.	6	3	9	7								
Public Speaking for Business	4	10	19	9	23	14	20	13	47	31	33	25
Salesmanship	9	8	12	6	17	14	32	25	30	25	30	20
Sales Planning and Promotion									24	12	12	9
Per cent of students enrolled who passed	60.0		58.5		53.39		62.56		64.84		64.6	

¹
Ibid., p. 33.

TABLE LXVI

SUBJECTS AND SEMESTER HOURS PRESCRIBED FOR THE
BACHELOR OF SCIENCE DEGREE IN ECONOMICS¹

	1926-1927	1928-1929	1930-1931	1932-1933	1934-1935	1936-1937	1938-1939	1940-1941	1942-1943
English	16	16	14	12	12	12	12	12	12
Philosophy	16	16	16	16	16	16	16	16	16
Foreign Language	12	12	12	12	12	12	12	12	6
Prins. of Economics		6	6						6
Other Secretarial or Commercial Subjects		21	21	24					
Accounting		22	28	16	16	16	16		12
Mathematics	12	4	4	7	6	6	6	6	6
Commercial Law		3	3	4					6
Religion	4	4	8	8	8	8	8	8	8
Public Speaking		4	4	4	4	4			
Business Statistics				3					6
Economics					24	24			10
History	6				6	6	6	6	
Commerce							18	24	
Finance							18	24	6
Hist. and Geography									6
Business Correspondence									4
Science	20								
Total	86	108	116	116	104	104	96	108	110

¹

The additional courses required to complete 128 semester hours are scheduled in the field of concentration.

AUTOBIOGRAPHY

Ollie Mae Sills was born May 4, 1914 in Graham, Texas. She attended the Natchitoches, Louisiana, High School from 1925 to 1928 and the Louisiana State Normal College from 1928 to 1932. From the latter institution she received the Bachelor of Arts degree in 1931. The Master of Arts degree was received from the University of Alabama in August, 1936.

From 1932 to 1937 she taught in the public schools of Louisiana and Texas; from 1937 to 1939 she was registrar and instructor in Lynchburg College, Lynchburg, Virginia; and from 1939 to 1942 worked, first, as a graduate assistant, and then as an instructor in the College of Commerce, Louisiana State University.

In 1942, she was employed as a Personnel Technician by the Department of State Civil Service, Baton Rouge, from which position she is on leave at the present time.

Ollie Mae Sills is a candidate for the degree of Doctor of Philosophy at the June, 1944, commencement.

EXAMINATION AND THESIS REPORT

Candidate: **Ollie Mae Sills**

Major Field: **Secondary Education**

Title of Thesis: **THE DEVELOPMENT OF COMMERCIAL EDUCATION IN NEW ORLEANS**

Approved:

Homer L. Garrett
Major Professor and Chairman

Wm O Sawyer
Dean of the Graduate School

EXAMINING COMMITTEE:

Howard M Norton

S. G. Caldwell

B. A. Williford

James R. Grant

Date of Examination:

May 11, 1944
