

THE ROLE OF BUSINESS EDUCATION IN SELECTED
PRIVATE SCHOOLS IN TEXAS

THESIS

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TABLE OF CONTENTS

Chapter	Page
I. INTRODUCTION	1
A. Statement of the Problem	1
B. Importance of the Problem.	2
C. Definition of Terms.	5
D. Limitations.	6
II. SURVEY OF RELATED LITERATURE	8
A. Introduction	8
B. Findings in Related Literature	10
III. METHOD OF PROCEDURE.	21
A. Introduction	21
B. Procedure.	22
IV. PRESENTATION, ANALYSIS, AND DISCUSSION OF DATA . .	29
A. Introduction	29
B. Presentation and Analysis of School Questionnaire.	30
C. Related Data	39
D. Discussion of Data	40
V. SUMMARY AND CONCLUSIONS.	52
A. Summary.	52
B. Conclusions.	54
APPENDIXES	58
A. Student Questionnaire.	59
B. Cover Letter with Enclosures	61
C. Follow-up Letter	67
BIBLIOGRAPHY	68

LIST OF TABLES

Table	Page
I. ACCREDITED PRIVATE SCHOOLS OF TEXAS--1969.	7
II. ACCREDITED PRIVATE SCHOOLS OF TEXAS--1928.	11
III. PRIVATE VERSUS PUBLIC SCHOOL OFFERINGS	22b
IV. COLLEGE-BOUND.	25
V. PROBABLE COLLEGE MAJOR	26
VI. SELECTED BUSINESS SUBJECTS	37

CHAPTER I

INTRODUCTION

Statement of the Problem

The purpose of this study was to research and examine the role of business education in selected private secondary schools in Texas. Meaningful information, eventually obtained from several sources and by a variety of means, was a central point of concern in establishing the role of business education in the private schools. It was discovered that answers to apparently simple questions were required before any determination could be made of the feasibility of the problem.

In this test for feasibility, it was necessary to investigate sources of information that would answer these questions:

- (1) How many private schools are there in Texas, and where are they located?
- (2) Are they day or boarding schools, for boys, girls, or both?
- (3) What are their course offerings, and have they been accredited by recognized educational organizations?

Though answers to these questions established the feasibility of the problem, many more questions required answers before any determination could be made of the role of business education in the private secondary schools in Texas. For this determination a questionnaire was devised and sent to each of the schools listed in Table I, page 7.

Importance of the Problem

Very little literature has been produced to provide interested persons with a knowledge of the organization, location, curriculum, and accreditation of private secondary schools located in Texas. Surveys of college libraries failed to disclose any studies concerned with business education that went beyond the limits of a single school's sphere of interest.

The Texas Business Education Association in cooperation with the Texas Education Agency, in September, 1968, conducted a survey to determine the names of teachers of business subjects and other subjects taught by them in the secondary schools in Texas.¹ Survey forms were sent to approximately 1,360 secondary schools and resulted in a seventy-one per cent response.² Though the cover letter accompanying the survey form emphasized compilation of a current list of business teachers in Texas, apparently no thought had been given to including private secondary school business teachers in the survey.³ During this same period the Management Information Center of the Texas Education Agency was obtaining and compiling information from private and parochial schools in Texas

¹W. Arthur Allee, "Letter with enclosed questionnaire to Business Teachers in Texas Public Schools."

²George Lagleder, "From the TEA Office," Texas Business Educator, p. 3.

³Personal interview with Mr. George Lagleder, Texas Education Agency.

for the purpose of publishing a directory of these schools.⁴

Private schools normally advertise that they are college preparatory schools, and as such are members of our free enterprise system.⁵ They are usually organized as non-profit corporations and execute with a student's parents a contract setting forth the responsibilities of each party. By reason of these commercial acts the private schools demonstrate how they differ from the public schools, not only in operation, but in their relationship with the parents. Investigation of school, parent, and student relationships was considered to be an essential part of this study.

According to the January, 1967, Changing Times, business is one of the most popular major subjects among college students, and one out of eight of all bachelor's degrees is granted in business.⁶ Other than the field of education, which also includes degrees in business and commercial education, it is the largest single degree area.⁷ Of the fifty-two senior colleges in Texas,⁸ forty-five grant degrees in business

⁴Texas Education Agency, 1968-1969 Listing of Private and Parochial Schools of Texas.

⁵F. Porter Sergeant, Handbook of American Private Schools, pp. 579-590.

⁶"Education for a Business Career," Changing Times, XXI (January, 1967), 25.

⁷The World Almanac--1970 Edition. p. 344.

⁸Southern Association of Colleges and Schools, Proceedings, Seventy-third Annual Meeting, pp. 64-67, 69.

administration or business and commerce.⁹ Data from these forty-five colleges disclosed that approximately nineteen per cent of all degrees conferred by them have been in these specific fields.¹⁰ On the basis of national statistical data, it is assumed that a portion of the degrees in education granted by Texas colleges were in business and commercial education. Accordingly, it was estimated that approximately one-fifth of the degrees conferred by eighty-six and one-half per cent of the colleges in Texas were in the general field of business, i. e., business administration, business education, and business and commerce.

The forty-six junior colleges in Texas almost equal in number the fifty-two senior colleges.¹² A majority of these junior colleges offer programs in business and commerce as pre-college or terminal courses.

Examination of school bulletins and related literature disclosed that a majority of the graduates from Texas private preparatory schools entered Texas colleges.¹³ Saint John's School of Houston, for example, using data covering a period

⁹James Cass and Max Birnbaum, Comparative Guide to American Colleges.

¹⁰Cass, loc. cit.

¹¹The World Almanac, loc. cit.

¹²Southern Association of Colleges and Schools, loc. cit.

¹³Sergeant, loc. cit.

of nineteen years, included a statistical summary as a supplement to its catalogue. From a total of one hundred and thirty-five colleges representing thirty-four states, the District of Columbia, Holland, and Switzerland, seventeen were listed by Saint John's as colleges entered by the greatest number of the school's graduates. Within this group Texas colleges were ranked as follows: (1) University of Texas, (2) Rice University, (4) Southern Methodist University, (13) University of Houston, and (16) Texas Technological College. These Texas colleges were entered by two hundred and two graduates or 46.6 per cent of the four hundred and thirty-three graduates included in the listing.¹⁴

Information about Texas colleges was considered necessary to determine the relationship between the private preparatory schools' curricula and college offerings. Each generation has gone through periods of changing ways of life and changing standards of living. A determination of whether the curriculum in the private school has changed with changing times and the educational goals of its students was considered to be one of the more important elements of this study.

Definition of Terms

There are several words used in literature, i. e., catalogues and directories, pertaining to non-public schools:

¹⁴Statistical Supplement to School Catalogue, St. John's School, Houston.

Private. An institution that is not supported or controlled by the public.

Independent. Used to identify a private school normally associated with the National Association of Independent Schools.

Preparatory. Usually shortened to Prep; a school that prepares students for college.

Parochial. An institution supported or controlled by a church. These may be private or parish schools.

Parish. A parochial school normally restricting attendance to children of church members living within the geographical limits of its congregation.

Limitations

The Southern Association of Colleges and Schools is a regional accrediting association for both colleges and secondary schools in Texas; therefore, this study was limited to private secondary schools accredited by this association. Table I is an alphabetical listing of these schools with pertinent information.¹⁵

¹⁵Southern Association of Colleges and Schools, op. cit., pp. 118, 199-217.

TABLE I
ACCREDITED PRIVATE SCHOOLS OF TEXAS--1969

School	Location	Member	Type	Students
Allen Military Academy	Bryan	1918	Bdg.	Boys
Central Catholic High	San Antonio	1933	Day	Boys
Hockaday School, The	Dallas	1928	Bdg/Day	Girls
Incarnate Word Academy	Corpus Christi	1958	Day	Girls
Incarnate Word Academy	Houston	1951	Day	Girls
Incarnate Word High	San Antonio	1919	Bdg/Day	Girls
Jesuit College Preparatory	Dallas	1942	Day	Boys
Jesuit High	El Paso	1965	Day	Boys
Jesus and Mary High	El Paso	1967	Day	Girls
Kinkaid School, The	Houston	1939	Day	Coed
Loretto Academy	El Paso	1928	Day	Girls
Lydia Patterson Institute	El Paso	1968	Day	Coed
Lynch High School, Bishop	Dallas	1968	Day	Coed
Mount Carmel High	Houston	1958	Day	Coed
Nolan High	Fort Worth	1929	Day	Coed
Peacock Military Academy	San Antonio	1950	Bdg/Day	Boys
Providence High	San Antonio	1952	Day	Girls
Radford School for Girls	El Paso	1923	Bdg/Day	Girls
Reicher Catholic High	Waco	1961	Day	Coed
St. Agnes Academy	Houston	1951	Day	Girls
St. Thomas High	Houston	1952	Day	Boys
St. Peter Claver	San Antonio	1942	Bdg.	Coed
San Marcos Baptist Academy	San Marcos	1913	Bdg.	Coed
Schreiner Institute	Kerrville	1926	Bdg.	Coed
Texas Military Institute	San Antonio	1913	Bdg/Day	Boys
Ursuline Academy	San Antonio	1934	Day	Coed
Yermo High School, Father	El Paso	1965	Day	Girls

(From Southern Association of Colleges and Schools Proceedings, 1969.)

CHAPTER II

SURVEY OF RELATED LITERATURE

Introduction

Research disclosed that related literature pertaining to private schools cannot be restricted to the past five or ten years but, because of scarcity, must cover a period of almost a half century. Though there has been some literature produced and some research has been made of the private schools, that specifically concerned with business education in private schools is almost non-existent. The following examples are submitted to support this position.

The card file of the Graduate Library of the University of Texas at Austin included under the heading of business education eighty-four theses and dissertations. These studies covered a period of forty years beginning with the year 1927, resulting in an average of two theses or dissertations completed each year. In addition, under the classification of private schools five studies had been approved, but only one of these was concerned with the secondary level of education, and it was approved in 1939. In all, a total of three theses were found in this library that could be considered related literature for this study.

The library at Southwest Texas State University in San Marcos, Texas, had several unpublished master's theses which

were concerned with guidance, extracurricular activities, and personality status of students of the San Marcos Baptist Academy. No studies, however, of business education in private secondary schools were found. Studies of business education in the public secondary schools of Texas were usually restricted to surveys of the graduates from the commercial department of a specific school, e. g., Brackenridge High School, San Antonio, Texas.

Although there were three hundred and twenty-nine theses approved between 1922 and 1969 in the library of Incarnate Word College of San Antonio, Texas, only one of these contained a small amount of useful information. Extracts from this thesis have been included in this chapter under the subheading Survey of Selected Catholic Schools.

In other college libraries, e. g., The University of Houston and Saint Mary's University, San Antonio, private school and personal libraries, public and armed forces libraries, available material on private schools and business education ranged from none to a mere fraction. Other than the usual directory-type publications such as Sergeant's Handbook of American Private Schools, the college libraries had very few books or periodicals which used the private schools as a primary subject or research area.¹

¹F. Porter Sergeant, Handbook of American Private Schools--1969, pp. 1477.

Findings in Related Literature

Southern Association of Colleges and Schools.--In 1928, a study was made of the private secondary schools in the Southern Association of Colleges and Secondary Schools of the Southern States. At that time there were fifteen private member schools in Texas. The names of these schools and other pertinent information are shown in Table II.² Today, however, only seven of these schools are members of the Association and some no longer exist. The schools that are still active are:

1. Allen Academy
2. The Hockaday School for Girls
3. Incarnate Word Academy of San Antonio
4. Loretto School for Girls
5. San Marcos Baptist Academy
6. Schreiner Institute
7. Texas Military Institute.³

The author, in his discussion, stated:

The private school's restricted curriculum does not allow for a student's general preparation [for life]. Biology, physiology, drawing, manual training, music and commercial subjects are offered to a much less extent than in public schools.⁴

In this same study, Dean George D. Pickens, President of the Academy of Westmoreland College, San Antonio, commented,

²Rothwell Wilcox, "Private Secondary Education in the Southern Association of Colleges and Secondary Schools of the Southern States," pp. 145-146.

³Southern Association of Colleges and Schools, Proceedings, Seventy-third Annual Meeting, pp. 199-216.

⁴Wilcox, op. cit., p. 45.

TABLE II
ACCREDITED PRIVATE SCHOOLS OF TEXAS--1928

School	Location	Type	Students
Academy of Westmoorland College*	San Antonio	Bdg.	Girls
Allen Academy	Bryan	Bdg.	Boys
Baylor College Academy*	Belton	Bdg.	Girls
El Paso School for Girls	El Paso	Bdg.	Girls
Hockaday School for Girls, The	Dallas	Bdg.	Girls
Howard Payne Academy	Brownwood	Bdg.	Coed
Incarnate Word Academy*	San Antonio	Bdg.	Girls
Loretto School for Girls*	El Paso	Bdg.	Girls
Our Lady of the Lake Academy*	San Antonio	Bdg.	Girls
San Marcos Baptist Academy	San Marcos	Bdg.	Coed
Schreiner Institute*	Kerrville	Bdg.	Boys
St. Edward's Univ. Preparatory*	Austin	Bdg.	Boys
St. Mary's Preparatory School*	Dallas	Bdg.	Girls
St. Mary's University Academy*	San Antonio	Bdg.	Girls
Texas Military Institute	San Antonio	Bdg.	Boys

*Schools associated with institutions of higher learning.

"More professional training will help the private school people to understand the whole program of education."⁵

Wilcox and Pickens were, it is assumed, saying that despite the private schools' "puffing" of their educational excellence many of them failed to offer a comprehensive program of education. In addition, the private school faculties apparently did not understand that the interests of the schools' clientele were not always in consonance with a school's offerings, i. e., strictly college preparatory versus vocational needs of students. Consequently, the author concluded:

Less than twenty-five per cent of the Southern private schools place any emphasis on the vocational aim of education in their catalogues, except where college preparation is considered a part of this objective.

There is abundant evidence that vocational guidance is not a primary objective among schools of the South.⁶

Surveys of a Private Preparatory School.--The opening announcement pamphlet for the San Marcos Baptist Academy and Conservatory of Fine Arts, 1908-1909, stated, "We shall have a Commercial and Business Department embracing a full business education--stenography, typewriting, telegraphy, etc."⁷ A subsequent study reveals that it was not until 1913 that these or any other commercial subjects were actually taught at the

⁵Ibid., p. 114.

⁶Ibid., p. 126.

⁷Pamphlet, San Marcos Baptist Academy, p. 38.

Academy.⁸

The cooperative educational program recommended for consideration and implementation by public and private schools in the 1960's was antedated, in time and variation, under an agreement between the San Marcos Baptist Academy and the Lone Star Business College of San Marcos, Texas. From 1913 to 1916, Academy students were instructed in commercial subjects by the faculty of the now-defunct business college.⁹ From 1916 to the present time, 1970, business subjects have been included in the curriculum and taught by Academy personnel.

Another study of the Academy was made in 1954, in which the author developed the thesis that the role of the private school had changed because of the changes in our public schools and the American way of life. In summary, the author's reasons for this thesis were:

1. The academic qualifications of the public schools are equal to those of the boarding schools; and therefore academic standards alone no longer serve to draw students to the private school.
2. Broken homes, for one reason or another; the crowded conditions in public schools, especially in large cities; and citizen residency outside of the United States because of diplomatic or military requirements, oil exploration or other economic investments, with the concomitant need for education of children in English speaking schools.¹⁰

⁸John Lafayette Childs, "History of San Marcos Baptist Academy," p. 123.

⁹Catalogue--1915-1916, San Marcos Baptist Academy, p. 38.

¹⁰Holland P. Smith, "San Marcos Baptist Academy," pp. 129, 133.

State Surveys.--A comparative study of private schools in Minnesota which used data from four school-year periods--1925-26 to 1928-29--was made for the purpose of establishing policies for accrediting private schools in that state.

In the author's opinion, it was far from correct to assume that practical arts--commercial, industrial arts, and home economics--always disregard requirements for entrance into college.¹¹ Among the conclusions in this study were the following:

As a group, the offerings of private schools were unquestionably more traditional and conservative than those of public schools.

Private school preparation was excellent for college preparation, but training for college could be improved. Their offerings were not the best training in the more important matter of preparing for life.

Private school education was less liberalizing than public schools where new subjects had been introduced and a utilitarian value had been incorporated in old subjects.

Though the private schools appear to have been in a better position for curriculum experimentation, evidence proved this to be far from characteristic. In practice, the public schools had much more freedom for curriculum experimentation than the private schools.¹²

Reference has previously been made to a cooperative survey made by the Texas Education Agency and the Texas Business Education Association. Although the basic purpose of this

¹¹Leonard Vincent Koos, Private and Public Secondary Education, p. 149.

¹²Ibid., pp. 162-164.

survey was to determine the names of business teachers and business subjects taught by them in the public secondary schools of Texas, the respondents included in their replies unsolicited information. Some of these replies had a bearing upon the subject of this study, and of special interest to this investigator were the following findings:

1. The most frequently mentioned extra-curricular activities assigned to the business teachers were those of year-book sponsor and school newspaper editor.

2. Notehand, a personal-use form of shorthand, was offered by only two of the 960 responding high schools.¹³

3. Typewriting for personal use was offered by only seven of the 960 high schools.

4. Business data processing was gradually increasing as a subject offered by the public secondary schools. There were seventeen high schools funded under the Vocational Office Education Program offering business data processing in the years 1968-1969. In addition, it was noted that there had been a gradual increase in the number of schools offering data processing to their students. Without outside funding, twelve schools had offered data processing during the school year 1968-1969, and a planned offering by five more schools was anticipated. The total number of schools offering or

¹³Did not include San Marcos High School and was corrected during a personal interview with Mr. George Lagleder of the Texas Education Agency.

planning to offer data processing as a subject was three and one-half per cent of the 960 respondents.

Though outside the limitations of the survey, the report revealed that two pilot programs in bi-lingual office practices were to be implemented in Texas high schools in 1969. Further, it was stated that there was a growing interest in bi-lingual secretarial programs.¹⁴

A Survey of Selected Military Schools.--The private schools of Texas which included military training in their programs were subjects for study in 1939. The schools selected were:

1. Allen Academy
2. Peacock Academy
3. San Marcos Baptist Academy
4. Schreiner Institute
5. Texas Military Institute.

One of the conclusions contained in this study was: "The curriculum of the private schools should be broader, richer and more stimulating. Especially should more attention be given to business, vocational and commercial work."¹⁵

Surveys of Selected Catholic Schools.--This study concerned itself with the four high schools operated in Texas by

¹⁴George Lagleder, "From the TEA Office," Texas Business Educator, pp. 3, 5.

¹⁵William Alton Barrett, "A Study of the Aims, Organization and Administration of Private Schools in Texas," p. 99.

the Sisters of Saint Dominic. Saint Agnes Academy, Houston, Texas, is the only one of these schools holding membership in the Southern Association of Colleges and Schools. Upon its founding in 1906, it offered a business program which included arithmetic, English, business correspondence, bookkeeping, commercial geography, photography, typewriting, and penmanship.¹⁶

The Incarnate Word Academy, Corpus Christi, Texas, was included in this study because of personal correspondence with the author of a master's thesis found in the Graduate Library at the University of Texas. This thesis was a follow-up of business department graduates covering a period of ten years; however, it contained no information on feed-back from college graduates who had taken business subjects.¹⁷

Surveys of Business Education in Public Schools.--A
cooperative survey entitled, "Status of Business Education

¹⁶M. Loretta Raphael, "The Growth and Development of Dominican High Schools in Texas Since 1882," pp. 58-72.

¹⁷Mary Ruth Janecek, "A Follow-up Study of 1956-65 Business Department Graduates of Incarnate Word Academy." Personal correspondence with Sister Mary Ruth Janecek answered several questions: (1) Mary Ruth was now Patricia Ruth, with whom the writer had earlier correspondence. The name change was a result of a recent option permitting changing from religious to baptismal names; (2) fifty per cent of the one-hundred-fifty respondents to Sister Patricia's questionnaire were receiving business training in Texas junior and senior colleges, and a few went to business schools; and (3) affiliation with the Southern Association of Colleges and Schools, in which the Incarnate Word Academy holds membership, appeared to be a matter of local option on the part of a school's administration.

Enrollment 1966-67," was made by the National Research Committee of Delta Pi Epsilon and the South-Western Publishing Company. This was a national survey of junior and senior high schools, and junior colleges. Of eleven specific subjects included in the questionnaire, the numerical sequence preference at the senior high school level was: (1) typewriting; (2) bookkeeping and accounting; (3) economics; and (4) shorthand transcription. But at the junior colleges it changed to (1) bookkeeping and accounting; (2) economics; (3) typewriting; and (4) shorthand-transcription. Data processing at the high school and junior college levels, if participation is a valid indicator, was not a popular subject.¹⁸

During the school year 1966-67, thirty-one nationally recognized leaders in business education were surveyed to determine standards for secondary school business courses and curricula. Findings in this study included the following: (1) economics should be offered, and a majority of the fifty-four per cent believed it should be a required subject, but the minority of forty-six per cent believed it should be an elective subject; (2) all agreed that personal typing should be offered in the senior high school; but (3) a minority of thirty-eight per cent of the respondents believed that notehand

¹⁸Fred S. Cook, "Status of Business Education Enrollments 1966-1967," The Balance Sheet, L (November, 1968), 103-107.

(personal shorthand) should be an elective subject for college-bound students.¹⁹ Despite the recognized leadership in the field of business of the participants, the results of this survey, because it was based entirely upon personal opinions, may be too biased to be of value in curriculum planning.

The South-Western Publishing Company sponsors and publishes monographs resulting from research in business education. For these studies the public secondary schools are the normal source of data; their findings, however, are considered relevant to this study. It is stated in Monograph 120 that the business education curriculum must "provide a business foundation, as well as develop skills, for the college-bound students who plan to enter certain areas of business or business education."²⁰ The results of two studies were presented in Monograph 83. In one study, the graduates from Saint Petersburg High School, Florida, enrolled in colleges were asked the following question: "What Subjects Offered by the High School Which You Did Not Take When You Were in High School Do You Think Would Have Been Valuable to You?" Of twenty-four subjects, ranging from algebra to typing, business subjects were ranked as follows: (2) typing, (3) shorthand, and (7)

¹⁹S. J. Wanous, "Curriculum Standards in Business Education," The Balance Sheet, L (October, 1968), pp. 52-55.

²⁰Ruth Woolschlager (ed.), "Responsibilities of the Business Education Department Chairman," South-Western Publishing Company (Monograph 120), p. 10.

bookkeeping and accounting. The second survey included 522 boys and 446 girls who had graduated, during a ten-year period, from Harding High School, Warren, Ohio. They were asked to indicate which subjects they wished they had taken while in high school. For both boys and girls the first choice response was typewriting.²¹

²¹"Guidance in Business Education," South-Western Publishing Company (Monograph 83), pp. 6-7.

CHAPTER III

METHOD OF PROCEDURE

Introduction

Initially, Sergeant's Directory of Private Schools--1969, Lovejoy's Preparatory School Guide, Lyon's Private Independent Schools, and the Vincent-Curtis Educational Register were used to ascertain the names and locations of private schools in Texas. These directories, which are examples of the fragmentation of educational information through advertising in a free enterprise system, failed to disclose a true picture of the number of secondary private schools operating in Texas.¹

All of the above, which are usual library references about private schools, were set aside for possible further use when a copy of a newly published directory of private and parochial schools of Texas was made available for examination.² This directory of Texas private schools was used in conjunction with the Southern Association of Colleges and Schools 1968

¹None of these directories list all of the secondary private schools of Texas. As an example, only three private schools of Texas are advertised in the Educational Register: Radford School for Girls in El Paso, and in San Antonio Saint Mary's Hall and the Texas Military Institute, pp. 197-198. Bibliographical information for each directory is included in the bibliography of this study.

²Texas Education Agency, 1968-1969 Listing of Private and Parochial Schools of Texas.

Texas were not too dissimilar as is shown by data in Table III.⁴

TABLE III
PRIVATE VERSUS PUBLIC SCHOOL COURSE OFFERINGS

School	College Preparatory Program									
	English	Foreign Languages	History and Social Sciences	Religion	Mathematics	Science	Military Science	Health and Physical education	Electives	Total Credits
San Marcos High School	4	2	3	0	2	2	0	3	5	21
San Marcos Baptist Academy	4	2	3	1	2	2	0	0	6	20

Approximately eighty-two per cent of the schools in this study held denominational affiliation, and the majority of these (eighteen) were Roman Catholic. However, despite

⁴San Marcos High School, "Schedule Information and Course Offerings," p. 1.

proceedings³ to determine the name and location of each school to be included in this study.

A letter was written to each of the schools in Table I, page 7, requesting school catalogues and any other information related to their programs. Concurrently, letters were sent to the Texas Education Agency, the South-Western Publishing Company, the Independent Secondary Education Board, the United Business Education Association, the Secondary School Admission Test Board, the Educational Register, and the Southern Association of Colleges and Schools, requesting various publications and information tentatively evaluated as having a bearing upon the problem under examination.

Procedure

Examination of School Catalogues.--Of the schools addressed in this study, forty-eight per cent returned either a catalogue or information on course offerings. These source materials of course offerings by the different types of schools, i. e., day, boarding, or combination day and boarding, did not contain sufficient information on which to base this study. Except for religious emphasis and the granting of credit for health and physical education, the requirements for graduation from a private school or from an accredited public high school in

³Southern Association of Colleges and Schools, Proceedings, Seventy-third Annual Meeting, pp. 119-126.

affiliation, examination of catalogues and course offerings disclosed that neither specific nor generalized conclusions on curricula could be made. The following are examples:

1. St. Thomas High School Houston, is operated by the Congregation of Priests of St. Basil, i. e., the Basilian Order. Its college preparatory course is divided into: (1) General College Preparatory; (2) Science and Math Centered, and (3) Language Centered courses.⁵

2. The Incarnate Word Academy, Corpus Christi, is operated by the Sisters of the Incarnate Word and Blessed Sacrament. Three courses are offered by this school: (1) College Preparatory; (2) Scientific or Pre-nursing; and (3) Business.⁶

3. Jesuit College Preparatory School, Dallas, is operated by the Fathers of the Society of Jesus. All students take the same subjects in the ninth and tenth grades; thereafter, through the twelfth grade, students take one of the following: (1) Academic Tract; (2) Science Tract; or (3) Language Tract.⁷

Examination of catalogues established a mode of three credits for elective subjects. Business subjects were usually

⁵Catalogue with enclosures, Saint Thomas High School, Houston, Texas.

⁶Student Handbook, 1969-1970, Incarnate Word Academy, Corpus Christi, Texas.

⁷Catalogue with enclosures, Jesuit College Preparatory School, Dallas, Texas.

designated as elective subjects. It was tentatively concluded that a questionnaire addressed to each of the schools in Table I, page 7, would be much more helpful than data found in the catalogues and course descriptions in determining the role of business education in the private schools of Texas.

Student Questionnaire.--As a preliminary to the development of a questionnaire to be sent to the schools listed in Table I, page 7, a questionnaire was devised and administered to one hundred and twelve students in a private college preparatory school. Applicable information from this survey has been incorporated in Tables IV and V.⁸

In answering this questionnaire, the majority of students indicated the following priority of interest in subjects usually classified as business subjects: (1) Typing; (2) General Business; (3) Shorthand (both personal and vocational); (4) Bookkeeping and Accounting; and (5) Data Processing.

Because the private schools of Texas included in this study normally advertise that they are college preparatory schools, inquiries were included in the student questionnaire to determine whether enrollees in these schools were planning to enter college, had already selected a college, and whether the college of their choice was a junior college or senior

⁸Questionnaire was administered to approximately thirty-three per cent of the students in the Upper School, grades nine through twelve, of the San Marcos Baptist Academy. Control was exercised to insure against duplicate submissions by individual students.

college located in or outside of the state of Texas. Their responses to these questions have been recorded in Table IV.

TABLE IV
COLLEGE-BOUND

Sex	Number of Students	Plan to Enter	Have Selected College	Location	
				*Texas	Out of State
Male	71	93.0%	66.6%	75.0%	25.0%
Female	41	92.7%	63.0%	75.0%	25.0%

*Approximately fifteen and one-half per cent were junior colleges.

Each student was asked, in the student questionnaire, to record the field he or she expected to major in as a college student. The responses reflected in Table V are from those students who plan to enter college, a total of one hundred and four out of one hundred and twelve students in the sample.

TABLE V
PROBABLE COLLEGE MAJOR

Sex	Agriculture	Business	Education and Psychology	Engineering	Liberal and Fine Arts	Sciences	Undetermined	Totals
Male	4	14	2	7	14	14	11	66
Female	0	7	7	0	12	7	5	38
	4	21	9	7	26	21	16	104

The average age of students, boys and girls, included in this survey of a private school was sixteen, and their answers with regard to college and careers were typical for their age group.⁹

The purpose in using the student questionnaire was to obtain information for comparison with related literature in this study, and to facilitate the formulation of questions for inclusion in a questionnaire to be sent to the selected private schools listed in Table I, page 7.

⁹Arnold Gesell, Frances L. Ilg, and Louise Bates Ames, Youth, The Years from Ten to Sixteen, p. 382.

School Questionnaire.--Examination of school catalogues and information from the students' questionnaire provided guidance for the development of the school questionnaire, which had as its objectives a determination of:

1. The extent to which alumni, parents, faculty and students become involved in curriculum planning of the private schools.

2. The number of private school graduates entering colleges each year, how many enter junior and senior colleges in and outside of the state of Texas, and the number seeking degrees in business.

3. Factors which have a bearing on the inclusion or exculsion of business subjects in the private schools' curriculum.

4. Whether a thesis or dissertation had been written on the history of each school included in this study.

A cover letter with enclosures was sent to each of the schools listed in Table I, page 7. Within one month's time fifty-nine per cent, sixteen of the twenty-seven schools, had returned the questionnaire. All of the schools which had not replied to the initial request were sent follow-up letters. As a result, one school answered and returned the questionnaire, but five reported that the original request had not been received and requested that copies of the questionnaire be sent to them. Cumulatively, a seventy-seven per cent

response was realized and the respondents, in personal correspondence, indicated interest in the study.

CHAPTER IV
PRESENTATION, ANALYSIS, AND DISCUSSION OF DATA

Introduction

Two items included in the school questionnaire did not require analysis. Answers to these inquiries were, however, considered necessary for a complete coverage of the problems under investigation.

Permission to use in this study data pertinent to a specific school was obtained by asking

May I cite in the thesis, when appropriate, your school or your personal comments?

Yes ____ No ____ With prior approval ____¹

Only two of the twenty-one respondents checked "No," and five by not checking any of the choices were considered to be affirmative. The result was eleven schools giving consent without prior approval and eight consenting with approval. The total response left no doubt as to what and how information obtained from the questionnaire could be used.

Because great difficulty was experienced in finding related literature about private schools, each was asked whether a thesis or dissertation of a school's history had been made.² The subject, history, was selected because a

¹School Questionnaire, Item 16.

²Ibid., Item 15.

school's curriculum, an indicator of changing times, would undoubtedly be a requisite part of the research. Of the twenty-one respondents only three gave an affirmative reply. These are all boarding schools, two for boys and one coeducational, and are among the oldest private secondary schools in the state of Texas. They are the Allen Academy, San Marcos Baptist Academy, and Texas Military Institute.

Presentation and Analysis of School Questionnaire

Item 1--Alumni, Parent, and Faculty in Planning.--Direct recording of "Yes" and "No" answers of alumni, parents, and faculty in curriculum planning of the private schools indicates that participation of the alumni occurred in ten schools, 47.6 per cent of those answering the questionnaire, of parents in six schools, or 28.5 per cent, and of the faculty in fourteen schools, or 66.6 per cent of the total respondents.

The faculty was the majority group participant in curriculum planning, with the alumni achieving almost a fifty-fifty chance of participation. The overwhelming rejection of parent participation may be justified on the basis that as buyers, the parents have an opportunity to select a private school which, in their opinions, best meets the needs of their children, their finances, and other personal considerations.

Detailed examination of this item in the questionnaire disclosed that four schools, or nineteen per cent of those answering the questionnaire, did not solicit assistance in

curriculum planning from the alumni, parents, or faculty, and that five schools, 23.5 per cent, restricted solicitation to the faculty.

The method used with the greatest frequency for alumni participation was the questionnaire, whereas meetings were used most frequently for parent and faculty participation. In only two instances were faculty committees utilized, and in one of these schools, a day school, parents were included in the committee.

Item 2--Student Participation in Planning.--The purpose of this inquiry was to determine student involvement in curriculum planning. Twelve schools, 57.1 per cent of those answering the questionnaire, used a follow-up of graduates to obtain information helpful in curriculum planning. This is an increase of ten per cent over follow-up of alumni members. The organization of ex-student associations in lieu of alumni associations may be the reason for the difference between alumni and graduate participation.

Student representation in the form of the student council was the means used by six schools, 28.5 per cent of the respondents, to obtain student opinions on curriculum. Only four schools, or nineteen per cent, solicited recommendations from the student body. One school's answer was very direct, "They don't!"

The parent and school enrollees' participation in the private schools' curriculum planning was approximately the

same.

Item 3--Vocational Guidance.--All of the twenty-one private schools responding to the questionnaire provide their students with vocational guidance. The word "vocational" was deleted by one school and was replaced by the word "career."

Item 4--Size of Graduating Classes.--Of the eleven schools reporting graduating classes of one hundred or more students, ninety percent were day schools. Schools that had graduating classes of seventy-five or less were primarily boarding schools; of the ten schools reported in this group only three, or thirty per cent, were day schools.

The twenty-one schools answering the questionnaire graduate a total of approximately two thousand students each year.

Items 5 and 6--Entrance to Junior and Senior Colleges.--These inquiries were intended to determine the number of private school graduates normally entering junior and senior colleges in and outside the state of Texas. Of the respondents, three did not fully answer each item, but two of these schools did indicate that all of their graduates entered college. Because the information from these three schools was incomplete, all were eliminated as statistical sources for Items 5 and 6.

Of the remaining eighteen schools, 1,452 of their graduates, 87.1 per cent, entered college. The number entering Texas junior colleges was two hundred and eighty-six, 19.7

per cent, and eight hundred and eighty-three, 60.8 per cent, entered Texas senior colleges. It was reported that twenty graduates, 1.3 per cent, entered out-of-state junior colleges, and two hundred and sixty-three, 18.1 per cent, entered out-of-state senior colleges.

The total of boarding school graduates was five hundred and nine, or approximately thirty-five per cent of the total of 1,452 graduates entering college. Although more boarding school graduates, when compared with day school graduates, entered out-of-state colleges, a greater number entered Texas colleges. A comparison showed that entrance into Texas junior colleges was sixty-seven graduates from boarding schools, or 13.2 per cent of the boarding school graduates, whereas only thirteen, or 2.5 per cent, entered out-of-state junior colleges. Of the twenty private school graduates entering out-of-state junior colleges, thirteen, or sixty-five per cent, were boarding school graduates. Of the boarding school graduates, two hundred and seventy-four, 53.8 per cent, entered Texas senior colleges as opposed to one hundred and fifty-five, or 30.4 per cent, who entered out-of-state senior colleges.

Item 7--College Major and Minor Fields.--Of responding schools, thirteen, or 61.9 per cent, of the twenty-one schools, did not survey graduates to determine college major and minor fields. Of those that did, the questionnaire method was used once by three of the schools, annually by four, and with no regular frequency by one.

Item 8--College Degrees.--This item was allied with Item 7, in that it sought to determine the number of graduates from private schools working toward degrees in Business Education and Business Administration. Because only eight schools, thirty-eight per cent, surveyed their graduates to determine major and minor college fields, the results obtained from Items 7 and 8 were considered to be of no statistical value.

Item 9--Factors Bearing on Course Offerings.--In this inquiry an effort was made to determine whether the organization, type of school, geographical location, or any combination of these had any bearing upon the inclusion or exclusion of business subjects in the private school's curriculum.

To this item fourteen schools, 66.6 per cent, answered "Yes," and seven schools, 33.3 per cent, answered "No." Those schools answering "Yes" were divided into two groups.

In the first group were eight schools that emphasized the fact that business subjects were offered on a limited basis because they were college preparatory schools. Of these eight schools, six, or seventy-five per cent, were boarding schools and two were day schools. Boys' schools, four out of eight, were in the majority of this group, and the remaining four schools were equally divided between girls' and coeducational schools.

The second group of schools stressed that geographical location, i. e., bi-lingual, bi-cultural, and economic circumstances of the students, was the reason for inclusion of

business subjects in the school's curriculum. All six of the schools in this group, located in south Texas, were day schools and four, or 66.6 per cent of them, were girls' schools.

Of the seven schools answering "no," four schools, 57.1 per cent, stated they "were strictly college prep schools," and the three remaining schools, 42.9 per cent, gave no explanation. Of the four college preparatory schools, three were day schools, two for boys, and one coeducational, and the fourth was a girls' boarding school. The remainder of these seven schools included two boarding schools, one for girls, and one coeducational, and a day school for girls. All three of these schools included some business subjects in their curricula.

Item 10--Reasons Bearing on Course Offerings.--All four of the schools responding to Item 9 that they were strictly college preparatory schools indicated that business subjects were not included in their curricula for the following most applicable reason: attitude of the faculty or administration, e. g., not an appropriate college preparatory subject. In addition, four other schools reported this as the most applicable reason for not including more business subjects in their curricula, although all four of these schools did offer typewriting. In one instance, the respondent deleted the word "administration," revealing that exclusion was because of faculty attitude.

Of these eight schools, fifty per cent were boarding

schools and fifty per cent were day schools. Of the boarding schools, three were for boys and one was for girls, and of the day schools, two were for boys and two were coeducational.

Items 11 and 12--Journalism and Typewriting.--Typing is a skill that students can use in many school activities and one of these is school publications. These items were inserted to determine student staffing and the source of their training in typewriting for use in producing school publications.

It was reported by nineteen schools, ninety per cent of the respondents to the questionnaire, that selected students typed copy for school publications. Of this number, seventeen, or 80.9 per cent of the schools, reported that the students had received their training in typewriting in the responding school. There were eight boarding schools, of which three were for girls, three for boys, and two coeducational, and nine day schools, of which six were girls' schools and three were coeducational schools, reporting in-school typewriting training.

Four schools, nineteen per cent, reported using student typists for school publications, but typewriting was not included in their curricula. In two of the schools the students were reported as having received their typewriting training in public schools: one school offered typing as a non-credit course to be taken by students on their own time, and one school recommended that students take typewriting as a summer school subject.

Item 13--Selected Business Subjects.--The purpose of this inquiry was to determine which of a selected group of business subjects are being taught in the private schools of Texas. The results, as reported by the twenty-one responding schools, are shown in Table VI.

TABLE VI
SELECTED BUSINESS SUBJECTS

Subject	Number of Schools	Percentage
Personal typing	15	71.4
Bookkeeping and Accounting	10	47.6
Personal shorthand	9	42.9
Vocational typing	7	33.3
Vocational shorthand	6	28.6
General business	*5/2	23.8/9.0
Data processing	*#4/1	19.0/4.8
None of these	3	14.3

*Presently offered/Intend to offer.

#Math oriented by 2 of 4 presently offering.

Personal use typing was included in the curriculum of seven boarding schools, 33.4 per cent of the schools, and in eight day schools, 38 per cent. Of the six schools not offering personal typing, five were day schools, and one was a girls' boarding school. The questionnaire revealed that business subjects are more often included in the curriculum of day schools for girls. Of the ten schools offering book-keeping and accounting, fifty per cent were in this category.

That 23.8 per cent of the private schools offer or intend to offer data processing either as a mathematics or business subject is an indication of growing interest in this subject. Student demand was given as the reason for its inclusion in the curriculum of one of the boarding schools for boys. At the San Marcos Baptist Academy data processing has been included as an integrated part of the accounting course.

Item 14--Introduction of Business Subjects.--Basically this inquiry delves into history and was used to discover when and why selected business subjects were introduced in the private schools curricula. Slightly more than seventy-one per cent, or fifteen out of twenty-one schools, offered one or more business subjects. In a majority of the schools these subjects have been offered to the students from the first day the schools opened their doors. When typing was reported as the only business subject offered, the usual reason was its recognized value to the college preparatory student. On the other hand, and especially in the case of

girls' schools, when several subjects were offered, such as bookkeeping, typing, and shorthand, the reason was that these skills were considered necessary for those students seeking employment immediately after graduating from high school.

Related Data

As of 1969, there were ninety non-public secondary schools operating in the state of Texas, and the twenty-seven schools in this study constituted thirty per cent of the total.³

In this study, there were eighteen day schools, 66.6 per cent of the twenty-seven schools investigated, and of these eight were schools for girls, six were coeducational, and four were schools for boys. There were five combination boarding and day schools, 18.4 per cent of the total schools in this study, and three of these were for girls and two were for boys. The boarding schools, of which there were four, or 14.8 per cent of the total schools, included only one school for boys and three coeducational schools.

The denominational affiliated schools were in the majority, twenty-two out of twenty-seven schools, or 81.4 per cent, and of these twenty-two schools eighteen, or 81.8 per cent, were affiliated with the Roman Catholic Church. Examination of catalogues and other literature revealed that the parochial

³Texas Education Agency, 1968-1969 Listing of Private and Parochial Schools of Texas.

schools, both Protestant and Roman Catholic, admitted students whose religious beliefs were not the same as the dominant religious affiliation of the school attended. There was no evidence in the literature examined which revealed that the parochial schools, especially Roman Catholic, were parish schools.

Most of the schools in this study, twenty-two, or 81.4 per cent of the twenty-seven schools, were located in south Texas, and the number of schools in excess of one were concentrated in the following areas: (1) San Antonio, seven schools, or 25.9 per cent; (2) El Paso, six schools, or 22.2 per cent; and (3) Houston, five schools, or 18.5 per cent. Of the five schools in north Texas, the only area of concentration was in Dallas, where three schools, 11.1 per cent of the total schools, were located. Also, in north Texas, four of these five schools were parochial schools affiliated with the Roman Catholic Church.⁴

Discussion of Data

This study was restricted to the twenty-seven private schools accredited by the Southern Association of Colleges and Schools. To preclude improper impressions by the reader, a clarification of the status of private secondary schools

⁴Table I, p. 7, of this study; Southern Association of Colleges and Schools, Proceedings, Seventy-Third Annual Meeting.

in Texas must be made at this time. It was previously recorded in this study that there were, as of 1969, ninety non-public or private secondary schools in Texas, and that the twenty-seven schools in this study were thirty per cent of the total.

In researching this study, it was found that there were thirteen secondary private schools accredited by the Independent Schools Association of the Southwest. There are five schools included in this study that have been accredited by this same association. They are the Hockaday School, Kinkaid School, Peacock Military Academy, Radford School for Girls, and Texas Military Institute.⁵ There are several outstanding private secondary schools which have not been accredited by the Southern Association of Colleges and Schools but have been accredited by the Independent Schools Association of the Southwest.⁶ Saint Mary's Hall, founded in 1879, a private school for girls located in San Antonio, is one example,⁷ and Saint Mark's School of Texas, a boys' school in Dallas founded in 1953, is another example of these outstanding schools.⁸ The most recently founded private school in Texas, The Marine Military Academy, will be five years old in September, 1970; it has been accredited by the Texas Education Agency,

⁵F. Porter Sergeant, Handbook of American Private Schools--1969, pp. 15, 579-590.

⁶Ibid., pp. 579-590.

⁷School catalogue, Saint Mary's Hall.

⁸School catalogue, Saint Mark's School of Texas.

but it has not been accredited by any regional or national accrediting association.⁹ This brief clarification of the status of private secondary schools in Texas illustrates the incompleteness of information and knowledge about our Texas private schools, but it should reduce or eliminate improper conclusions on the part of the reader.¹⁰

Among the findings in this study was one which in itself makes the general subject of the study, the private schools in Texas, important. Research revealed that there has been limited study and very little literature produced to acquaint college students, prospective teachers, and educators with a knowledge of the number, location, curriculum, and other information pertaining to our private schools. The fact that it was necessary to go back almost a half-century to find research and literature having a bearing upon the problem under study was one condition that supports this finding. That only three of the twenty-one schools responding to the school questionnaire reported that there was a history, in thesis form, of their schools was additional confirming

⁹School catalogue, Marine Military Academy.

¹⁰There are five hundred and fifteen public secondary schools in Texas accredited by the Southern Association of Colleges and Schools. These schools represent 37.9 per cent of the 1,360 public secondary schools. In summary, thirty per cent of the private schools and approximately thirty-eight per cent of the public secondary schools in Texas are accredited by the association. Southern Association of Colleges and Schools, op. cit., p. 118.

evidence of this lack of information about our private schools.

Additionally, the directory-type publications, the normal medium used for advertising private schools, as commercial enterprises, do not, and cannot, give a complete picture of the number and types of private schools to be found in any given state. This finding, except for the state of Texas, was not an original discovery. In 1950, the following comment was made about private schools in general:

Advertisements of schools indicate their existence, but more specific data is needed as to numbers enrolled, the courses actually pursued, and the relations between the private school and other educational institutions.¹¹

The U. S. News and World Report, in a recent article about the private schools in our country, found that it was difficult to find up-to-date statistics on all of our private schools.¹² With the exception of a brief coverage in The Story of Texas Schools¹³ and the compilation of a listing of Texas private and parochial schools, with selected statistical information, two decades have passed without any appreciable increase in information pertaining to our private schools.¹⁴

To a public school superintendent, community approval is

¹¹Walter S. Monroe, "Private Schools," Encyclopedia of Educational Research, p. 1154.

¹²"Why Private Schools are Zooming," U. S. News and World Report, LXVII (November, 1969), 52.

¹³C. E. Evans, The Story of Texas Schools, pp. 144-145.

¹⁴Texas Education Agency, 1968-1969 Listing of Private and Parochial Schools of Texas.

a prerequisite to the educational program, and the community's support is absolutely necessary for its success.¹⁵ On the other hand, the power structure of the independent school is usually dominated by the alumni through their control of the board of trustees, which is normally self-perpetuating.¹⁶ Response to the school questionnaire of this study indicates the faculty, percentage-wise, is the most influential group in the private school in curriculum planning. It must, however, be remembered that private schools are business enterprises, and the curriculum of a school is controlled by the board of trustees. The faculty may make all the recommendations it likes, but there is no assurance, or recourse, that any change will be made in a school's curriculum, no matter how progressive or practical it may be, unless it conforms to the concepts of education held by the alumni-dominated board of trustees.

Except for the commercial point of pleasing the customer, the parent, and the student, parental influence has little or no effect on what is contained in a private school's curriculum. The students' participation in curriculum planning is no stronger than that of the parents.

One authority found that subjects offered by the private

¹⁵Robert H. Johnson, Jr., "Today's Superintendent," Forward Edge in American Education, pp. 153-157.

¹⁶Claude M. Fuess, Independent Schoolmaster, pp. 276-288.

schools are traditional and unchanged because it is easier to continue with them than to face up to inadequacies by adopting material more relevant to modern world conditions and in fulfillment of the needs and wishes of the people as they see them. Furthermore, many private schools would do well to make wider use of methods and materials generally regarded as "unconventional and looked upon by the academic profession as unseemly, vulgar or unscholarly."¹⁷ The exclusion of business subjects from a school's curriculum because they are not considered to be appropriate college preparatory subjects is an example of this attitude.

That a majority of the schools in this study have recognized the value of typing as a communications skill necessary to the needs of the college preparatory student was encouraging. That there are limited offerings of business subjects in the private schools' curricula may be the fault of business education's stressing the vocational objectives of business subjects over the personal use and general educational value of business subjects. It may be that the college preparation of business education majors needs to be changed to create in future business teachers an awareness of the personal values of business subjects and the appropriateness of personal-use business skills for college preparatory students.

If the private schools in Texas are truly college

¹⁷Allan V. Heely, Why the Private School? pp. 103-104, 131.

preparatory schools, it then follows that in addition to the liberal arts program there should be preparation in other fields. A majority of the senior and junior colleges in Texas, and this includes both public and private colleges, offer degrees in business. Doctor James B. Conant, in an investigation of two thousand high schools, stated that "there is no evidence that instruction in vocational courses interferes with instruction in advanced academic fields."¹⁸ It was reported in Changing Times that

A heavier academic load in high school does not mean better marks in college. In fact, it may work just the other way. Students in college-prep programs who also take art, music, homemaking, industrial and business courses do better in college than others who pile on academic subjects.¹⁹

In 1962, Changing Times, in commenting on careers in business, stated that although industrial leaders talk a lot about the values of a liberal arts education, when it comes to hiring college graduates the business majors and specialists are hired in greater numbers than the liberal arts graduates.²⁰ The College Placement Council, which services 1,300 colleges and universities with job information, was recently cited in an Associated Press article. The council had found that there are fewer jobs for the 1970 college graduates than were

¹⁸James B. Conant, The Comprehensive High School, pp. 49-61.

¹⁹"Overkill," Changing Times, XX (June, 1968), 41-42.

²⁰"Careers in Running a Business," Changing Times, XVI (May, 1962), 33-34.

available in 1969, but the "one bright spot is for accounting majors," for whom job offers are up "nine per cent over last year" and for whom the demand has "risen fifty-six per cent over the last three years."²¹ Bookkeeping or accounting was offered by ten of the schools in this study, and as the second most frequently offered business subjects were taken by more girls than boys.

A new non-vocational subject known commercially as Notehand was introduced in 1960 for use in the business curriculum. Usually referred to as personal-use shorthand, this subject was designed for the college preparatory students to assist them in taking useful notes "from reading, listening, and observing," hopefully enhancing their chances for academic success.²² It can be used by a student for taking notes in any class, including foreign languages, and in extra-curricular activities such as journalism or as recording secretary in a student organization. The private schools responding to this study had a greater number of schools offering personal shorthand, nine out of twenty-one schools, than was found in the public high schools in the state of Texas, which was three out of nine hundred and sixty responding schools.²³ The

²¹Austin American, January 20, 1970, p. 1.

²²Roy W. Poe, "Notehand--a Backward--and Forward--Appraisal," Business Teacher, XLV (November, 1967), 4-5.

²³St. Agnes Academy, Houston. Explanation to Item 9, of School Questionnaire.

difference in participation between the two types of schools in this subject may be partially explained by reason of Note-hand's suitability for the college preparatory school students.

That six of the schools in this survey which offered vocational shorthand and typing were schools for girls was not surprising. What was surprising was that three of the schools reported that bi-lingual courses in business subjects were offered because of student goals of becoming bi-lingual secretaries or holding other office positions where two languages are of great importance.²⁴ Reference was made earlier to the establishment of two pilot programs in bi-lingual office practice, and of a growing interest of the public high schools in bi-lingual secretarial programs.²⁵

Which is the innovator, the public or the private school? The answer to this question is not as important as the fact that there appears to be a lack of communication between the public and private schools of Texas and the Texas Education Agency.

Normally, the impression of affluence comes to mind when a person hears the phrase, a private school. Despite affluence or lack of affluence all people are consumers. From the moment a young person is given a regular allowance or receives

²⁴George Lagleder, "From the TEA Office," Texas Business Educator, p. 3.

²⁵Ibid., p. 5.

his pay for the first time from a part-time job, he becomes a money manager and remains one for the rest of his life. Although a young person may be given some knowledge of money management from his parents, the greater part of his learning is obtained by trial and costly error.²⁶ The size and effect of the latter condition could be reduced if all students included general business in their educational programs. It is the contention of one writer that the subject of general business

. . . is being denied its rightful place among the chosen electives of college-bound students because we cannot penetrate the prejudice of many of the college-oriented guidance departments. . . . We are now in the dilemma of an increasingly complex economic society being coped with by an increasingly ill-informed socio-economic being. It seems those who need it most are refused the opportunity.²⁷

With the no-cash, credit-card system of living today, a knowledge of business organizations, contracts, methods of saving through banking, insurance, and investments, advertising, purchasing consumer goods, and money management is necessary and these are the areas of general business education included in the subject entitled general business. None of these areas in general business will prepare a person to enter business, but the knowledge will forewarn and forearm

²⁶Neil A. Gaston, "None Can Deny It--But So Many Do," The Balance Sheet, XLVIII (November, 1966), 107.

²⁷Richard D. Brown, "A Reevaluation of the Basic Business Area," The Balance Sheet, XLIX (April, 1968), 351.

students for their entry into our economically competitive society. Articles in business education periodicals constantly mention the fact that a change in title of this subject is needed "to communicate the value of this course to the students, their parents, teachers, counselors, and administration."²⁸

Of the twenty-seven private schools in this study only seven offered or planned to offer a course in general business, indicating that although all these schools may be preparing their students for college, a majority are overlooking their responsibility, in this instance, of preparing their students for life.

Compared with the public secondary schools, where thirty-four of nine hundred and sixty, or 3.5 per cent, offered data processing, the private schools in this study, at least percentage-wise (five of twenty-seven schools), appear to be much more active. There was nothing in the public school literature revealing whether data processing was a mathematics-science-oriented subject or a business-oriented subject. Of the private schools in this study offering data processing the orientation was evenly divided. The Boston Latin School, the oldest secondary-level school in the United States, is using the computer as a teaching tool, but as reported by the headmaster it is for "purely intellectual purposes." Administrative

²⁸Brown, loc. cit.

or business requirements such as routine accounting, class scheduling, and the like pertaining to the Boston Latin School are done on another computer belonging to the Boston Public Schools Department.²⁹

Data processing can be an inclusive part of accounting, which is the case at the San Marcos Baptist Academy, where full advantage has been taken of the business office's computer. After classroom instruction the accounting students are given an opportunity to key-punch cards and perform other operations related to computer use.³⁰ In response to the questionnaire one of the schools stated the demand for inclusion of data processing originated with the students.³¹ There is no need for having computers to provide students with a knowledge of data processing. What is important is a knowledge of the limitations and capabilities of computers, and the ability to communicate with programmers whether it be for the solution of routine business tasks or the resolution of intellectual problems. The constantly increasing use of computers to assist in the solution of scientific and business problems virtually dictates that at least an introduction to computer theory be included somewhere in a private or public school's curriculum.

²⁹"Newest for the Oldest," American School and University, XLI (April, 1969), 31. A short discussion of the Latin Grammar Schools and the Academy can be found in The Public Administration of American School Systems by Var Miller.

³⁰School Questionnaire, Item 14, San Marcos Baptist Academy.

³¹Ibid., Allen Academy.

CHAPTER V

SUMMARY AND CONCLUSIONS

Summary

That there has been a lack of study and a consequent lack of knowledge concerning the numbers, types, and locations of secondary private schools and material, other than commercial, about non-public schools was considered to be one of the more important findings of this study. Studies which are restricted, as this study has been, can convey an improper impression of the quality of the private secondary schools which are operating in the state of Texas. Although this study touched briefly on this matter, a better understanding of the private schools system as it exists in Texas could be achieved in a study which concerns itself with the sixty-three private secondary schools not accredited by the Southern Association of Colleges and Schools.

To understand that there are distinct differences between the administration of the private and the public secondary schools is essential to an appreciation of the differences in their curricula, this despite the fact that the academic subjects recommended to the college-bound student are not too different one from the other.

The purpose of this study was to determine the role of business education in selected private schools in Texas. The

excellent response to the questionnaire in this study appears to convey an impression that these schools are more than willing to assist a researcher and exhibit their interests in the thesis. The change from all boarding schools, except for the older schools included in the study, to day schools is considered to be a major consideration in course offerings. Failure to include at least typing, personal shorthand, and general business for all students attending private schools is depriving them of skills and knowledge which can assist the graduates in college in saving study time, obtaining part-time employment during college, and preparing them for living in a fast-moving economy. That ninety per cent of the schools used selected students to type copy for school publications, and a lesser percentage included typing in their curricula is difficult to reconcile. If at the secondary level this skill is required and will likely be necessary at the college level for personal use, business majors, journalism majors, pre-law, and future school teachers, why not include the subject in course offerings?

Vocational guidance in the private schools has changed over the past forty years, because it is now a part of the services available in all of the schools in this study. If, however, vocational subjects are not included in a school's curriculum it may be appropriate, as indicated by one respondent, that these schools, for what it may be worth, substitute the word "career" for "vocational" in their guidance program.

The majority of the private school graduates in this study enter junior and senior colleges in Texas, a majority of them offering degrees in business. It is difficult to conceive that Texas private school graduates differ greatly from all other high school graduates and that none are interested in business. Because a reasonable number of the respondents, i. e., at least fifty per cent, did not make follow-ups of their graduates, it was impossible to compare the private schools' curricula with the college goals of their graduates in any degree area and precluded a determination of the number of private school graduates enrolled in the general field of business.

In all probability there will be a gradual increase in the number of private schools offering data processing as an integral part of established subjects such as mathematics or accounting.

Conclusions

Based upon the research completed and presented in this study the following conclusions were arrived at; however, their order of presentation does not indicate a priority of importance. Conclusions have been arranged in two groups. The first group includes conclusions of a general nature which have a bearing upon the problem, and the second group includes those of immediate relevance to the problem studied.

Group One Conclusions.--

1. That in reference-type literature advertising private schools, the emphasis is placed on "a college preparatory school" with little, if any, mention of business subjects offered.

2. That there is little difference in course requirements for college preparatory students in the private and public schools in Texas.

3. That the greatest concentration of private schools in this study are located in the southern portion of Texas.

4. That there are private schools not included in this study which have standards that are equal to or better than some of the schools in the study.

5. That efforts are being made by the Texas Education Agency to increase the amount of information that can be made available about business subjects taught in Texas high schools and about the private and parochial schools in Texas.

6. That a need exists for further studies of private schools in Texas to expand the knowledge and understanding of interested college students and potential private school teachers.

Group Two Conclusions.--

1. That day schools were in the majority and exceeded other types of private schools in the study by a ratio of two to one.

2. That at least one business subject, usually personal typing, was offered by a majority of the private schools

responding to the questionnaire.

3. That business subjects are offered more frequently by private day schools than by boarding schools.

4. That business subjects are offered most frequently in private schools for girls.

5. That vocational business subjects are offered as terminal courses in the private day schools more often than in the coeducational boarding schools.

6. That when a terminal course of study in business is not offered, business subjects are offered as electives.

7. That a minority of private schools, particularly boys' schools, do not offer business subjects because the schools are strictly college preparatory schools.

8. That personal shorthand was offered by more private schools in this survey than was reported in another survey by public schools in Texas.

9. That bi-lingual business courses are offered by more of the private schools in this study than by the public secondary schools of Texas.

10. That typing for personal use in correspondence, in extra-curricular activities, and in meeting scholastic requirements can be used for commercial purposes by graduates who attend colleges.

11. That data processing will assume a position of increasing importance in the curricula of private and public schools, but the emphasis in the private schools will likely

be divided between two areas, business and mathematics.

12. That the personal use and general educational values, rather than the vocational values, of business subjects must be stressed if business subjects are to gain acceptance in private preparatory schools in Texas.

13. That when a school's curriculum emphasizes college preparation with a broad selection of general educational subjects, the general education and business subjects are normally subordinate to traditional college preparatory subjects.

14. That the role of business education, although it may vary in content and emphasis from one private school to another, can be described, on the basis of the preceding conclusions, as being an active and progressive area of instruction in selected private schools in Texas.

APPENDIXES

APPENDIX A
STUDENT QUESTIONNAIRE

Male _____

Female _____

Grade: _____ Father's occupation _____

Your age (years) _____ Mother's occupation _____

1. Do you plan on going to college? Yes _____ No _____

2. Have you tentatively selected a college? Yes _____ No _____

a. Name and location of college or junior college:

b. Major field? (English, education, business, etc.)

3. If you do not go to college, what occupational field do you expect to enter? _____

	Yes	No
4. Do you own		
a. Portable typewriter,	_____	_____
b. Standard typewriter, or	_____	_____
c. Electric portable typewriter?	_____	_____

5. Which members of your family know how to type?

Father _____ Mother _____ Brother/s _____ Sister/s _____

6. Who suggested that you take a course in typing?

Father _____ Mother _____ Brother/s _____ Sister/s _____

Friend _____ Counselor _____ High School Principal _____

Teacher (give teaching field, e. g., English _____)

Other person (designate) _____

7. Are you interested in taking any of the following subjects?

	Yes	No	Enrolled	Completed
a. Bookkeeping or Accounting	_____	_____	_____	_____
b. Business Arithmetic	_____	_____	_____	_____
c. Business/Commercial Law	_____	_____	_____	_____
d. Consumer Education	_____	_____	_____	_____
e. Consumer Mathematics	_____	_____	_____	_____
f. Data Processing	_____	_____	_____	_____
g. General Business	_____	_____	_____	_____
h. Notehand (Personal use shorthand 1 semester)	_____	_____	_____	_____
i. Personal typing (1 semester)	_____	_____	_____	_____
j. Shorthand (1 to 2 years)	_____	_____	_____	_____
k. Typing (1 to 2 years)	_____	_____	_____	_____

If not covered, give reason/s for answers. _____

(Continue on reverse side)

APPENDIX B

COVER LETTER WITH ENCLOSURES

1000 Burleson Street,
San Marcos Texas 78666
March 6, 1970

Attached to this letter are two enclosures which are intended not only to stimulate you as an educator, but also to effect a response to my questionnaire.

You may recall my previous request for assistance in gathering material for my master's thesis--tentatively titled, "The Role of Business Education in Selected Private Schools of Texas." It is not intended that the questionnaire be personally answered by you, though your response would lend stature to the study.

Other than directories, I have found that there is little literature about our private schools in the collegiate libraries I visited or contacted. Accordingly, I feel that approval of my thesis will contribute to an understanding of our private schools, and your assistance will also constitute a contribution.

To facilitate a reply, a self-addressed stamped envelope is enclosed. I sincerely hope that I may receive an early reply. In return, I will forward to you the results of this survey.

Thank you.

Yours very truly,

R. M. BEECHINOR, JR.

Enclosures:

- 1--Changing Times
- 2--Civic Leader
- 3--Questionnaire w/env.

Go ahead, take that typing course

THE QUESTION comes up in junior high and senior high . . . in college . . . during summer vacations . . . after you're earning a living or keeping house: Should you take a typing course? The answer for most people probably is yes.

If you can come up with a good reason *not* to learn to type, you're an exception. Just look at the reasons why you should.

In school. Studies of elementary school children given experimental typing courses have shown that their composition work improves, both in depth and creativity, as they master the keyboard; their spelling gets better, too. Learning to type that early may not be essential, but at high school level a skilled typist has a clear advantage, particularly in producing term papers. It's a laborious task to turn out a finished paper in longhand, even when your handwriting is excellent. The speed offered by typing notes and drafts, as well as the finished product, greatly simplifies the task, and legibility is guaranteed.

The more education you plan to get, the more valuable typing ability becomes. Most colleges require that papers be typed, yet few four-year colleges offer typing courses. A college student without typing skill must either pay someone to type a final draft or else pick it out key by painstaking key.

In business. No matter what your career, the ability to type will serve you well. Most job application forms ask if you can type, even though it seemingly has nothing to do with the particular job you're seeking. That's because the typewriter no longer is regarded as the exclusive property of the office stenographer, but is considered a communications tool. Knowing how to use it can only be a plus on your job applications.

Even for the man with a secretary—a lawyer, for example—the ability to type is still an advantage. If he can type his notes, drafts and instructions, it saves valuable time for both.

At home. Just think how many forms you have

to fill out that say "please type or print." Typing does not remove the nuisance, but it at least eases the work. It also reduces the danger of errors being fed into a computer because your printing wasn't easy to read.

As a typist, you can work at home as a volunteer for your favorite community project or take on the job of club secretary. Women always have recipes to be copied and filed or passed on to friends. Keeping up with correspondence becomes simpler.

What you'll learn

IN A BASIC typing course, you'll learn the keyboard and become familiar with other typewriter parts. You can probably work up to about 40 words a minute by the end of one semester, which is all you'll need for the simplest typing chores. Once you've hit that magic number, your speed picks up as you continue to use the typewriter—it's essentially a matter of practice and more practice.

Nearly every high school in the country offers typing courses, both in the regular curriculum and in adult education programs. Some give a choice of "business typing" or "personal typing"; the latter is a simplified course designed to teach only the fundamentals, with less emphasis on speed, to students who need typing for school work or for personal use.

A student who can't fit typing into his regular class schedule can pick it up in summer school or at a local business college. There are home study courses, too, but this probably will take longer. You're better off with an instructor who can watch your progress, correct your errors and suggest ways for you to increase your speed at a steady pace.

At the rate the typewriter keyboard is coming into use as a means of speeding communication, sooner or later you'll probably be faced with operating one. You'll be a jump ahead if you face it now and get used to striking the right key the first time.

FOR YOUR NOTEBOOK

by Anton Berle

DISILLUSIONMENT over the war in Viet Nam, the fight over civil rights, the irrelevance of curricula—these are among the issues often blamed for student unrest. Joseph A. Califano, adviser to Presidents John Kennedy and Lyndon Johnson, agrees that these issues contribute to student explosions. But, he emphasizes, none of these is at the heart of the youth rebellion. The real cause of the unrest, Califano concludes on the basis of his Ford Foundation-sponsored study, is "the crisis of disbelief."

Some of Califano's views: With "youthful over-simplification," today's young people demand infallibility of motives and action. Any deviation from their ideal they feel is hypocrisy. Teachers have become infected with self-doubt as a result of this questioning, and people in authority have often reacted in an atmosphere of adolescence with strong laws that restrict student activity.

The former Presidential adviser airs his views in "The Student Revolution: A Global Confrontation." It has been published by W. W. Norton, and is available for \$3.95.

For the College Bound

If a student learns shorthand, note-taking, typing, and rapid reading, he can complete his work in a third of the time that the average student spends on his studies. So says Professor H. Herbert Minnich of Goshen (Indiana) College.

Professor Minnich's advice is contained in the latest *Going-to-College Handbook*, issued by Outlook Publishers. This year's *Handbook* also reports the opinions of college students on such issues as: alternatives to grade; prevention of campus disorder; current expressions of religion; student involvement; and self-motivation.

In addition, the volume offers information about scores of colleges—their admission requirements, offerings, etc. Data is also given on scholarships and fellowships.

The *Handbook* is available for \$1 (or three for \$1.50) from Outlook Publishers, Inc., 512 East Main Street, Richmond, Virginia 23219.

China Policy?

The time has come for fundamental studies in American and Japanese foreign policy. In 1960, the American Foreign Policy Association, in cooperation with the Japanese Foreign Policy Association, held a series of seminars on American and Japanese political leaders. Their suggestions made at a conference held earlier this year and sponsored by the

Center for the Study of Democratic Institutions/The Fund for the Republic, Inc.—are given in a new Center publication. Titled "Asian Dilemma: United States, Japan, and China," the provocative volume is available for \$2.25 from The Center, Box 4068, Santa Barbara, California 93103.

American contributors to the booklet include Associate U. S. Supreme Court Justice William O. Douglas, Senator Edward Kennedy of Massachusetts, Senator J. William Fulbright of Arkansas, Senator John Sherman Cooper of Kentucky, former U. S. Ambassador to the UN Arthur Goldberg, and former Ambassador to Japan Edwin O. Reischauer.

Historical Meetings

Some forthcoming important meetings listed by the American Historical Association include:

November 17-22—The American Studies Committee will sponsor a Conference on the Twenties at Southern Illinois University, Edwardsville. Sessions will be open to the public. For information, write to Herbert H. Rosenthal, History Department, Southern Illinois University, Edwardsville, Illinois 62025.

December 28-30—The American Historical Association will hold its annual meeting in Washington, D.C. Local Arrangements Chairman is Thomas T. Helde, Department of History, Georgetown University, Washington, D.C. 20007.

December 27-28: A Caucus of Radical Historians will meet at the outset of the annual AHA meeting. Faculty and students are working together to organize a Caucus. Anyone interested in participating should write to Radical Historians, c/o Arthur Waskow, Institute for Policy Studies, 1520 New Hampshire Avenue, N.W., Washington, D.C. 20036.

Spring, 1970—The Medieval Institute of Western Michigan University will sponsor its fifth biennial conference. The director of the institute has requested that interested persons propose subjects for panel discussions, papers, and general themes. Topics that include several disciplines are especially welcome. Address inquiries to John R. Sommerfeldt, Medieval Institute, Western Michigan University, Kalamazoo, Michigan 49001.

August, 1970 The second International Conference on the Problems of Modern Asia, to be held in Honolulu, Hawaii, will be sponsored by the Ford World Center and the Asia Training Center at the University of Hawaii. The Secretary of the Conference is Guy R. Atkinson.

dall, Asia Training Center, University of Hawaii, Honolulu, Hawaii 96822.

Transparency Master

UNITED STATES-SOVIET talks to seek an end to the race for more and more nuclear weapons are scheduled to begin November 17. Technically, they are called "Strategic Arms Limitation Talks," or SALT for short. Our transparency master this week lists SALT and a number of other terms widely used in connection with weapons and disarmament.

Suggested questions and activities:

1. Point to each item shown on the transparency and ask students to explain its meaning.

2. For class projects, ask students to check into the present status of each term mentioned; e.g., whether the idea each term represents is planned, agreed upon, or under development.

Terms shown, in addition to SALT, are:

MIRV—Multiple independently-targeted re-entry vehicles (a missile with several warheads, each of which is set to reach its own special target).

ICBM—Intercontinental, ballistic missiles, which are long-range missiles.

ABM—Anti-ballistic missile defense system.

SRAM—Short-range attack missile.

ACDA—Arms Control and Disarmament Agency, headed by Gerard Smith, which coordinates U.S. disarmament programs.

Consumer Education Unit

(Concluded from page 2)

Economics, Education Center, Indianapolis public Schools, 120 E. Walnut St., Indianapolis, Ind. 46204. \$1.50.

• **Social and Economic Education**, Omaha Public Schools, 3902 Davenport St., Omaha, Nebraska 68131. \$1.50.

• **Economic Education**, Private, c/o 12. Division of Instruction, 809 East Marshall St., Richmond, Va., 23219. \$2.50.

• **University of Chicago Program**, directed by William D. Rader, has developed materials for the intermediate grades in connection with schools in Flint and Lansing, Michigan. These materials have been field tested in six widely separate states and will be ready for distribution in the near future. Write: Dr. William Rader, Industrial Relations Center, The University of Chicago, 1225 East 60th St., Chicago, Ill. 60637.

CIVIC LEADER

Teacher's Edition of

AMERICAN GOVERNMENT & WRITING IN AMERICAN HISTORY, by William D. Rader, University of Chicago. This book is available in paperback for \$1.50. Write to the publisher, The University of Chicago Press, 1225 East 60th St., Chicago, Ill. 60637. Also available in paperback for \$1.50. Write to the publisher, The University of Chicago Press, 1225 East 60th St., Chicago, Ill. 60637.

SCHOOL QUESTIONNAIRE

1. Have surveys of the following been made to give direction to curriculum planning?

	YES	NO	YEAR	METHOD
Alumni	_____	_____	_____	_____
Parents	_____	_____	_____	_____
Faculty	_____	_____	_____	_____

2. How do students participate in the formulation of your curriculum?

Survey of student body	_____
Through Student Council	_____
Follow-up of graduates	_____
Other	_____

3. Does student counselling include vocational guidance?

YES	NO
_____	_____

4. What is the average size of your high school level graduating class?

50	75	100	125	150	175	200	Give number over 200
_____	_____	_____	_____	_____	_____	_____	_____

5. How many of your graduates enter junior colleges each year?

Texas	Out of state	Total
_____	_____	_____

6. How many of your graduates enter senior colleges each year?

Texas	Out of state	Total
_____	_____	_____

7. Have surveys been made to determine collegiate major and minor fields pursued by your graduates?

YES	NO	FREQUENCY	METHOD
_____	_____	_____	_____

8. On the basis of survey results, how many graduates, on the average, seek degrees in:

Business Education

Business Administration

9. Does the organization, type of school, geographical location, or any combination of these, have any bearing upon the inclusion or exclusion of business subjects in your curriculum?

YES _____ NO _____

Please explain. _____

(If additional space is needed, note item number on a separate sheet and attach to questionnaire.)

10. If you do not offer business subjects in your curriculum, which, of the following, is most applicable?

Attitude of faculty or administration, e.g., "Not an appropriate college preparatory subject." _____

Attitude of students, e.g., "I can pay to have the work done, e.g., typing." _____

Cost of equipment, e.g., "Typewriters, too expensive." _____

Other reason or reasons. _____

11. Do selected students type copy for student staffed school publications? YES _____ NO _____
12. Where did the above students receive their typing training?
This school _____ Public school _____ Business school _____
13. Which of the following subjects does your school offer or intend to offer?

	Now Offered	Intend to Offer
Bookkeeping/Accounting	_____	_____
General Business	_____	_____
Shorthand		
Notehand or personal	_____	_____
Vocational	_____	_____
Typing		
Personal	_____	_____
Vocational	_____	_____
Data processing	_____	_____
None of these	_____	_____

14. When and why were each of the subjects in question 13 included in your curriculum?

Year _____

15. Has a thesis or dissertation on the history of your school been written? YES _____ NO _____

If YES, please complete the following:

Author _____

Title _____

College _____

Year _____

Is a copy available in your library or archives?

YES _____ NO _____

16. May I cite in the thesis, when appropriate, your school or your personal comments?

YES _____ NO _____ With prior approval _____

APPENDIX C
FOLLOW-UP LETTER

April 5, 1970

Under a cover letter, dated March 6, I mailed you a questionnaire requesting information for use in my master's thesis.

I have been most pleased with the response, fifty-nine per cent as of April 4th. However, because this study is limited to member schools of the Southern Association of Colleges and Schools--27 out of 90 private secondary schools in Texas--a response from each school is most important. Additionally, the dead-line for submission of the thesis presents another problem.

If, upon receipt of this letter, you have already answered my earlier request, thank you; if not, would you be kind enough to answer and return the questionnaire to me by April 13?

I appreciate your cooperation.

Yours very truly,

R. M. BEECHINOR, JR.

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